**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**

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<th>Chairs</th>
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<td>S. Eason, SJC</td>
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<th>Articulation Officer (1)</th>
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<td>__ J. Fox, Allied Health, MVC</td>
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<td>__ W. Farrar, Applied Technology, MVC</td>
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<td>__ A. Rietkerk, Social/Behavioral Sciences, at Large, MVC</td>
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<td>__ M. Cvetko, Student Development, SJC</td>
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<th>Support Staff (Non-Voting)</th>
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<td>__ J. Carter</td>
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<td>__ M. Harper</td>
<td>__ B. Heiden-Scott (leave FA18)</td>
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<td>__ R. Nishimoto</td>
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I. Opening of Meeting

1. Call to Order:

2. Approval of meeting minutes September 10, 2018

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.

4. Success! Pathways Topic: Pathways Metrics

II. Consent Agenda—Action Items

1. Final Approval—New Course Proposals-Second Reading

   A. CSIS-094 – Cyber Operations
      Catalog inclusion date: 2019-2020

2. Final Approval—Course Revisions-Second Reading

      Catalog inclusion date: 2019-2020

   B. AJ-109 – Interview and Interrogation Techniques (Deactivation)
      Catalog exclusion date: 2019-2020
      Tabled until new course and revised certificate and degree can be approved.

   C. AJ-110 – Crime Scene Reconstruction and Sketching (Deactivation)
      Catalog exclusion date: 2019-2020
      Tabled until new course and revised certificate and degree can be approved.

   D. AUME-070A – Automatic Transmissions & Transaxles (formerly AUME-175)
      Catalog inclusion date: 2019-2020

   E. AUME-070B – Manual Transmissions & Transaxles (formerly AUME-185)
      Catalog inclusion date: 2019-2020

   F. COMM-106 – Small Group Communication
      Catalog inclusion date: 2019-2020

   G. FIRE-102 – Fundamentals of Fire Prevention
      Catalog inclusion date: 2019-2020

   H. FIRE-109 – Fundamentals of Fire Protection and Equipment
      Catalog inclusion date: 2019-2020
I. FIRE-121 – Fundamentals of Wild Land Fire Fighting  
Catalog inclusion date: 2019-2020

J. GEOG-080 – Geographic Information Systems Practicum (formerly GIS Practicum) (Deactivation)  
Catalog exclusion date: 2019-2020

K. GEOG-081 – Spatial Awareness (Deactivation)  
Catalog exclusion date: 2019-2020

L. GEOG-298A-Z – Special Topics in Geographic Information Science (formerly GEOG-298A-Z Special Topics in Geographic Information Systems) (Deactivation)  
Catalog exclusion date: 2019-2020

M. GEOG-299 – Special Projects: Geographic Information Systems (Deactivation)  
Catalog exclusion date: 2019-2020

N. THA-155/HIST-165 – Musical Theater History  
Catalog inclusion date: 2019-2020

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

Recommended Preparation: ENGL-101 (Added)  
Recommended Preparation: ENGL-092 ( Removed) or  
Recommended Preparation: ENGL-098 (Removed) or  
Recommended Preparation: ESL-098W (Removed)  
Catalog inclusion date: 2019-2020

B. AUME-070A – Automatic Transmissions & Transaxles (formerly AUME-175)  
Recommended Preparation: AUME-072 (Added)  
Recommended Preparation: AUME-100 (Removed)  
Catalog inclusion date: 2019-2020

C. AUME-070B – Manual Transmissions & Transaxles (formerly AUME-185)  
Recommended Preparation: AUME-072 (Added)  
Recommended Preparation: AUME-100 (Removed)  
Catalog inclusion date: 2019-2020

D. FIRE-109 – Fundamentals of Fire Protection and Equipment  
Prerequisite: FIRE-101 (Reviewed) or  
Corequisite: FIRE-101 (Added)  
Catalog inclusion date: 2019-2020

E. FIRE-121 – Fundamentals of Wild Land Fire Fighting  
Prerequisite: FIRE-101 (Removed)  
Catalog inclusion date: 2019-2020

F. THA-155/HIST-165 – Musical Theater History  
Recommended Preparation: ENGL-101 (Removed)  
Catalog inclusion date: 2019-2020
4. **Final Approval—New Program Proposals-Second Reading**
   None

5. **Final Approval—Program Revisions-Second Reading**
   A. Associate in Science in Administration of Justice: A.S.-T in Administration of Justice for Transfer
   Catalog inclusion date: 2019-2020

6. **Final Approval—Procedure Revisions-Second Reading**
   None

7. **Final Approval—Other Curriculum Changes-Second Reading**
   A. Course Re-numbering Schema Draft

8. **Final Approval—2yr Career Education Review-Second Reading**
   A. AH-105 – Medical Terminology (formerly DMS-095 Sonography Medical Terminology)
      Catalog inclusion date: 2019-2020

   B. AJ-101 – Criminal Law
      Catalog inclusion date: 2019-2020

   C. AJ-103 – Criminal Evidence
      Catalog inclusion date: 2019-2020

   D. AJ-106 – Juvenile Procedures
      Catalog inclusion date: 2019-2020

   E. AJ-111 – Criminal Procedures
      Catalog inclusion date: 2019-2020

   F. AJ-115 – Introduction to Probation and Parole
      Catalog inclusion date: 2019-2020

   G. AJ-117 – Introduction to Terrorism and Homeland Security
      Catalog inclusion date: 2019-2020

   H. AJ-118 – Community and the Justice System
      Catalog inclusion date: 2019-2020

   I. AJ-125 – Vice and Narcotics Control
      Catalog inclusion date: 2019-2020

   J. AJ-128 – Traffic Control, Enforcement and Investigation
      Catalog inclusion date: 2019-2020

   K. AUME-089 – Basic Maintenance Light Repair I (MLR)
      Catalog inclusion date: 2019-2020

   L. AUME-090 – Basic Maintenance Light Repair II (MLR)
M. AUME-091 – Maintenance Light Repair III (MLR)
Catalog inclusion date: 2019-2020

N. CDE-126 – Administration and Supervision of Early Childhood Education Programs I
Catalog inclusion date: 2019-2020

O. CDE-128 – Administration and Supervision of Early Childhood Education Programs II
Catalog inclusion date: 2019-2020

P. CORR-101 – Introduction to Correctional Science
Catalog inclusion date: 2019-2020

Q. CORR-102 – Control and Supervision in Corrections
Catalog inclusion date: 2019-2020

R. CORR-103 – Correctional Interviewing and Counseling
Catalog inclusion date: 2019-2020

S. CORR-104 – Legal Aspects of Corrections
Catalog inclusion date: 2019-2020

T. CSIS-113A – C++ Programming-Level 1
Catalog inclusion date: 2019-2020

U. CSIS-113B – Java Programming-Level 1
Catalog inclusion date: 2019-2020

V. CSIS-116D – PHP Web Development
Catalog inclusion date: 2019-2020

W. CSIS-116E – Python Programming-Level 1
Catalog inclusion date: 2019-2020

X. CSIS-123A – C++ Programing-Level 2
Catalog inclusion date: 2019-2020

Y. CSIS-123B – Java Programming-Level 2
Catalog inclusion date: 2019-2020

Z. CSIS-213 – Discrete Structures
Catalog inclusion date: 2019-2020

AA. DMS-103 – Patient Care Techniques for Sonographers
Catalog inclusion date: 2019-2020

AB. DMS-104 – Clinical Observation
Catalog inclusion date: 2019-2020

AC. DMS-125 – Ultrasound Physics and Instrumentation I
Catalog inclusion date: 2019-2020
9. Final Approval—Honors Addendum Proposals-First and Only Reading
None

10. Final Approval—Distance Education Addendum Proposals-First and Only Reading

   Both Fully Online and Hybrid Online
   Catalog inclusion date: 2019-2020

B. CSIS-094 – Cyber Operations (New)
   Both Fully Online and Hybrid Online
   Catalog inclusion date: 2019-2020

C. THA-155/HIST-165 – Musical Theater History (New)
   Both Fully Online and Hybrid Online
   Catalog inclusion date: 2019-2020

11. Final Approval—ECC-First and Only Reading

A. Employment Concentration in Geography/Geographic Information Systems: Engineering (Deactivation)
   Catalog exclusion date: 2019-2020

B. Employment Concentration in Automotive/Transportation Technology: General Technician (Revision)
   Catalog inclusion date: 2019-2020

C. Employment Concentration in Geography/Geographic Information Systems: Multimedia (Deactivation)
   Catalog exclusion date: 2019-2020

D. Employment Concentration in Geography/Geographic Information Systems: Programming (Deactivation)
   Catalog exclusion date: 2019-2020

E. Employment Concentration in Engineering Technology: Surveying (Deactivation)
   Catalog exclusion date: 2019-2020

F. Employment Concentration in Geography/Geographic Information Systems: Visual Design (Deactivation)
   Catalog exclusion date: 2019-2020

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. High School Articulation Agreements  
   A. AJ-101 – Criminal Law – Santa Rosa Academy (New)  
   B. AJ-102 – Introduction to Criminal Justice – Santa Rosa Academy (New)  
   C. CSIS-111B – Fundamentals of Computer Programming – Murrieta USD (Renewal)  
   D. CSIS-115A – Web Development-Level 1 – Perris Union HSD (Renewal)

2. AB 705 Discussion

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 October 8, 2018 at 3:30pm at the Menifee Valley Campus Room 932.

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)

**Area Representatives (23)**
- X. J. Fox, Allied Health, MVC
- X. W. Farrar, Applied Technology, MVC
- X. D. Parrott, Applied Technology, SJC
- X. J. Tribelhorn, Arts, MVC
- X. C. Glaze, Arts, SJC
- X. M. Eastridge, Arts, at Large, MVC
- X. D. Candelaria, Business/CIS, MVC
- X. R. Bowman, Business/CIS, SJC
- Vacant, Business/CIS, at Large
- X. M. Stewart, Language and Letters, MVC
- X. A. Hammock, Language and Letters, SJC
- X. R. Coleman, Language and Letters, SJC (Prerequisite sub-committee chair)
- X. T. Baldwin, Math, MVC
- X. J. Valdez, Math, SJC
- X. A. Cuatok, Math, at Large, TEC (leave FA18)
- X. P. Zografos, Nursing, MVC
- X. J. Hlebakos, Science, MVC
- X. S. Pamula, Science, SJC
- X. R. Allen, Science, at Large, SJC
- X. M. Hoodenpylle, 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

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

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

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

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

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

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

**DE Subcommittee (3)**
- X. M. Harper
- X. B. Heiden-Scott (leave FA18)
- X. R. Nishimoto

**Guests:** Tami Smith, Mike Fleming, Angela Barbera, Glenn Stevenson, Theresa Hert
I. Opening of Meeting

1. Call to Order: Michelle called the meeting to order at 3:32pm

2. Approval of meeting minutes August 20, 2018
   M – M. Cvetko, SC – J. Hlebakos
   Discussion: None
   Approved as presented: 32 members
   Abstained: 1 member

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.

   Announcements:
   VPI Jeremy Brown welcomed the committee and thanked them for their hard work. He reminded everyone that the curriculum committee got a commendation from the accreditation committee. He wished the committee a good year.

II. Consent Agenda—Action Items
   All items on the Consent Agenda were tabled, except 12A-K, until course is presented on Consent Agenda for second read.

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
   None
10. Final Approval—Distance Education Addendum Proposals—First and Only Reading

Both Fully Online and Hybrid Online
Catalog inclusion date: 2019-2020

B. CSIS-094 – Cyber Operations (New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2019-2020

C. THA-155/HIST-165 – Musical Theater History (New)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2019-2020

11. Final Approval—ECC—First and Only Reading

A. Employment Concentration in Geography/Geographic Information Systems: Engineering (Deactivation)
Catalog exclusion date: 2019-2020

B. Employment Concentration in Automotive/Transportation Technology: General Technician (Revision)
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C. Employment Concentration in Geography/Geographic Information Systems: Multimedia (Deactivation)
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D. Employment Concentration in Geography/Geographic Information Systems: Programming (Deactivation)
Catalog exclusion date: 2019-2020

E. Employment Concentration in Engineering Technology: Surveying (Deactivation)
Catalog exclusion date: 2019-2020

F. Employment Concentration in Geography/Geographic Information Systems: Visual Design (Deactivation)
Catalog exclusion date: 2019-2020

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

Items 12A-B were taken as one item.

M – R. Rycraft, SC – R. Bowman
Andrea Hammock represented.

Discussion: Andrea said the ENGL-255 is 3 units and will eventually replace ENGL-250. Both ENGL-255 and 275 will fill electives within the degree. The English department will be deactivating the Shakespeare course. These will become a LIT mnemonic instead of ENGL. The committee discussed whether these courses possibly fit in the diversity area in the Option A GE Pattern. The language in the need for the course needs to say it is proposed for General Ed and for the degree.
Approved to create courses: unanimous

A. ENGL-255 – Gender, Sexuality, and Women in Literature
B. ENGL-275 – Latinx/Chicanx Literature

C. MATH-081 – Support Class for Ideas of Mathematics  
   M – R. Bowman, SC – J. Tribelhorn  
   Theresa Hert represented.  
   Discussion: Theresa said the law has changed. This is a one unit support course and students can choose to take it; it will not be required. It gives an introduction to topics that will be discussed in the main course. The committee suggested the title be consistent with the other “support” courses and to take out the word “Class.” In the Need for the course the word “required” needs to be changed to “recommended.” The committee had concerns with this being a lecture as opposed to a lab. Lab would give more time with instructor. The committee suggests this be a one unit lab instead of two units lecture. Motions withdrawn. Ron and John T. motion as a one unit lab.  
   Approved to create course: unanimous

Items 12D and F were taken as one item.  
Taylor Baldwin represented.  
Discussion: Taylor explained how the instructors need extra time to prepare the students to be college ready. The committee suggested the title be consistent with the other “precalculus” course titles in the catalog by adding a hyphen. The committee had concerns with this being a lecture as opposed to a lab. The discussion was that the additional 084 course would add too much to the student’s workload per week. The committee agreed this should be a one unit lab. Motions withdraw their motion. Lyndsey and Ron motioned that all courses be created as a one unit lab.  
   Approved to create courses: 27 members  
   Opposed: 6 members

D. MATH-082 – Support for College Algebra

E. MATH-083 – Support for Introduction to Statistics  
   M – J. Tribelhorn, SC – J. Hlebakos  
   Jorge Valdez represented.  
   Discussion: Jorge said this course will be replacing the pre-statistics course. It was questioned if this should be a one unit lab instead of two unit lecture. Consensus of committee is one unit lab. Motions withdrawn. John T. and Jason motioned the course be a one unit lab.  
   Approved to create course: 28 members  
   Opposed: 5 members

F. MATH-084 – Support for Precalculus

   Items 12G-H were taken as one item.  
   M – M. Cvetko, SC – R. Bowman  
   Taylor Baldwin represented.  
   Discussion: Taylor explained that these courses have been restructured to match C-ID. Students can go right into precalculus or take MATH-121 to get there. He said eventually the department will deactivate MATH-110. The committee had some concerns about the high units in the combined Precalculus & Trigonometry course, but it was clarified that C-ID has that course at 6 units. It was suggested to keep in mind Success Pathways and how much of a student’s time would be devoted to a course with that many units.  
   Approved to create courses: 32 members
Opposed: 1 member

G. MATH-120 – Trigonometry
H. MATH-121 – Precalculus
I. MATH-125 – Precalculus & Trigonometry

Items 12J-K taken as one item.
M – R. Bowman, SC – J. Valdez
Jasmine Port represented.

Discussion: Jasmine said these courses are more workforce oriented. The noncredit department has partnered with the TEDS department for the first course which can be a pathway for TEDS credit courses but also provide skills for some jobs. The college has a partnership with the trade union with for the 004X course. The Rationale needs to be changed where it says prerequisite since the assessment tests will not be used to place students into these courses. The committee suggested the word “Education” in the title be removed.

Approved to create courses: unanimous

J. NC/CEP-002X – Principles of Early Care and Child Development Education
K. NC/CEP-004X – Introduction to Construction

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

A. CSIS-094 – Cyber Operations
Catalog inclusion date: 2019-2020
M – R. Allen, SC – J. Tribelhorn
Glenn Stevenson represented.

Discussion: Glenn explained that this is a lower entry level course. It qualifies students to pass two Cisco exams for a level one security tech. The class size needs to be justified and demonstrated through the MOE. There also needs to be reading and writing in the Example of Assignments. The DE addendum rationale is about the course rather than explaining why the online format would be appropriate for this course.

Approved to second read with changes: unanimous

2. Conceptual Approval—Course Revisions-First Reading

Items 2A-C were taken as one item.
Tony Farrar represented.

Discussion: Tony said AJ-109 and 110 have not been taught in years. Content for both courses are taught in other AJ courses. The prerequisite for AJ-105 needs to be changed because of changes to ENGL curriculum and the Examples of Assignments should include writing.

Approved to second read with changes: unanimous

B. AJ-109 – Interview and Interrogation Techniques (Deactivation)
Catalog exclusion date: 2019-2020

C. AJ-110 – Crime Scene Reconstruction and Sketching (Deactivation)
Catalog exclusion date: 2019-2020

Items 2D-E taken were taken as one item.
M – A. Hammock, SC – T. Baldwin
Robert Pensiero represented.
Discussion: Lab content needs to be fixed. On the prerequisite form it mentions 185 when it should be 070B.
Approved to second read AUME-070A: unanimous
Approved to second read with changes AUME-070B: unanimous

D. AUME-070A – Automatic Transmissions & Transaxles (formerly AUME-175)
Catalog inclusion date: 2019-2020

E. AUME-070B – Manual Transmissions & Transaxles (formerly AUME-185)
Catalog inclusion date: 2019-2020

F. COMM-106 – Small Group Communication
Catalog inclusion date: 2019-2020
M – J. Tribelhorn, SC – L. Tone
Michael Fleming represented.
Discussion: The agenda form and GE justification need to be distinguished from the need for the course.
Approved to second read with changes: unanimous

Items 2G-I were taken as one item.
M – D. Candelaria, SC – R. Nishimoto
Jeremy Brown represented.
Discussion: The class size needs to be put back to 35 and add justification on all courses.
Fix the prerequisite for FIRE-109. The content for 121 has too much detail and the author should consider condensing. Fix prerequisite for 121.
Approved to second read with changes. unanimous

G. FIRE-102 – Fundamentals of Fire Prevention
Catalog inclusion date: 2019-2020

H. FIRE-109 – Fundamentals of Fire Protection and Equipment
Catalog inclusion date: 2019-2020

I. FIRE-121 – Fundamentals of Wild Land Fire Fighting
Catalog inclusion date: 2019-2020

2J-M were taken as one item.
Jason Hlebakos represented.

Discussion: These courses have not been offered in years.
Approved to second read: unanimous

J. GEOG-080 – Geographic Information Systems Practicum (formerly GIS Practicum) (Deactivation)
Catalog exclusion date: 2019-2020

K. GEOG-081 – Spatial Awareness (Deactivation)
Catalog exclusion date: 2019-2020

L. GEOG-298A-Z – Special Topics in Geographic Information Science (formerly GEOG-298A-Z Special Topics in Geographic Information Systems) (Deactivation)
Catalog exclusion date: 2019-2020

M. GEOG-299 – Special Projects: Geographic Information Systems (Deactivation)
Catalog exclusion date: 2019-2020

N. THA-155/HIST-165 – Musical Theater History
Catalog inclusion date: 2019-2020

M – J. Tribelhorn, SC – J. Mull

Ricki Rycraft represented.

Discussion: Need to put back the recommended preparation to ENGL-101. Committee supports this course being approved to Area B2. The content is a bit too much detail so it was suggested condensing the content. Committee also recommends adding Music to minimum qualifications. Approved to second read with changes: unanimous.

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

Recommended Preparation: ENGL-092 (Reviewed) or
Recommended Preparation: ENGL-098 (Reviewed) or
Recommended Preparation: ESL-098W (Reviewed)
Catalog inclusion date: 2019-2020

B. AUME-070A – Automatic Transmissions & Transaxles (formerly AUME-175)
Recommended Preparation: AUME-072 (Added)
Recommended Preparation: AUME-100 (Removed)
Catalog inclusion date: 2019-2020

C. AUME-070B – Manual Transmissions & Transaxles (formerly AUME-185)
Recommended Preparation: AUME-072 (Added)
Recommended Preparation: AUME-100 (Removed)
Catalog inclusion date: 2019-2020

D. FIRE-109 – Fundamentals of Fire Protection and Equipment
Prerequisite: FIRE-101 (Reviewed) or
Corequisite: FIRE-101 (Added)
Catalog inclusion date: 2019-2020

E. FIRE-121 – Fundamentals of Wild Land Fire Fighting
Prerequisite: FIRE-101 (Removed)
F. THA-155/HIST-165 – Musical Theater History
Recommended Preparation: ENGL-092 (Added) or
Recommended Preparation: ENGL-098 (Added) or
Recommended Preparation: ESL-098W (Added)
Recommended Preparation: ENGL-101 (Removed)
Catalog inclusion date: 2019-2020

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

5. Conceptual Approval—Program Revisions-First Reading

A. Associate in Science in Administration of Justice: A.S.-T in Administration of Justice for Transfer
Catalog inclusion date: 2019-2020
M – R. Bowman, SC – T. Baldwin
Tony Farrar represented.
Discussion: Tony gave background.
Approved to second read: unanimous

B. Certificate in Administration of Justice: Administration of Justice
Catalog inclusion date: 2019-2020
Item was tabled until the next cycle when AJ-098 comes to the agenda.

C. Associate in Science in Administration of Justice: Administration of Justice
Catalog inclusion date: 2019-2020
Item was tabled until the next cycle when AJ-098 comes to the agenda.

6. Conceptual Approval—Procedure Revisions-First Reading
None

7. Conceptual Approval—Other Curriculum Changes-First Reading

A. Course Re-numbering Schema Draft
M – L. Tone, SC – R. Bowman
Discussion: Michelle explained this is in the process of getting different committee approvals. The 300s and 400s are not being used now but this will be in place for the future should the college decide to add a baccalaureate degree. The 500s and 600s will be courses that may transfer depending on the institution. The 700s and 800s will be non-transfer courses. The 900s will be for noncredit courses. This schema will also help faculty to look at pathways. It was recommended that all references to CTE and vocational be changed to “Career Ed.”
Approved to second read with changes: unanimous

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

Items 8A-AD were taken as one item.
M – R. Coleman, SC – D. Candelaria
Discussion: None
Approved to second read: unanimous

A. AH-105 – Medical Terminology (formerly DMS-095 Sonography Medical Terminology)
B. AJ-101 – Criminal Law
   Catalog inclusion date: 2019-2020

C. AJ-103 – Criminal Evidence
   Catalog inclusion date: 2019-2020

D. AJ-106 – Juvenile Procedures
   Catalog inclusion date: 2019-2020

E. AJ-111 – Criminal Procedures
   Catalog inclusion date: 2019-2020

F. AJ-115 – Introduction to Probation and Parole
   Catalog inclusion date: 2019-2020

G. AJ-117 – Introduction to Terrorism and Homeland Security
   Catalog inclusion date: 2019-2020

H. AJ-118 – Community and the Justice System
   Catalog inclusion date: 2019-2020

I. AJ-125 – Vice and Narcotics Control
   Catalog inclusion date: 2019-2020

J. AJ-128 – Traffic Control, Enforcement and Investigation
   Catalog inclusion date: 2019-2020

K. AUME-089 – Basic Maintenance Light Repair I (MLR)
   Catalog inclusion date: 2019-2020

L. AUME-090 – Basic Maintenance Light Repair II (MLR)
   Catalog inclusion date: 2019-2020

M. AUME-091 – Maintenance Light Repair III (MLR)
   Catalog inclusion date: 2019-2020

N. CDE-126 – Administration and Supervision of Early Childhood Education Programs I
   Catalog inclusion date: 2019-2020

O. CDE-128 – Administration and Supervision of Early Childhood Education Programs II
   Catalog inclusion date: 2019-2020

P. CORR-101 – Introduction to Correctional Science
   Catalog inclusion date: 2019-2020

Q. CORR-102 – Control and Supervision in Corrections
   Catalog inclusion date: 2019-2020

R. CORR-103 – Correctional Interviewing and Counseling
   Catalog inclusion date: 2019-2020
IV. Information/Discussion Items

1. DUAL Enrollment Affiliation Agreements
   A. Murrieta Valley Unified School District
   B. Nuview Early Bridge
   C. Santa Rosa Academy
   No questions from the committee at this time.

2. Change in mnemonic for literature courses

   Item was tabled because this course is managed by the AUME department and will come back to a future agenda as N/CAUME.
Rebecca Coleman gave background for the change from ENGL to LIT. This was approved by the Academic Senate.

3. Out of Compliance or Going Out of Compliance 2018-19
Michelle said this is an information item with the attachment.

4. List of Extensive Lab Approved
Michelle said this is an information item with the attachment to clarify which courses were approved for extensive lab for 2018-19.

5. Volunteer for Hands-on Workshop Thursday, October 11, 12:30-2:00pm at MVC Room 2106 and SJC Room 159
Michelle explained the trainings. She asked if those who could help with these trainings to let her know.

6. AB 705 Discussion
No discussion. The committee was asked to bring any questions to the next meeting.

V. Adjournment: M – J. Tribelhorn, SC – D. Parrott Approved to adjourn at 5:45pm: 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 September 24, 2018 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. CSIS - 094 - Cyber Operations
      Catalog inclusion date: 2019 - 2020

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

   A. AJ - 105 - Tactical Communication and Report Writing for Law Enforcement (formerly Public Safety Report Writing)
      Catalog inclusion date: 2019 - 2020

   B. AUME - 070A - Automatic Transmissions & Transaxles (formerly AUME 175 )
      Catalog inclusion date: 2019 - 2020

   C. AUME - 070B - Manual Transmissions & Transaxles (formerly AUME 185 )
      Catalog inclusion date: 2019 - 2020

   D. COMM - 106 - Small Group Communication
      Catalog inclusion date: 2019 - 2020

   E. FIRE - 102 - Fundamentals of Fire Prevention
      Catalog inclusion date: 2019 - 2020

   F. FIRE - 109 - Fundamentals of Fire Protection and Equipment
      Catalog inclusion date: 2019 - 2020

   G. FIRE - 121 - Fundamentals of Wild Land Fire Fighting
      Catalog inclusion date: 2019 - 2020

   H. GEOG - 080 - Geographic Information Systems Practicum (formerly GIS Practicum)
      (Deactivation)
      Catalog inclusion date: 2019 - 2020

   I. GEOG - 081 - Spatial Awareness (Deactivation)
      Catalog inclusion date: 2019 - 2020

   J. GEOG - 298A-Z - Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems) (Deactivation)
      Catalog inclusion date: 2019 - 2020
K. GEOG - 299 - Special Projects: Geographic Information Systems (Deactivation)
   Catalog inclusion date: 2019 - 2020

L. THA - 155 /HIST - 165 - Musical Theater History
   Catalog inclusion date: 2019 - 2020
   Attached Files
   - Approval emails from History Chairs for Crosslist
   - Documentaries used in the course

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

A. AJ - 105 - Tactical Communication and Report Writing for Law Enforcement (formerly Public Safety Report Writing)
   Recommended Preparation: ENGL 092 (Removed) or
   Recommended Preparation: ENGL 098 (Removed) or
   Recommended Preparation: ESL 098W (Removed)
   Recommended Preparation: ENGL 101 (Added)
   Catalog inclusion date: 2019 - 2020

B. AUME - 070A - Automatic Transmissions & Transaxles (formerly AUME 175 )
   Recommended Preparation: AUME 072 (Removed)
   Recommended Preparation: AUME 072 (Added)
   Catalog inclusion date: 2019 - 2020

C. AUME - 070B - Manual Transmissions & Transaxles (formerly AUME 185 )
   Recommended Preparation: AUME 072 (Removed)
   Recommended Preparation: AUME 072 (Added)
   Catalog inclusion date: 2019 - 2020

D. FIRE - 102 - Fundamentals of Fire Prevention
   Prerequisite: FIRE 101 (Removed)
   Catalog inclusion date: 2019 - 2020

E. FIRE - 109 - Fundamentals of Fire Protection and Equipment
   Prerequisite: FIRE 101 (Reviewed) or
   Corequisite: FIRE 101 (Added)
   Catalog inclusion date: 2019 - 2020

F. FIRE - 121 - Fundamentals of Wild Land Fire Fighting
   Prerequisite: FIRE 101 (Removed)
   Catalog inclusion date: 2019 - 2020

G. GEOG - 081 - Spatial Awareness (Deactivation)
   Recommended Preparation: CSIS 101 (Deactivation) or
   Recommended Preparation: Working knowledge of Microsoft Windows programs(Deactivation)
   Catalog inclusion date: 2019 - 2020

H. GEOG - 298A-Z - Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems) (Deactivation)
   Prerequisite: GEOG 081 (Deactivation)
   Catalog inclusion date: 2019 - 2020
I. GEOG - 299 - Special Projects: Geographic Information Systems (Deactivation)  
Prerequisite: a contract must be completed with the instructor prior to enrollment.  
(Deactivation)  
Prerequisite: Two Geographic Information Systems courses must be completed prior to enrollment; (Deactivation)  
Catalog inclusion date: 2019 - 2020

J. THA - 155 /HIST - 165 - Musical Theater History  
Recommended Preparation: ENGL 101 (Removed)  
Catalog inclusion date: 2019 - 2020  
Attached Files  
- Approval emails from History Chairs for Crosslist  
- Documentaries used in the course

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

5. Final Approval — Program Revisions-Second Reading  
A. Associate in Science in Administration of Justice: A.S.-T in Administration of Justice  
for Transfer  
Catalog inclusion date: 2019 - 2020

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. AH - 105 - Medical Terminology (formerly DMS-095 Sonography Medical Terminology) (Revision)  
Catalog inclusion date: 2019 - 2020  
Attached Files  
- Dept Chair App to chg to "AH"

B. AJ - 101 - Criminal Law (Revision)  
Catalog inclusion date: 2019 - 2020

C. AJ - 103 - Criminal Evidence (Revision)  
Catalog inclusion date: 2019 - 2020

D. AJ - 106 - Juvenile Procedures (Revision)  
Catalog inclusion date: 2019 - 2020

E. AJ - 111 - Criminal Procedures (Revision)  
Catalog inclusion date: 2019 - 2020

F. AJ - 115 - Introduction to Probation and Parole (Revision)
G.  AJ - 117 - Introduction to Terrorism and Homeland Security (Revision)  
Catalog inclusion date: 2019 - 2020

H.  AJ - 118 - Community and the Justice System (Revision)  
Catalog inclusion date: 2019 - 2020

I.  AJ - 125 - Vice and Narcotics Control (Revision)  
Catalog inclusion date: 2019 - 2020

J.  AJ - 128 - Traffic Control, Enforcement and Investigation (Revision)  
Catalog inclusion date: 2019 - 2020

K.  AUME - 089 - Basic Maintenance Light Repair I (MLR) (Revision)  
Catalog inclusion date: 2019 - 2020  
Attached Files  

- Lab content area

L.  AUME - 090 - Basic Maintenance Light Repair II (MLR) (Revision)  
Catalog inclusion date: 2019 - 2020  
Attached Files  

- Grading Plan

M.  AUME - 091 - Maintenance Light Repair III (MLR) (Revision)  
Catalog inclusion date: 2019 - 2020

N.  CDE - 126 - Administration and Supervision of Early Childhood Education Programs I (Revision)  
Catalog inclusion date: 2019 - 2020  
Attached Files  

- CDE Permit Matrix

O.  CDE - 128 - Administration and Supervision of Early Childhood Education Programs II (Revision)  
Catalog inclusion date: 2019 - 2020  
Attached Files  

- Permit Matrix

P.  CORR - 101 - Introduction to Correctional Science (Revision)  
Catalog inclusion date: 2019 - 2020

Q.  CORR - 102 - Control and Supervision in Corrections (Revision)  
Catalog inclusion date: 2019 - 2020

R.  CORR - 103 - Correctional Interviewing and Counseling (Revision)  
Catalog inclusion date: 2019 - 2020
S. CORR - 104 - Legal Aspects of Corrections (Revision)
   Catalog inclusion date: 2019 - 2020

T. CSIS - 113A - C++ Programming - Level 1 (Revision)
   Catalog inclusion date: 2019 - 2020

U. CSIS - 113B - Java Programming - Level 1 (Revision)
   Catalog inclusion date: 2019 - 2020

V. CSIS - 116D - PHP Web Development (Revision)
   Catalog inclusion date: 2019 - 2020

W. CSIS - 116E - Python Programming - Level 1 (Revision)
   Catalog inclusion date: 2019 - 2020

X. CSIS - 123A - C++ Programming - Level 2 (Revision)
   Catalog inclusion date: 2019 - 2020

Y. CSIS - 123B - Java Programming - Level 2 (Revision)
   Catalog inclusion date: 2019 - 2020

Z. CSIS - 213 - Discrete Structures (Revision)
   Catalog inclusion date: 2019 - 2020
   Attached Files
   - CSIS-213 CCC Approval Letter

AA. DMS - 103 - Patient Care Techniques for Sonographers (Revision)
    Catalog inclusion date: 2019 - 2020

AB. DMS - 104 - Clinical Observation (Revision)
    Catalog inclusion date: 2019 - 2020

AC. DMS - 125 - Ultrasound Physics and Instrumentation I (Revision)
    Catalog inclusion date: 2019 - 2020

AD. DMS - 135 - Ultrasound Physics and Instrumentation II (Revision)
    Catalog inclusion date: 2019 - 2020

9. Final Approval — Honors Addendum Proposals-First and Only Reading
   None

10. Final Approval — Distance Education Addendum Proposals-First and Only Reading
    A. AJ - 105 - Tactical Communication and Report Writing for Law Enforcement (formerly
        Public Safety Report Writing) (New Distance Education Addendum)
        Both Fully Online and Hybrid Online
        Catalog inclusion date: 2019 - 2020

    B. CSIS - 094 - Cyber Operations (New Distance Education Addendum)
Both Fully Online and Hybrid Online
Catalog inclusion date: 2019 - 2020

C. GEOG - 080 - Geographic Information Systems Practicum (formerly GIS Practicum)
  (Distance Education Deactivation)
  Both Fully Online and Hybrid Online
  Catalog inclusion date: 2019 - 2020

D. GEOG - 081 - Spatial Awareness (Distance Education Deactivation)
  Both Fully Online and Hybrid Online
  Catalog inclusion date: 2019 - 2020

E. THA - 155 /HIST - 165 - Musical Theater History (New Distance Education Addendum)
  Both Fully Online and Hybrid Online
  Catalog inclusion date: 2019 - 2020
  Attached Files
  - Approval emails from History Chairs for Crosslist
  - Documentaries used in the course

11. **Final Approval — ECC-First and Only Reading**

   A. Employment Concentration in Geography/Geographic Information Systems: Engineering (Deactivation)
      Catalog inclusion date: 2019 - 2020

   B. Employment Concentration in Automotive/Transportation Technology: General Technician (Revision)
      Catalog inclusion date: 2019 - 2020

   C. Employment Concentration in Geography/Geographic Information Systems: Multimedia (Deactivation)
      Catalog inclusion date: 2019 - 2020

   D. Employment Concentration in Geography/Geographic Information Systems: Programming (Deactivation)
      Catalog inclusion date: 2019 - 2020

   E. Employment Concentration in Engineering Technology: Surveying (Deactivation)
      Catalog inclusion date: 2019 - 2020

   F. Employment Concentration in Geography/Geographic Information Systems: Visual Design (Deactivation)
      Catalog inclusion date: 2019 - 2020

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

Form A1

Submitted by: Glenn Stevenson  Date: 04/09/2018

Catalog: 2019 - 2020

Proposed Course: CSIS 094 - Cyber Operations

Proposal Type: New Course 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 is a new course and is being submitted for review for the first time. Cyber Security is one of the fastest growing fields in CA. To keep up with the upward industry and employment trends the CIS department is in the process of creating a complete Cyber Security program. This course will be the first and will qualify students to pass the Cisco Cyber Ops exams. Future courses that have A9 forms approved are Introduction to Cyber Security and Ethical Hacking. This course is being named Cyber Operations to align with the Cisco naming convention.

Relation to Program Review:

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

One of the goals in the CIS program review is the creation of a new CyberSecurity program and degree pattern. This course is the first course to move the department towards that goal.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED
In order to be successful with Cyber Operations a student must use systems software and software tools to analyze problems and create procedures to defend against cyber attacks. One job of a Cyber Security professional is to create new policies and edit existing ones. To do this a great amount of interview, observation, and analysis will be required.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Glenn Stevenson  
   04/09/2018  
   (Submitter)

2. (SJC Department Chair)

3. Glenn Stevenson  
   05/03/2018  
   (MVC Department Chair)

4. (SJC Instructional Dean)

5. Mark Fields  
   05/09/2018  
   (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.

(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).

Course Proposal Impact

CSIS 094 Cyber Operations
**New Course Proposal**

Glenn Stevenson

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: Glenn Stevenson  
Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
</table>

26
### 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>
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</table>

<table>
<thead>
<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
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</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>
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</thead>
<tbody>
<tr>
<td>96.00 - 108.00</td>
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</table>

### Stand Alone:
- Stand Alone

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

### General Education Justification:

<table>
<thead>
<tr>
<th>Maximum Enrollment:</th>
<th>35</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Enrollment Justification:</td>
<td></td>
</tr>
<tr>
<td>Course requires significant response to written materials - check all that apply:</td>
<td></td>
</tr>
<tr>
<td>* Course requires more than seven 3+ page papers to grade per student per semester.</td>
<td></td>
</tr>
<tr>
<td>* Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.</td>
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</tbody>
</table>

Justification: This course requires students to use multiple simulation software tools to diagnose and offer solutions to complex security problems. These simulations will be given weekly and are extremely complex to administer and evaluate. Students will also be required to give a written analysis of the problem being analyzed and potential solutions to the problems. Because this course prepares students for the Cisco industry exam a great deal of individual attention will need to be given.

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

### TOP code:
- 0702.00*  

### 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
This course provides students with basic principles, foundation knowledge and core skills to obtain an associate level career in Cyber Security analysis. In addition, the course will prepare students to pass the Cisco Cyber Ops exams.

Schedule Description:
This course provides students with basic principles, foundation knowledge and core skills to obtain an associate level career in Cyber Security.

Need for the course:
Cyber Security is one of the fastest growing fields in the country. Because of this, there is a lack of qualified people to fill the jobs that are currently available and the growth of the industry. This course will prepare students to obtain a career as an associate in Cyber Security.

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.

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

Other Enrollment Criteria:

Learning Objectives:
Upon the completion of the course, the student will be able to do the following:
1. Evaluate network security devices
2. Assess the difference access control models.
3. Rate the effectiveness of various ciphers.
4. Appraise the different Antimalware and Antivirus software tools.
5. Differentiate between the various security attacks and vulnerabilities.
6. Create a basic Threat Analysis plan.
7. Develop an understanding of Intrusion Analysis.
8. Diagram an Incident Response Team.
9. Differentiate between the different Intrusion Event Categories.

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

A. Network Concepts
   1. Fundamentals of networking protocols and networking devices
   2. Network security devices and cloud services

B. Security Concepts
   1. Security principles
   2. Introduction to access control
   3. Introduction to Security Operations Management
C. Cryptography
   1. Fundamentals of Cryptography
   2. Public Key Infrastructure (PKI)
   3. Introduction to Virtual Private Networks

D. Host Based Analysis
   1. Windows based analysis
   2. Linux based analysis
   3. Mac OS X based analysis
   4. Endpoint security technologies

E. Security Monitoring and Attack Methods
   1. Network and host telemetry
   2. Security monitoring operation challenges
   3. Types of attacks and vulnerabilities
   4. Security evasion techniques

F. Threat Analysis and Computer Forensics
   1. Threat analysis
   2. Computer Forensics

G. Network Intrusion Analysis
   1. Fundamentals of intrusion analysis
   2. NetFlow for Cybersecurity

H. Incident Response
   1. Introduction to Incident Response and Incident Handling
   2. Incident response teams
   3. Compliance framework

I. Data and Event Analysis
   1. The art of data and event analysis
J. Incident Handling

1. Intrusion event categories

**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 assessing different access control models, rating the effectiveness of various data ciphers, and the appraisal of different Antimalware and Antivirus software tools.

- **Method:** Discussion  
  **Integration:** Weekly discussion will be conducted as a means to compare and contrast various security vulnerabilities, threat Analysis plans, and Intrusion Event Categories.

- **Method:** Observation and Demonstration  
  **Integration:** Guided practice and demonstration will illustrate lecture principles and reading assignments, with a focus on Intrusion Analysis, security attacks, and threat analysis.

**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:** Weekly assignments will be given that apply important concepts and skills to the student’s experience outside the classroom. Students will be required to use simulation software such as Wireshark or Packet Tracer to replicate and solve common security issues. The focus of these security problems might be on network security devices, access control models, or Antimalware and Antivirus software tools. Students will be required to read and interpret complex problem descriptions and give a written analysis of their findings and / or solutions derived from the model and simulation software used. Homework will be evaluated based on correctness, completeness, and how well directions were followed.

- **Method:** Quizzes  
  **Integration:** Weekly multiple choice / short answer quizzes will be given as a means to test the students knowledge of Intrusion event categories, threat analysis, cipher effectiveness, and security vulnerabilities. Quizzes will be evaluated based on the correct answer given.

- **Method:** Exams/Tests  
  **Integration:** A midterm and final exam will be given. The exams will be composed of short answer and multiple choice questions designed to evaluate the mastery of such topics as incident response teams, intrusion analysis, security attacks, and access control models. Exams will be evaluated based on the correct answer given.

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

**Assignment 1:**
Use wireshark to simulate an example of the following three security vulnerabilities.

- A. SQL Injection
- B. Cross-site Scripting (XSS)
- C. Cryptographic vulnerabilities.

Along with the example include how they are carried out and how they affect the system. In addition, provide a solution to combat each of the vulnerabilities.

**Assignment 2:**
Transposition is a method of encryption that uses many different options, including the rearrangement of letters. For example, if we have the message "This is secret", we could write it out (top to bottom, left to right) as shown below:

```
T S S R
H I E E
I S C T
```

We then encrypt it as RETCSIHTSSEL, which involves starting at the top right and going around like a clock, spiraling inward. In order for someone to know how to encrypt / decrypt this correctly, the correct key is needed.

Create a secret phrase that is at least 20 characters long. Encrypt this phrase using a Transposition encryption methodology that you have designed. Prove the key along with your encryption methodology.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Computer Information Systems

---

**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**DISTANCE ED ADDENDUM**

Form A4

This is a new course and is being submitted for review for the first time. Everything listed is new and needs to be reviewed. Cyber Security is one of the fastest growing fields in CA. To keep up with the upward industry and employment trends the CIS department is in the process of creating a complete Cyber Security program. This course will be the first and will qualify students to pass the Cisco Cyber Ops exams. Future courses that have A9 forms approved are Introduction to Cyber Security and Ethical Hacking. This course is being named Cyber Operations to align with the Cisco naming convention. The Distance Ed format will be beneficial to students because it allows them to work on complex security problems on their own time. Simulation software and remote login tools make this class flexible for the busy student looking to gain an industry certification. Having this flexibility in class schedule should attract more students.

**Submitted by:**

Glenn Stevenson

**Date:** 04/09/2018

**Catalog:** 2019 - 2020

**Proposed Course:** CSIS 094 - Cyber Operations

**Proposal Type:** New Course Proposal (New Distance Education Addendum)

**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 new course and is being submitted for review for the first time. Everything listed is new and needs to be reviewed. Cyber Security is one of the fastest growing fields in CA. To keep up with the upward industry and employment trends the CIS department is in the process of creating a complete Cyber Security program. This course will be the first and will qualify students to pass the Cisco Cyber Ops exams. Future courses that have A9 forms approved are Introduction to Cyber Security and Ethical Hacking. This course is being named Cyber Operations to align with the Cisco naming convention. The Distance Ed format will be beneficial to students because it allows them to work on complex security problems...
on their own time. Simulation software and remote login tools make this class flexible for the busy student looking to gain an industry certification. Having this flexibility in class schedule should attract more students.

### 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>Glenn Stevenson</td>
<td>04/09/2018</td>
<td>(Submitter)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>(SJC Department Chair)</td>
</tr>
<tr>
<td>3</td>
<td>Glenn Stevenson</td>
<td>05/03/2018</td>
<td>(MVC Department Chair)</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>(SJC Instructional Dean)</td>
</tr>
<tr>
<td>5</td>
<td>Mark Fields</td>
<td>05/09/2018</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 FA19 (2019-20 Catalog))
The course has no required face to face meetings.

**Fully Online Delivery Requirements:**

- Students must be notified via the college schedule of classes and the syllabus for the class, if proctored tests are required for this course.

- Any planned face-to-face meetings, such as an orientation or study session, must be optional.

- The MSJC Curriculum Committee requires the use of asynchronous discussion as a component of every fully online course.

- Accommodations regarding disabled student accessibility to online content must be made as prescribed in the Distance Education Guidelines regarding Section 508, as published by the California Community College Chancellor's office.

### Methods of Instruction:

<table>
<thead>
<tr>
<th>Methods of Instruction</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lecture, with supporting visual materials (PowerPoint presentation or multimedia) will introduce conceptual and practical skills such as assessing different access control models, rating the effectiveness of various data ciphers, and the appraisal of different Antimalware and Antivirus software tools. Lectures will be delivered using video capture software to embed voice into PowerPoint lecture slides. Internet technologies HTML, Flash and ASP.NET will be used to deliver additional lecture notes and sample materials.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Weekly discussion conducted as a means to compare and contrast various security vulnerabilities, threat Analysis plans, and Intrusion Event Categories. Discussion will be delivered using the discussion tool that is part of the course management system.</td>
</tr>
<tr>
<td>Observation and Demonstration</td>
<td>Guided practice and demonstration will illustrate lecture principles and reading assignments, with a focus on Intrusion Analysis, security attacks, and threat analysis. Guided practice and demonstrations will be accomplished by using video/ audio capture software (e.g. Camtasia) that will permit instructor demonstration to be captured and deployed.</td>
</tr>
</tbody>
</table>
Hands-on activities can be similarly accommodated and supplemented with the use of software simulations.

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Homework</strong></td>
<td>Weekly assignments will be given that apply important concepts and skills to the student's experience outside the classroom. Students will be required to use simulation software such as Wireshark or Packet Tracer to replicate and solve common security issues. The focus of these security problems might be on network security devices, access control models, or Antimalware and Antivirus software tools. Students will be required to read and interpret complex problem descriptions and give a written analysis of their findings and/or solutions derived from the model and simulation software used. Assignments will be submitted using the assignment editor of the course management system. Optional methods for submitting assignments are through the use of the discussion, blog, and wiki tools of the course management system. Homework will be evaluated based on correctness, completeness, and how well directions were followed.</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td>Weekly multiple choice/short answer quizzes will be given as a means to test the students knowledge of Intrusion event categories, threat analysis, cipher effectiveness, and security vulnerabilities. Quizzes will be delivered and collected using the Quiz tool that is part of the course management tool. Quizzes will be evaluated based on the correct answer given.</td>
</tr>
<tr>
<td><strong>Exams/Tests</strong></td>
<td>A midterm and final exam will be given. The exams will be composed of short answer and multiple choice questions designed to evaluate the mastery of such topics as incident response teams, intrusion analysis, security attacks, and access control models. Exams will be delivered and collected using the Quiz tool that is part of the course management System. Exams will be evaluated based on the correct answer given.</td>
</tr>
</tbody>
</table>

**Sample Assignments:**

- Give an example of the following three security vulnerabilities.
  - SQL Injection
  - Cross-site Scripting (XSS)
  - Cryptographic vulnerabilities.
  
Along with the example include how they are carried out and how they affect the system. In addition, provide a solution to combat each of the vulnerabilities.

Assignments will be delivered and collected using the assignment tool that is part of the course management system.

- Transposition is a method of encryption that uses many different options, including the rearrangement of letters. For example, if we have the message "This is secret", we could write it out (top to bottom, left to right) as shown below:
We then encrypt it as RETCSIHTSSEL, which involves starting at the top right and going around like a clock, spiraling inward. In order for someone to know how to encrypt / decrypt this correctly, the correct key is needed.

Create a secret phrase that is at least 20 characters long. Encrypt this phrase using a Transposition encryption methodology that you have designed. Prove the key along with your encryption methodology.

Assignments will be delivered and collected using the assignment tool that is part of the course management system.

Regular Effective Contact:

- **Announcements/Bulletin Boards** - The instructor will frequently add relevant, extra-curricular items that make the course compelling and dynamic. Examples include using announcements, email, blogs, optional discussion threads, and extra credit projects and challenges.

- **Chat Rooms** - The instructor provides students an opportunity (an option) for synchronous (real-time) student-to-instructor contact. Examples include phone conferences, IM/chat, and screen-casting and screen-sharing.

- **Discussion Boards** - Instructor does not just respond to discussion postings but creates strategies that encourage and/or require active participation in Instructor facilitated discussion that other students can benefit from.

- **Email Communication** - The instructor will provide timely feedback on course assignments, and upcoming course events as a means of encouraging participation and keeping the students engaged in the course material.

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

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>03/11/2018</th>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
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<tr>
<td>Proposed Course:</td>
<td>AJ 105 - Tactical Communication and Report Writing for Law Enforcement</td>
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<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
<td></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):**

The title of the course was changed to better reflect the course intent and content. Additional course content was added to reflect necessary updates and changes and the textbook was 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")

As stated in the departments' program review, a goal of the Administration of Justice Program is to prepare students for entry into careers in the criminal justice field. This course fulfills that goal by teaching students the writing and communications skills required by law enforcement agencies across the United States. By keeping this course current, the department is meeting the program review requirement.

**Relation to Program Student Learning Outcomes (PLOs): REQUIRED**
AJ 105 Tactical Communication and Report Writing for Law Enforcement

**Course Revision Proposal**

William Farrar

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. AJ - Administration of Justice - Certificate (Active) (Required)

2. AJ - Administration of Justice - Certificate (Historical) (Elective)

3. AJ - Administration of Justice - Certificate (Launched) (Required)

4. AJ - Computer Forensics - Employment Concentration (Active) (Required)

5. AJ - Computer Forensics - Employment Concentration (Launched) (Required)
6. AJ - Corrections - Employment Concentration (Active) (Required)

7. CIS - Computer Forensics - Employment Concentration (Active) (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).

1. AJ - A.S.-T in Administration of Justice for Transfer - Associate in Science (Launched)

2. AJ - Private Security and Loss Prevention - Employment Concentration (Launched) (Required)

Other Awards

O awards: 529,537,490,541,73

1. AJ - Administration of Justice - Associate in Science (Active)

2. AJ - Administration of Justice - Associate in Science (Launched)

3. CIS - Computer Information Systems - General Track - Certificate (Historical)

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

General Education/Degree/Transfer Course

CSU/UC Transfer Course

B. Transfers to CSU

Elective units only. Can be added to the ADT in Administration of Justice LIST B but the degree will need to come through and the template and ASSIST back up is required. Once on the ADT it transfers to CSULA degree.

Mt. San Jacinto College Integrated Course Outline of Record

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>William Farrar</td>
<td>09/19/2018</td>
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<table>
<thead>
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<th>Course Number</th>
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<tbody>
<tr>
<td>Administration of Justice</td>
<td>Administration of Justice AJ</td>
<td>105</td>
<td>Tactical Communication and Report Writing for Law Enforcement (formerly Public Safety Report Writing)</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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<tr>
<th><strong>Lecture Units</strong></th>
<th><strong>Total Units</strong></th>
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<tr>
<th><strong>Lecture Contact Hours</strong></th>
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<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
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<table>
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<tr>
<th><strong>Lecture Homework Hours</strong></th>
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<tbody>
<tr>
<td>96.00 - 108.00</td>
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</table>

**Stand Alone:**

Program Applicable

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

- none

**General Education Justification:**

**Maximum Enrollment:** 40

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<th>Maximum Enrollment Justification:</th>
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<th>Grading Method:</th>
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<td>Letter Grade or P/NP</td>
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<th>Can be Taken</th>
<th>time(s) for credit (max 4)</th>
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<td>1</td>
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</table>

- 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 the student with the necessary skills to communicate effectively (both orally and in writing) in a clear and logical manner. This course is highly recommended by hiring agencies for all public safety personnel due to the importance of producing accurate and intelligent reports in law enforcement.

**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 practical experience and techniques in public safety report writing and communications, including interviewing, note taking, and testifying in court.

**Need for the course:**

This course provides the student with skills to communicate effectively (both orally and in writing) in a clear and logical manner within a critical area of public safety. This course is highly recommended by hiring agencies for all public safety personnel due to the importance of producing accurate and intelligent reports in law enforcement. The criminal justice field requires individuals with the skills to not only prevent crime and apprehend criminals, but to precisely report and document those actions as well. This is a core course for the Administration of Justice Associate of Science Degree and Certificate Program, and also fulfills a requirement for the Computer Forensics and Corrections Concentrations.

**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.

- ENGL 101

**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. Examine and differentiate between the various report types that must be prepared in policing, to the crime or incident that requires such documentation. This includes but is not limited to; arrest reports, crime reports, incident reports, traffic reports and documentation of evidence.
2. Distinguish and select appropriate grammar, syntax, and vocabulary in preparing concise, accurate, and objective reports or other related documents.
3. Question and evaluate information from a variety of sources in order to incorporate the information into written and verbal reports that enable the user to objectively interpret the information.
4. Analyze and assess the basic techniques of interviewing for the preparation of written documentation of a public safety issue as well as the basic techniques of oral presentation in the court setting.
5. Scrutinize and validate information in order to create accurate and factual reports written in the third person format that contain the reportable elements of incidents based upon the student's observation and listening skills.
6. Appraise and validate when the use of slang, jargon, acronyms, and/or technical terms is appropriate when preparing a public safety report.

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

1. Introduction
   a. Methods of instruction and evaluation
   b. Gender difference
   c. Definition of a good report
   d. Basics of a good report
   e. Audiences of a report
2. Report Writing Mechanics, Format, Style and Editing
   a. Probable cause to stop, detail and search
   b. Use first person and personal pronouns and nouns
   c. Avoidance of jargon, repetitious words, and stilted words
   d. Mechanics of your report
   e. Editing your report
3. Writing Sample Reports
   a. Crime reports
      1. Burglary
      2. Robbery
   b. Unknown/students to decide
   c. Missing person
   d. Incident report
   e. Traffic collision report
   f. Victim, witness, suspects, and property description
   g. Arrest and vehicle impound
4. Interview and Interrogation
   a. Historical perspective
   b. Definitions
      1. Interview
      2. Interrogation
      3. Admission
      4. Confession
   c. Miranda
   d. Room set up
   e. Video and audio
   f. Legal concerns
5. Testimony
<p>| | | |</p>
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<tbody>
<tr>
<td>a.</td>
<td>Preparation</td>
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</tr>
<tr>
<td></td>
<td>1. Review case reports</td>
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<tr>
<td></td>
<td>2. Appearance/professional dress</td>
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<tr>
<td>b.</td>
<td>Professional demeanor</td>
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</tr>
<tr>
<td>c.</td>
<td>Defense attorney traps</td>
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<tr>
<td>d.</td>
<td>Impartiality</td>
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<tr>
<td>e.</td>
<td>Responding techniques</td>
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<tr>
<td>6.</td>
<td>Basic Techniques of Factual Writing</td>
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</tr>
<tr>
<td>a.</td>
<td>Clear</td>
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<td>b.</td>
<td>Concise</td>
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<td>c.</td>
<td>Proofreading</td>
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<tr>
<td>d.</td>
<td>Note taking</td>
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<tr>
<td>e.</td>
<td>Organizing the report</td>
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<tr>
<td>7.</td>
<td>Basic Planning Process</td>
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<tr>
<td>a.</td>
<td>Organized information</td>
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<td>b.</td>
<td>Time management</td>
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<td>c.</td>
<td>Purpose</td>
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<td>d.</td>
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<td>e.</td>
<td>Legal standard of writing</td>
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<td>8.</td>
<td>Communication Process</td>
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<tr>
<td>a.</td>
<td>Observing body language</td>
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<td>b.</td>
<td>Recording of information</td>
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<td>c.</td>
<td>Written reports and testimony</td>
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<tr>
<td>9.</td>
<td>The Structure</td>
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<td>a.</td>
<td>Style – agency specific</td>
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<tr>
<td>b.</td>
<td>Cohesive</td>
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<td>c.</td>
<td>Purpose</td>
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<td>d.</td>
<td>Complete</td>
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<td>f.</td>
<td>Adjectives and adverbs</td>
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<td>Pronouns</td>
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<td>h.</td>
<td>Topic sentences</td>
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<td>11.</td>
<td>Computers and Report Writing</td>
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<tr>
<td>a.</td>
<td>History of the Uniform Crime Reporting process</td>
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<td>1. UCR indexes</td>
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<td>2. Part I Offenses</td>
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<td>3. Part II Offenses</td>
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<td>b.</td>
<td>National Incident Based Reporting System</td>
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<td>c.</td>
<td>Crime Analysis</td>
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<td>d.</td>
<td>Report writing software</td>
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<td>2. How it works</td>
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<td>Use of Force Reporting and Body-Worn Video</td>
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<tr>
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<td>b.</td>
<td>Documenting use of force</td>
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<td>c.</td>
<td>Use of force report forms</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>Body-worn video</td>
<td></td>
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</tbody>
</table>

**Methods of Instruction:**

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

- **Method:** Lecture
  - **Integration:** Verbally present course material to the student with the assistance of hand-outs, PowerPoint and other media presentations in order to illustrate the importance of accurate public safety-related reports.

- **Method:** Role Playing/Simulation
  - **Integration:** Simulated interview of witnesses and interrogation of suspects involved in a mock crime scene. Preparation of a written report based on the mock crime scene incident in order to reinforce knowledge of the
**Interview and report writing process.**

- **Method:** Visiting Lecturers  
  **Integration:** Current and former practitioners in the law enforcement field will present lectures on their experiences in criminal investigations and report preparations in order to validate techniques examined in the course and their application by law enforcement professionals.

- **Method:** Film/video Viewing and Discussion  
  **Integration:** Presentation of videos and other online material during the course in order to illustrate and encourage class discussion on report writing issues such as evidence documentation, interview and interrogation information and subsequent testimony in court.

- **Method:** Papers and Reports  
  **Integration:** Research paper assignment will be assigned in order to illustrate the importance of the written police report in the documentation of an investigation. The research paper will include analysis and validation of the requirements and duties involved in an objective investigation.

- **Method:** Homework  
  **Integration:** Video scenarios will be presented during the course. Students will observe the video and take notes on the scenario’s content. Students will be required to prepare at home a written report on the scenario with special attention to content, spelling, grammar, punctuation, and capitalization.

**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 will be conducted on class lecture and text-book reading assignments in order to measure the student's retention of course material. Exams will appraise knowledge of public safety report writing techniques such as interview/interrogation, and subsequent documentation requirements. Evaluation will be based on completeness of informational documentation as well as writing mechanics.

- **Method:** Simulation  
  **Integration:** Class will review a video depicting a criminal incident. Students will then submit a written report documenting what they have observed. Evaluation will be based on the ability to accurately document the incident. The areas assessed in the finished report will include an accurate interpretation of the type of crime, documentation of the elements of the crime, accurate statements of victim, witnesses, and suspect, as well as other pertinent information such as evidence collection.

- **Method:** Group Projects  
  **Integration:** Group projects and presentations will be assigned in order to encourage students to work together to identify how external and internal factors can influence the interview process. Evaluation will be based on analysis of issues that may interfere with the interview process and conclusions on how to remedy any obstacle to produce a positive outcome in the interview.

- **Method:** Papers  
  **Integration:** Conduct an interview with current law enforcement professional regarding their preparation and process for the completion of a police report. Written documentation of the interview and the officer's responses will be required. Evaluation will be based on the ability to follow guidelines set forth in the assignment as well as the thoroughness of the interview and completeness of the finished written product.

**Examples of Assignments:**

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

A. Observe a video depicting an assault scenario. After viewing the scenario, write a report documenting the entire incident from notification of the incident by a witness, victim contact and interview, subsequent investigation, suspect contact, and any enforcement action taken. Include in the report documentation of critical information such as date and time of the incident, biographical and physical data of the subjects involved, accurate recording of statements, and exact description of any injury observed.

B. Write an essay paper regarding assessment of how the investigator may gain the victim's trust.
during a sexual assault interview. Appraise what hindrances are commonly encountered during the interview related to social and cultural influences. Include proposals on how the interview can be conducted impartially and professionally.

C. Read the case study of Colonel David Russell Williams and be prepared to discuss the different interrogation strategies employed by the investigator in order to obtain a confession in this case.

Textbooks:


Other Resources:

Minimum Qualification

- Administration of Justice

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

<table>
<thead>
<tr>
<th>Course:</th>
<th>Course Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ 105</td>
<td>Tactical Communication and Report Writing for Law Enforcement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Author:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>William Farrar</td>
<td>09/19/2018</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 Los Angeles</td>
<td>See Rationale</td>
<td></td>
</tr>
</tbody>
</table>
**Rationale:**

This course can be added to the ADT and is transferable in the degree to CSULA.

**CSU/UC Transfer Course:**

B. Transfers to CSU

1. William Farrar (Submitter)
2. Janet McCurdy--04/19/2018 (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>William Farrar</th>
<th>Date:</th>
<th>03/11/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>AJ 105 - Tactical Communication and Report Writing for Law Enforcement</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.

**Recommended Preparation**

ENGL 101

It is recommended that this requisite be (added).

Justification:

Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised.

**Recommended Preparation**

ENGL 092

It is recommended that this requisite be (removed).

Justification:

Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

**Recommended Preparation**

ENGL 098

It is recommended that this requisite be (removed).

Justification:

Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

**or Recommended Preparation**

ESL 098W

It is recommended that this requisite be (removed).

Justification:

Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

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

1. William Farrar 03/11/2018 (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 FA19 (2019-20 Catalog)

---

**Mt. San Jacinto College**  
Prerequisite/Corequisite/Advisory  
**Form E1**

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>William Farrar</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Administration of Justice</td>
<td></td>
</tr>
</tbody>
</table>

| 1. Course Title:      | Tactical Communication and Report Writing for Law Enforcement |
| 2. Course Number:     | AJ 105 |

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

Justification:

Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

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

**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>
<thead>
<tr>
<th>Submitted By:</th>
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| 1. Course Title:      | Tactical Communication and Report Writing for Law Enforcement |

44
2. Course Number: AJ 105

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

Justification:

Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

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.

X Course being removed as a requisite to the target course
<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>William Farrar</th>
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<tr>
<td>2. Course Number:</td>
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</tbody>
</table>

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

**Justification:**  
Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

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

**Justifications Required:**
- Content Review Form (E2)
It is recommended that the following course: ENGL 098 be removed as an Advisory.

Justification:
Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

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.

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

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

Submitted By: William Farrar
Date: 03/11/2018

Dept: Administration of Justice

1. Course Title: Tactical Communication and Report Writing for Law Enforcement
2. Course Number: AJ 105

It is recommended that the following Course: ESL 098W be removed as an Advisory

Justification:
Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

Requisite Type: Type 5: Recommended Preparation/Advisory

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

Form E2

Submitted By: William Farrar Date: 03/11/2018
Dept: Administration of Justice
1. Course Title: Tactical Communication and Report Writing for Law Enforcement
2. Course Number: AJ 105

It is recommended that the following course be removed as an advisory:

Course: ESL 098W

Justification:
Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised to ENG 101.

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.

X Course being removed as a requisite to the target course
<table>
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</tr>
<tr>
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<td></td>
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</table>

**Justification:**

Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised.

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

**Justifications Required:**

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

Submitted By: William Farrar  Date: 03/11/2018
Dept: Administration of Justice

1. Course Title: Tactical Communication and Report Writing for Law Enforcement
2. Course Number: AJ 105

It is recommended that the following Course: ENGL 101
be added as an Advisory

Justification:
Due to AB 705, the majority of students will be entering at the ENG 101 level, therefore, the department feels the recommended preparation course should be raised.

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.

- Compose six 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 one research based essay that totals at least 2,000 words/8 typed pages and incorporates at least six outside college sources (not including encyclopedia or dictionary entries)
- Assess and integrate source material in all but one of the out-of-class essays
- Compose no more than two in-class essays
- 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
- Formulate library research strategies
- Document sources using MLA or another universally accepted style of documentation
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
- 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
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
DISTANCE ED ADDENDUM

This is now a core course within the Administration of Justice Program for the A.S. degree and the certificate. Additionally, this course satisfies the requirements for employment concentrations in both corrections and computer forensics. Because law enforcement agencies place such a high emphasis on an applicants writing and effective communication ability, it is important that we offer this in both face-to-face and DE formats.

Submitted by: William Farrar
Date: 03/11/2018
Catalog: 2019 - 2020
Proposed Course: AJ 105 - Tactical Communication and Report Writing for Law Enforcement
Proposal Type: Course Revision Proposal (Distance Education New)
Rationale: This is now a core course within the Administration of Justice Program for the A.S. degree and the certificate. Additionally, this course satisfies the requirements for employment concentrations in both corrections and computer forensics. Because law enforcement agencies place such a high emphasis on an applicants writing and effective communication ability, it is important that we offer this in both face-to-face and DE formats.
ability, it is important that we offer this in both face-to-face and DE formats.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 03/11/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 05/10/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Mark Fields 05/11/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Distance Education Addendum

Submitted by: William Farrar  
Effective Term: Fall 2019

Dept: Administration of Justice  
Course Number: AJ 105

Course Title: Tactical Communication and Report Writing for Law Enforcement

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>Visiting Lecturers</td>
<td>Current and former practitioners in the law enforcement field will present lectures on their experiences in criminal investigations and report preparations in order to validate techniques examined in the course and their application by law enforcement professionals. The lectures will be delivered using video, audio, or PowerPoint and posted using the CMS platform of instruction for distance education. Lectures will be available through the assignments area or other conferencing tools.</td>
</tr>
<tr>
<td>Homework</td>
<td>Video scenarios will be presented during the course. Students will observe the video and take notes on the scenario’s content. Students will be required to prepare at home a written report on the scenario with special attention to content, spelling, grammar, punctuation, and capitalization. Reports will be uploaded via the course management system to allow for feedback and grading by the instructor.</td>
</tr>
<tr>
<td>Role Playing/Simulation</td>
<td>Simulated interview of witnesses and interrogation of suspects involved in a mock crime scene. Preparation of a written report based on the mock crime scene incident in order to reinforce knowledge of the interview and report writing process.</td>
</tr>
<tr>
<td>Lecture</td>
<td>Lectures utilizing video, audio, PowerPoint, or other online delivery method will illustrate the importance of accurate public safety-</td>
</tr>
</tbody>
</table>
related reports. The lectures will be posted using the CMS platform of instruction for distance education. Lectures will be available through the assignments area or other conferencing tools.

**Film/video Viewing and Discussion**
Presentation of videos and other online material during the course in order to illustrate and encourage class discussion on report writing issues such as evidence documentation, interview and interrogation information and subsequent testimony in court. This will be accomplished through regular use of the discussions area in CMS; or through the chat, conversations, or group features.

**Papers and Reports**
Research paper and report writing assignments will be assigned in order to illustrate the importance of the written police report in the documentation of an investigation. The research paper will include analysis and validation of the requirements and duties involved in an objective investigation. Reports will be assigned to expose the students to the different types and under what circumstances they are to be used. All research papers or reports will be uploaded via the course management system to allow for feedback and grading by the instructor.

### 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 and quizzes will be conducted on class lecture and text-book reading assignments in order to measure the student’s retention of course material. Exams will appraise knowledge of public safety report writing techniques such as interview/interrogation, and subsequent documentation requirements. The testing criteria will include true/false, multiple choice, as well as short essay responses and will be graded using the online grading system in CMS.</td>
</tr>
<tr>
<td>Simulation</td>
<td>Video scenarios to include crimes scenes, interviews with victims, witnesses and suspects, will be presented during the course. Students will observe the video and take notes on the scenario’s content. Students will be required to prepare at home a written report on the scenario with special attention to content, spelling, grammar, punctuation, and capitalization. The responses will be uploaded via the course management system to allow for feedback and grading by the instructor.</td>
</tr>
<tr>
<td>Group Projects</td>
<td>Group projects and presentations will be assigned in order to encourage students to work together to identify how external and internal factors can influence the interview process. Evaluations will be based on analysis of issues that may interfere with the</td>
</tr>
</tbody>
</table>
interview process and conclusions on how to remedy any obstacle to produce a positive outcome in the interview. Responses will be posted within discussion areas in the CMS; or through the chat, conversations, or group conversation features.

| Papers |
The completion of various police reports to include: crime reports (robbery/burglary/theft), incident reports, traffic collision reports, missing person reports and vehicle impound reports. These reports will based on video scenarios or other information provided. Reports will be evaluated on the student's investigation and evaluation of the topic. The student will also be evaluated on their writing skills to include accuracy, completeness, spelling and grammar. Reports will be uploaded via the course management system to allow for feedback and grading by the instructor.

Sample Assignments:

- 1. Observe a video depicting an armed robbery scenario. After the viewing the video, write a report documenting the entire incident from notification of the incident by a witness, victim contact and interview, subsequent investigation, suspect contact, and any enforcement action taken. Include in the report documentation of critical information such as date and time of the incident, biographical and physical data of the subjects involved, accurate recording of statements, and exact description of any injury observed.
- 2. Write an essay paper regarding assessment of how the investigator may gain the victim's trust during a sexual assault interview. Appraise what hindrances are commonly encountered during the interview related to social and cultural influences. Include proposals on how the interview can be conducted impartially and professionally.

Regular Effective Contact:

- **Orientation at start of course** - Instructor will provide the students with a course orientation. The orientation will include a detailed overview of the course syllabus, assignments, exams, grading criteria, important dates, and the importance of communication between students and instructor. This will be done by posting the information in the assignments area and also by posting a media (audio/video) file within the CMS.
- **Announcements/Bulletin Boards** - Students will be provided up-to-date announcements regarding course assignments, date changes (if any) exams and quizzes, and other important information to keep the students informed.
- **Discussion Boards** - Students will be given specific assignment dates to participate in discussion boards on course content. Discussion boards will count for points as to increase the level of class participation. The instructor will monitor and oversee all discussions.
- **Email Communication** - Students will be contacted via the announcement function or by email regarding class activities such as discussion boards or other related assignments. Students can also email the instructor for any reason should the need arise.
- **Scheduled Face-to-Face Meetings** - Students will be able to schedule appointments with the instructor should the need arise. Scheduling for these meetings can be done via discussion boards, chat, or email. Online meetings can be done via Zoom.
COURSE Form A1

Submitted by:  Richard Ramirez  Date:  03/24/2018
Catalog:  2019 - 2020
Proposed Course:  AUME 070A - Automatic Transmissions & Transaxles
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 is being revised according to Title V regulations. The course numbering has been changed from AUME 175 to AUME 070A to reflect its lack of transferability to a traditional four-year institution. Justification for a non-standard enrollment cap has been added. In addition, the form and wording of the objectives, course and lab content, methods of instruction and evaluation and assignments have been altered to comply with the standards presented in the latest edition of the Best Practices Handbook. Some new material has been added to the course content in order to reflect changes in technology that have taken place since the last time it was submitted. Finally, the learning resources have been updated to the latest editions of the required textbook, and an additional study guide has been requested.

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 new material added this course outline of record and the revision of some of the existing material is in accordance with the department’s goal of modernizing the program to reflect the rapid technological change occurring in our industry. For example, content was added to include the study of continuously variable transmissions and dual clutch transmissions; these units are comparatively new to the industry, yet they represent a large and growing percentage of the transmissions modern vehicles are equipped with. Our students need to be familiar with this new technology in order to obtain the opportunities available in an increasingly competitive job market; this is one of the goals clearly stated in the department’s latest comprehensive 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.

This course is intended to give the student the knowledge and skills necessary to service, diagnose, remove, repair and replace an automatic transmission or transaxle in a modern car or light truck; it will therefore prepare the student to pass the ASE A2 Automatic Transmission/Transaxle certification exam, allow the student to complete the related NATEF task sheets, and give the student the training necessary to successfully enter the workforce in the automotive repair industry.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Robert Pensiero  03/24/2018  (Submitter)
2. Jeffrey Holmes  05/08/2018  (SJC Department Chair)
3.  
4. Jeffrey Holmes  05/08/2018  (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 FA19 (2019-20 Catalog)

Course Proposal Impact
AUME 070A Automatic Transmissions & Transaxles

58
**Course Revision Proposal**
Richard Ramirez

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. AUME - General Technician - Employment Concentration (Active) (Required)

2. AUME - General Technician - Employment Concentration (Launched) (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

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>Automotive Transportation Tech</td>
<td>Automotive Transportation Tech</td>
<td>070A</td>
<td>Automatic Transmissions &amp; Transaxles (formerly AUME 175 )</td>
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</table>

Units/ Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
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>3.00</td>
<td>1.00</td>
<td>4.00</td>
</tr>
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<table>
<thead>
<tr>
<th>Lecture Contact Hours</th>
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<tr>
<td>48.00 - 54.00</td>
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<td>96.00 - 108.00</td>
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</table>
### Lecture Homework Hours

<table>
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<tbody>
<tr>
<td>96.00 - 108.00</td>
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### Lab Homework Hours

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</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 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.

Course has safety or compliance factors which influence the enrollment cap – check all that apply:
- * Course has safety or health reasons that the class should have a non-standard enrollment cap.

Justification: This course requires that students be able to perform certain assigned tasks in the lab setting either individually or as members of a small group. Their performance will then be evaluated by the instructor on at least a weekly basis. A higher enrollment cap would pose serious safety risks in the lab setting since it is nearly impossible to organize a larger number of students to perform work in a safe manner.

### Grading Method:

Letter Grade or P/NP

### TOP code:

0948.00*

### Can be Taken

<table>
<thead>
<tr>
<th>1 time(s) for credit (max 4)</th>
</tr>
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<tbody>
<tr>
<td>- Visual or Performing Arts course that is required to meet major requirements for UC/CSU</td>
</tr>
<tr>
<td>- Intercollegiate athletics course</td>
</tr>
<tr>
<td>- Academic/vocational competition course</td>
</tr>
</tbody>
</table>

### 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 encompasses the service, diagnosis and repair of automatic transmissions and transaxles in modern automobiles and light trucks. Upon successful completion of the course, the student will be able to apply a systematic approach to the diagnosis and repair of common transmission and transaxle faults. The course content is intended to prepare the student to pass the ASE A2 Automatic Transmission and Transaxle certification exam.)
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 service, diagnosis and repair of automatic transmissions. It is intended to prepare the student to pass the ASE A2 certification exam.

Need for the course:
This course is required for students who wish to complete the department's General Technician Employment Concentration Certificate. It is also intended to give the student the knowledge and skills necessary to prepare for the ASE A2 automatic transmission certification exam.

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 the application of appropriate safety measures to be taken during the diagnosis and repair of automatic transmissions and transaxles.
2. Analyze the hydraulic circuits of an automatic transmission and evaluate their function based on manufacturer specifications.
3. Practice the removal and reinstallation of an automatic transmission or transaxle in accordance with generally accepted industry standards.
4. Exhibit the ability to service, adjust, and/or overhaul an automatic transmission or transaxle according to generally accepted industry standards.
5. Assess the operation of the operation of an automatic transmission or transaxle and differentiate normal from abnormal function.
6. Formulate a systematic approach for diagnosing and repairing transmissions and transaxles and differentiate between hydraulic, mechanical and electrical faults.
7. Differentiate between serviceable and defective transmission components.
8. Compose a written repair order according to California State Bureau of Automotive Repair (BAR) standards.

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

   1. Shop procedures
      a. S/P2 Safety/Hazmat certifications
      b. Personal Protective Equipment (PPE)
      c. Proper auto shop/industry dress code
      d. Preparing the vehicle for return to the customer
2. Hazardous materials management
   a. Types of hazardous materials
   b. Storage practices
   c. Safety Data Sheets (SDS)
   d. Safe handling procedures
   e. Personal safety precautions

3. Power and hand tools
   a. Measuring tools
   b. Transmission specialty tools

B. Repair Orders
   1. Purpose of a repair order
   2. Proper procedures to write a repair order meeting State of California Bureau of Automotive Repair (BAR) standards
      a. Repair and estimating databases
      b. Proper customer contact information and procedures

C. Drivetrain Basics
   1. Major components of a vehicle's drivetrain.
   2. Design and function of a transmission/transaxle
   3. Transmission vs. transaxle
   4. Continuously variable transmissions/transaxles (CVT)
      a. Planetary gear based
      b. Steel belt type
   5. Dual clutch automatic transmissions/transaxles
   6. Automatic transmission fluid, filters and coolers
   7. Torque convertors
   8. Oil pump types
   9. Basic operation of the planetary gear set
a. The Simpson gearset

b. The Ravigneaux gearset

10. Clutches and bands

11. Types of gears

12. Final drives

D. Transmission/Transaxle Electronics

1. Basic Electricity

2. Electronically Controlled Transmissions
   a. Communication networks
   b. Control modules, sensors and actuators

3. Electronic System Diagnosis
   a. Basic electrical testing
   b. Electrical problems
   c. Scan tool testing
   d. Testing of inputs & outputs

E. Transmission/transaxle fault diagnosis

1. Shift and slippage complaints

2. Noise and vibration problems

F. In-vehicle transmission/transaxle service and repair

1. Fluid inspection

2. Filter and magnet service

3. Flush and fill

4. Garage shift adapts

G. Transmission/transaxle removal and disassembly

1. Teardown and inspection

2. Repair and precision measurement
H. Transmission/transaxle assembly and installation

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

The lab content for AUME 070A (Automatic Transmissions) consists of lab tasks that follow the guidelines set by NATEF (National Automotive Technicians Education Foundation)

A. Shop Safety and Hazardous Materials Management

1. Demonstrate the proper use of Personal Protective Equipment (PPE)

2. Demonstrate the ability to locate and utilize Safety Data Sheet (SDS) information

3. Observe federal, state and local laws and regulations governing Hazardous Materials
   a. Hazmat storage
   b. Hazmat handling
   c. Hazmat disposal

4. Research vehicle information
   a. Fluid type and capacity
   b. Service precautions
   c. Service history

B. General Transmission/Transaxle Diagnosis

1. Fluid level, loss and condition diagnosis

2. Identify and interpret transmission concerns
   a. Noise and vibration concerns
   b. Shift concern diagnosis
   c. Torque converter diagnosis

C. In-Vehicle Transmission/Transaxle Service

1. Perform linkage and switch adjustments

2. Transmission electrical/electronic circuit testing

3. Mount inspection and replacement

4. Perform fluid change/flush procedure

D. Off-Vehicle Transmission/Transaxle Service
1. Teardown and inspection
   a. Unit removal
   b. Torque converter removal
   c. Flexplate removal and inspection
   d. Unit disassembly and inspection
      i. Case and valve body inspection
      ii. Internal component inspection
      iii. Drive chain, gear, bushing and bearing inspection/replacement

2. Unit Assembly and installation
   a. Precision measurement of internal parts
   b. Air testing internal component operation
   c. Inspection and repair of related components
   d. Unit installation
      i. Cooler flush and function check
      ii. Fluid refill
      iii. Garage shift adapt functions
      iv. Road testing the vehicle
      v. Prepare vehicle for return to the customer

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

- **Method:** Readings
  **Integration:** The instructor will give reading assignments from the required textbook covering component identification, the theory of operation, diagnosis and repair of modern automatic transmissions.

- **Method:** Lecture
  **Integration:** The instructor will deliver lecture presentations on related subjects, such as planetary gear function and transmission power flow.

- **Method:** Film/Video Viewing and Discussion
  **Integration:** Students will be exposed to training videos, power-point presentations and demonstrations showing the function of actual transmission components and will discuss the theory of operation of the modern automatic transmission or transaxle.

- **Method:** Observation and Demonstration
  **Integration:** The instructor will demonstrate the performance of various service, diagnosis and repair procedures related to automatic transmissions.
Method: Lab Activities
Integration: Students will perform different functions related to the diagnosis, removal, repair and replacement of the transmission or transaxle assembly.

Method: In-class Exercises
Integration: Students will analyze, research and discuss the various faults that occur in automatic transmissions and their support systems.

Method: Papers and Reports
Integration: Students will write a paper explaining the operation of an automatic transmission or related subsystem. The paper may be submitted as a hard copy or presented orally.

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: Students will be required to participate in lab activities in a small group setting. Assessment of student performance will be based upon their ability to remove, repair and replace an automatic transmission or transaxle in the amount of time prescribed in the manufacturer's published service information.

Method: Quizzes
Integration: Students will be required to complete the quizzes at the end of the assigned textbook chapters. The assessment of the student's understanding of the design, theory of operation and repair procedures used to solve automatic transmission complaints.

Method: Exams/Tests
Integration: The instructor will administer a final examination and may administer other examinations during the course of the semester. Questions will be presented in the style of an Automotive Service Excellence (ASE) certification exam and will be designed to assess the student's understanding of the theory of operation and proper procedures used to service and repair an automatic transmission or transaxle.

Method: Capstone Project
Integration: The student will be required to prepare a two-page research paper and/or a classroom presentation which will explain the theory of operation of an automatic transmission or the computerized shift control system. Assessment of the student's performance will be based upon the relevance and accuracy of the information conveyed by the assigned paper as well as the organization and delivery of the classroom presentation.

Method: Final Performance
Integration: Students will be asked to diagnose and/or repair a fault with an automatic transmission on a bugged vehicle. Students will be assessed on their ability to perform an accurate diagnosis and/or repair using procedures prescribed by the manufacturer's published service information and in the amount of time allotted by industry standard.

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

A. Read the assigned chapters from the required textbook and complete the assessment materials at the end of each assigned chapter.

B. Write a one to two page paper listing the reasons why an automatic transmission will not "upshift"; the results of the research may be also presented orally as part of a 5 to 10 minute classroom presentation.

C. Complete the task sheets required by the National Automotive Technician's Education Foundation (NATEF) covering automatic transmission maintenance, diagnosis and repair.

D. Perform a stall test on an automatic transmission in order to evaluate torque converter function and document the results.
E. Perform a transmission hydraulic pressure test to determine the condition of the valve body and electronic control system and document the results.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Automotive Technology

**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

<table>
<thead>
<tr>
<th>Form A2</th>
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<tbody>
<tr>
<td><strong>Submitted by:</strong></td>
</tr>
<tr>
<td><strong>Catalog:</strong></td>
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<tr>
<td><strong>Proposed Course:</strong></td>
</tr>
<tr>
<td><strong>Proposal Type:</strong></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.

**Recommended Preparation**

**AUME 072**

It is recommended that this requisite be (removed).

Justification:

AUME 100 is an introductory course in basic auto mechanics. We recommend its removal as a recommended preparation because the course is in the process of being replaced by AUME 072, which is a revised and updated version of our Basic Auto Mechanics course.

**Recommended Preparation**

**AUME 072**

It is recommended that this requisite be (added).

Justification:

AUME 072 is a revised version of our basic auto mechanics course. This course is a recommended preparation for AUME 070A because successful completion of AUME 072 will give the student a better understanding of the terminology used in automotive technology and better prepare students to understand the relationship of various automotive subsystems to the proper operation of the vehicle.

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

1. Robert Pensiero 03/24/2018 (Submitter)
2. Jeffrey Holmes 05/08/2018 (SJC Department Chair)
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 FA19 (2019-20 Catalog))

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

<table>
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<tr>
<th>Submitted By:</th>
<th>Richard Ramirez</th>
<th>Date:</th>
<th>03/24/2018</th>
</tr>
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<tbody>
<tr>
<td>Dept:</td>
<td>Automotive Transportation Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Automatic Transmissions &amp; Transaxles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>AUME 070A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that the following Course: AUME 072 be removed as an Advisory

Justification:

AUME 100 is an introductory course in basic auto mechanics. We recommend its removal as a recommended preparation because the course is in the process of being replaced by AUME 072, which is a revised and updated version of our Basic Auto Mechanics 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)
2. Course Number:  AUME 070A

It is recommended that the following Course: AUME 072 be removed as an Advisory

Justification:

AUME 100 is an introductory course in basic auto mechanics. We recommend its removal as a recommended preparation because the course is in the process of being replaced by AUME 072, which is a revised and updated version of our Basic Auto Mechanics 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.

☐ Apply clean orderly work habits and identify the safe use of chemicals, tools and fire protection equipment.
☐ Construct a work order as per industry standards.
☐ Classify vehicle types and their component parts.
☐ Examine the desirable aspects of automotive technology as a career choice.
☐ Assess and compare the different types of auto repair businesses, their procedures and the related local, state and federal laws governing their operation.
☐ Examine the eight basic operating systems of automobiles and light trucks, including hybrid and electric vehicles.
☐ Set up and perform a vehicle safety inspection.
☐ Select common shop tools to perform basic maintenance operations.
☐ Evaluate local job openings and career opportunities.

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

Form E1

Submitted By: Richard Ramirez  Date: 03/24/2018

Dept: Automotive Transportation Tech

1. Course Title: Automatic Transmissions & Transaxles
2. Course Number: AUME 070A

It is recommended that the following Course: AUME 072 be added as an Advisory

Justification:

AUME 072 is a revised version of our basic auto mechanics course. This course is a recommended preparation for AUME 070A because successful completion of AUME 072 will give the student a better understanding of the terminology used in automotive technology and better prepare students to understand the relationship of various automotive subsystems to the proper operation of the vehicle.

Requisite Type: Type 5: Recommended Preparation/Advisory

Justifications Required:

- Content Review Form (E2)

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

Form E2

Submitted By: Richard Ramirez  Date: 03/24/2018

Dept: Automotive Transportation Tech

1. Course Title: Automatic Transmissions & Transaxles
2. **Course Number:** AUME 070A

**It is recommended that the following** Course : AUME 072 be added as an **Advisory**

**Justification:**

AUME 072 is a revised version of our basic auto mechanics course. This course is a recommended preparation for AUME 070A because successful completion of AUME 072 will give the student a better understanding of the terminology used in automotive technology and better prepare students to understand the relationship of various automotive subsystems to the proper operation of the vehicle.

**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] Apply clean orderly work habits and identify the safe use of chemicals, tools and fire protection equipment.
- [ ] Construct a work order as per industry standards.
- [x] Classify vehicle types and their component parts.
- [x] Examine the desirable aspects of automotive technology as a career choice.
- [ ] Assess and compare the different types of auto repair businesses, their procedures and the related local, state and federal laws governing their operation.
- [x] Examine the eight basic operating systems of automobiles and light trucks, including hybrid and electric vehicles.
- [ ] Set up and perform a vehicle safety inspection.
- [x] Select common shop tools to perform basic maintenance operations.
- [ ] Evaluate local job openings and career opportunities.

- [ ] Course being removed as a requisite to the target course
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE
Form A1

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<th>Richard Ramirez</th>
<th>Date:</th>
<th>03/26/2018</th>
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<td>2019 - 2020</td>
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<tr>
<td>Proposed Course:</td>
<td>AUME 070B - Manual Transmissions &amp; Transaxles</td>
<td></td>
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<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
<td></td>
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</tbody>
</table>

This course is Stand Alone

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

This course is being revised according to Title V regulations. The course numbering has been changed from AUME 185 to AUME 070B to reflect its lack of transferability to a traditional four-year institution. Justification for a non-standard enrollment cap has been added. In addition, the form and wording of the objectives, course and lab content, methods of instruction and evaluation and assignments have been altered to comply with the standards presented in the latest edition of the Best Practices Handbook. Some new material has been added to the course content in order to reflect changes in technology that have taken place since the last time it was submitted. Finally, the learning resources have been updated to the latest editions of the required textbook, and an additional study guide has been requested.

**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 new material added to this course outline of record and the revision of some of the existing material is in accordance with the department's goal of modernizing the program to reflect the rapid technological change occurring in our industry. For example, content was added to include the study of viscous clutches used on all-wheel drive vehicles and dual clutch transmissions; these units are comparatively new to the industry, yet they represent a large and growing percentage of the transmissions modern vehicles are equipped with. Our students need to be familiar with this new technology in order to obtain the opportunities available in an increasingly competitive job market; this is one of the goals clearly stated in the department's latest comprehensive 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.

This course is intended to give the student the knowledge and skills necessary to prepare for the ASE A3 certification exam. By completing the NATEF task sheets for this area of automotive technology, the student will learn the skills required to obtain an entry-level...
Approval Signatures Required on all lines before submittal to Curriculum Office

1. Robert Pensiero 03/26/2018 (Submitter)
2. Jeffrey Holmes 05/08/2018 (SJC Department Chair)
3. (MVC Department Chair)
4. Jeffrey Holmes 05/08/2018 (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.

(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).

Course Proposal Impact

AUME 070B Manual Transmissions & Transaxles
**Course Revision Proposal**
Richard Ramirez

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. AUME - General Technician - Employment Concentration (Active) (Required)
2. AUME - General Technician - Employment Concentration (Launched) (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

Form B

Submitted by: Richard Ramirez Date: 09/19/2018
## 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>
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- Lecture Contact Hours: 48.00 - 54.00
- Lab Contact Hours: 48.00 - 54.00
- Total Contact Hours: 96.00 - 108.00

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<th>Lecture Homework Hours</th>
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### General Education Justification:

- **Maximum Enrollment:** 25
- **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.*

- **Course has safety or compliance factors which influence the enrollment cap – check all that apply:**
  - *Course has safety or health reasons that the class should have a non-standard enrollment cap.*

**Justification:** This course requires that the student be evaluated at least weekly on the ability to perform certain task related to the diagnosis and repair of manual transmissions and drivetrains. Students will perform these tasks either individually or as part of a small group. Enrollment of more than 25 students would present a safety hazard since the students would necessarily interfere with each other while performing their tasks in the lab setting.

**Grading Method:** Letter Grade or P/NP
TOP code: 0948.00*

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

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

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

This course covers the theory of operation, diagnosis and repair of manual transmissions or transaxles, clutches, drivelines, final drive units and four-wheel or all-wheel drive assemblies. The student will obtain the skills needed to properly diagnose and repair manual transmission and drive train faults. The course is designed to help the student to prepare to take the ASE A3 Manual Transmission/Transaxle certification exam.

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 fundamentals of manual transmissions/transaxles and drivetrains. The course is designed to prepare the student to take the ASE A3 certification exam.

Need for the course:
This course is required for completion of the General Technician Employment Concentration Certificate. (ECC) It is intended to help the student to prepare for the ASE A3 certification exam.

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.

- AUME 072

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 the ability to select and use an electronic data base to obtain service information necessary to analyze and construct a plan of action for the diagnosis and repair of a manual transmission problem.
2. Compose a written repair order according to California State Bureau of Automotive Repair (BAR) standards.
3. Demonstrate the application of the appropriate safety measures to be taken during the diagnosis and repair of manual transmissions and transaxles.
4. Evaluate the condition of drivelines, half shafts, universal and constant-velocity joints and estimate the cost of repair or replacement of these units.
5. Scrutinize the condition of a manual transmission or transaxle and select the best method of repair or replacement according to commonly accepted industry standards.
6. Demonstrate the ability to remove, teardown, inspect, reassemble and install a manual transmission or transaxle according to commonly accepted industry standards.
7. Evaluate the condition of the clutch assembly and decide whether adjustment or replacement is necessary.
8. Formulate the optimal diagnostic and service procedures to be used in diagnosis and repair of a fault on an all-wheel-drive or four-wheel drive vehicle.
9. Differentiate between serviceable and defective components in transmission, transfer case and final drive assemblies.
Course Content:
(please number the outline of main topics and subtopics)

A. Introduction to Manual Transmissions
   1. Course overview
   2. Class regulations

B. Safety Practices
   1. Shop procedures
      a. S/P2 mechanical safety and pollution prevention certifications
      b. The use of personal protective equipment (PPE)
      c. Vehicle damage precautions
      d. Technician safety precautions
   2. Hazardous materials
      a. Types of hazardous materials
      b. Storage of hazardous chemicals
      c. Safety Data Sheet (SDS) use
      d. Personal safety precautions
   3. Power and hand tools
      a. Measuring tools
      b. Specialized tools for transmission repair

C. Preparation of the Repair Order
   1. Purpose of a repair order
   2. Proper procedures to write a repair order meeting California State Bureau of Automotive Repair (BAR) standards
   3. Use of web-based information
   4. Informational use of an online labor and time guide

D. Manual Drive Trains and Axles
   1. Major components of a vehicle’s drivetrain
   2. Purpose of a transmission
3. Clutch

4. Drive line

5. Driving Axles

6. Differentials

7. Four-Wheel Drive

E. Drive Train Theory
   1. Basic Operation
   2. Energy
   3. Force
   4. Basic Gear Theory

F. Clutches
   1. Clutch Location
   2. Clutch Design
   3. Clutch Linkages
   4. Clutch Operation
   5. Dual Clutch Transmissions
   6. Servicing Clutches
      a. Clutch Diagnosis
      b. Removing Clutch Assembly
      c. Clutch Release Bearing
      d. Pressure Plate
      e. Flywheel

G. Manual Transmissions/Transaxles
   1. Types of Manual Transmissions/Transaxles
   2. Synchronesh cones
   3. Transmission Designs
4. Basic Operation

5. Gearshift Linkages

6. Servicing Transmissions/Transaxles
   a. Troubleshooting Transmission Problems
   b. In-Vehicle Service
   c. Removing the Transmission
   d. Transmission teardown and inspection
   e. Inspection and Cleaning of Parts
   f. Reassembly of Transmission
   g. Reinstalling of the transmission

H. Front Drive Axles
   1. Drive Axle Construction
   2. Types of CV Joint
      a. Outboard CV Design
      b. Inboard CV Designs
   3. Front Wheel Drive Wheel Bearings
   4. Drive Axle Removal
   5. Front Drive Axle Service
      a. Maintenance
      b. Diagnosing FWD Axle Problem
      c. Visual Inspection
   6. General Service Procedure
   7. FWD Front Wheel Bearing Service

I. Drive Shafts and Universal Joints
   1. Drive Shaft Construction
   2. Types of Drive Shafts
3. Universal Joints

4. Types of Universal Joints

5. Center Support Bearings

6. Drive Shaft and Universal Joint Service
   a. Diagnosing Drive Shaft Problems
   b. Drive Shaft Inspection
   c. Removing and Installing a Drive Shaft
   d. Disassembling and Assembling Universal Joints
   e. Checking Drive Shaft Balance and Runout
   f. Checking Drive Shaft and Universal Joint Angles

J. Differentials and Drive Axles
   1. Function and Components
   2. Differential Operation
   3. Axle Housings
   4. Differential Gears and Bearings
   5. Limited Slip differentials
   6. Axle Shafts and Bearings
   7. Differential and Axle Service
      a. Diagnosis of Differential and Drive Axles
      b. In-Vehicle Service
      c. Out-of Vehicle Service
      d. Removing Final Drive Assemblies
         i. Disassembly of differential
         ii. Inspection of Parts
         iii. Ring and Pinion Gear Adjustments
      e. Reassembling Final Drive Assemblies
f. Servicing Limited-Slip Differentials

K. Four-Wheel Drive Systems
   1. Four-Wheel Drive Design Variations
   2. 4WD Systems
   3. All-Wheel Drive Systems
   4. Transfer Cases
      a. Center Differential
      b. Viscous Couplings
      c. Shift-on-the-fly system
   5. Locking Hubs
      a. Automatic locking hubs
      b. Differential Locking System
   6. 4WD Suspensions
   7. Four-Wheel Drive Servicing
      a. Diagnosis
      b. Removal and Disassembly of a Transfer Case
         i. Inspection of Parts
         ii. Reassembly of a Transfer Case
      c. 4WD Axle Housings and Differentials
      d. Front Axles and Hubs
      e. Wheel Bearings
      f. General Maintenance

L. Drivetrain Electrical and Electronic Systems
   1. Basic Electricity
   2. Clutch Safety Switch
   3. Reverse Lamp Switch
4. Shift Blocking
5. ABS Speed Sensor Circuits
6. Drivetrain Electrical System Servicing
7. General Guidelines
8. Basic Electrical Diagnosis
9. Basic Electrical Repairs
   a. Switches
   b. Speed Sensors
   c. Solenoids
   d. Electromagnetic Clutches
10. Electronic Circuits

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

The lab content for AUME 070B (Manual Transmissions) consists of lab tasks that follow the guidelines set by NATEF (National Automotive Technicians Education Foundation)

A. Shop Safety, Hazardous Materials and Database Management
   1. Completion of S/P2 mechanical safety and pollution prevention certifications
   2. Research vehicle service information

B. General Drive Train Diagnosis
   1. Transmission fluid service
      a. Fluid condition and leak checks
      b. Drain and refill fluid

C. Clutch Diagnosis and Repair
   1. Clutch inspection
      a. Noise and vibration inspection
      b. Pedal linkage operation and inspection
      c. Clutch assembly inspection
d. Flywheel inspection

2. Clutch Hydraulic System Service
   a. Check and adjust fluid level
   b. Bleed clutch hydraulic system

3. Transmission/Transaxle Diagnosis and Repair
   a. Diagnose noise, vibration and harshness concerns
   b. Diagnose shifting concerns
   c. Remove, disassemble and inspect transmission/transaxle assembly

4. Drive and Axle Shaft Diagnosis and Repair
   a. Drive and axle shaft balance, joint and boot inspection and repair
   b. Drive train bearing inspection and replacement

5. Final Drive Inspection and Repair
   a. Fluid level and condition inspection and adjustment
   b. Fluid leak detection
   c. Differential teardown and inspection
   d. Differential precision measurement and adjustment
   e. Differential reassembly

6. Four Wheel Drive and All Wheel Drive Diagnosis and Repair
   a. Inspection
      i. Shift controls
      ii. Fluid condition, level and leakage inspection
      iii. Tire and wheel condition inspection
   b. Diagnosis and Repair
      i. Noise, vibration and harshness inspection
      ii. Electrical/electronic operating system inspection and repair
      iii. Transfer case/viscous clutch
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Readings
  **Integration:** The instructor will give reading assignments from the required textbook covering component identification, the theory of operation, diagnosis and repair of modern manual transmissions and drivetrains.

- **Method:** Lecture
  **Integration:** The instructor will deliver lecture presentations on subjects related to manual transmission and drivetrain design and operation, such as clutch function and transmission power flow.

- **Method:** Film/video Viewing and Discussion
  **Integration:** Students will be exposed to training videos, power-point presentations and demonstrations showing the function of actual transmission components and will discuss the theory of operation of the modern manual transmission or transaxle.

- **Method:** Observation and Demonstration
  **Integration:** The instructor will demonstrate the performance of various service, diagnosis and repair procedures related to manual transmissions.

- **Method:** Lab Activities
  **Integration:** Students will perform different functions related to the diagnosis, removal, repair and replacement of the transmission or transaxle assembly.

- **Method:** In-class Exercises
  **Integration:** Students will analyze, research and discuss the various faults that occur in automatic transmissions and their support systems.

- **Method:** Papers and Reports
  **Integration:** Students will write a paper explaining the operation of an automatic transmission or related subsystem. The paper may be submitted as a hard copy or presented orally.

- **Method:** Role Playing/Simulation
  **Integration:** Students will use web-based software to research and to evaluate transmission problems.

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 will be required to participate in lab activities in a small group setting. Assessment of student performance will be based upon their ability to remove, repair and replace a manual transmission or transaxle in the amount of time prescribed in the manufacturer's published service information.

- **Method:** Quizzes
  **Integration:** Students will be required to complete the quizzes at the end of the assigned textbook chapters. The assessment of the student's understanding of the design, theory of operation and repair procedures used to solve manual transmission or transfer case shift complaints.

- **Method:** Exams/Tests
  **Integration:** The instructor will administer a final examination and may administer other examinations during the course of the semester. Questions will be presented in the style of an Automotive Service Excellence (ASE)
certification exam and will be designed to assess the student's understanding of the theory of operation and proper procedures used to service and repair a manual transmission or transaxle.

- **Method:** Final Performance
  - **Integration:** Students will be asked to diagnose and/or repair a fault with a manual transmission on a bugged vehicle. Students will be assessed on their ability to perform an accurate diagnosis and/or repair using procedures prescribed by the manufacturer's published service information and in the amount of time allotted by industry standard.

- **Method:** Capstone Project
  - **Integration:** The student will be required to prepare a two-page research paper and/or a classroom presentation which will explain the theory of operation of a manual transmission or the clutch, flywheel and related control system. Assessment of the student's performance will be based upon the relevance and accuracy of the information conveyed by the assigned paper as well as the organization and delivery of the classroom presentation.

**Examples of Assignments:**

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

A. Read the assigned chapters from the required textbook and complete the assessment materials at the end of each assigned chapter.

B. Write a one to two-page paper listing the reasons why a manual transmission will not shift; the results of the research may be also presented orally as part of a 5 to 10-minute classroom presentation.

C. Complete the task sheets required by the National Automotive Technician's Education Foundation (NATEF) covering manual transmission maintenance, diagnosis and repair.

D. Perform a stall test on a manual transmission in order to evaluate clutch function and adjustment and document the results.

E. Perform a transfer case or viscous clutch test to verify proper operation of the four or all-wheel drive system and document the results.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Automotive Technology

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Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PREREQUISITE/Corequisite/Recommended Preparation

Form A2
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**

**AUME 072**

It is recommended that this requisite be (removed).

**Justification:**

We recommend the removal of AUME 100 as a recommended preparation for AUME 070B because AUME 100 is in the process of being replaced by AUME 072, which is a revised and updated version of our Basic Auto Mechanics course.

**Recommended Preparation**

**AUME 072**

It is recommended that this requisite be (added).

**Justification:**

The automotive department recommends the addition of AUME 072 as a recommended preparation for AUME 070B. AUME 072 is a revised and updated version of AUME 100, which is our Basic Auto Mechanics course. This course is a recommended preparation for AUME 070B because successful completion of AUME 072 will give the student a better understanding of the terminology used in automotive technology and better prepare students to understand the relationship of various automotive subsystems to the proper operation of the vehicle.

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

1. Robert Pensiero 03/26/2018 (Submitter)
2. Jeffrey Holmes 05/08/2018 (SJC Department Chair)
3. (MVC Department Chair)
4. Jeffrey Holmes 05/08/2018 (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 FA19 (2019-20 Catalog)
It is recommended that the following Course: AUME 070B be removed as an Advisory

Justification:

We recommend the removal of AUME 100 as a recommended preparation for AUME 070B because AUME 100 is in the process of being replaced by AUME 072, which is a revised and updated version of our Basic Auto Mechanics 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

Submitted By: Richard Ramirez
Dept: Automotive Transportation Tech
Date: 03/26/2018

1. Course Title: Manual Transmissions & Transaxles
2. Course Number: AUME 070B

It is recommended that the following Course: AUME 070B be removed as an Advisory

Justification:

We recommend the removal of AUME 100 as a recommended preparation for AUME 070B because AUME 100 is in the process of being replaced by AUME 072, which is a revised and updated version of our Basic Auto Mechanics course.

Skills Analysis

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

- Apply clean orderly work habits and identify the safe use of chemicals, tools and fire protection equipment.
- Construct a work order as per industry standards.
- Classify vehicle types and their component parts.
- Examine the desirable aspects of automotive technology as a career choice.
- Assess and compare the different types of auto repair businesses, their procedures and the related local, state and federal laws governing their operation.
- Examine the eight basic operating systems of automobiles and light trucks, including hybrid and electric vehicles.
- Set up and perform a vehicle safety inspection.
- Select common shop tools to perform basic maintenance operations.
- Evaluate local job openings and career opportunities.
Course being removed as a requisite to the target course
2. Course Number: AUME 070B

It is recommended that the following Course: AUME 072 be added as an Advisory

Justification:

The automotive department recommends the addition of AUME 072 as a recommended preparation for AUME 070B. AUME 072 is a revised and updated version of AUME 100, which is our Basic Auto Mechanics course. This course is a recommended preparation for AUME 070B because successful completion of AUME 072 will give the student a better understanding of the terminology used in automotive technology and better prepare students to understand the relationship of various automotive subsystems to the proper operation of the vehicle.

Requisite Type: Type 5: Recommended Preparation/Advisory

Justifications Required:
- Content Review Form (E2)

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

Form E2

Submitted By: Richard Ramirez
Date: 03/26/2018
Dept: Automotive Transportation Tech
1. Course Title: Manual Transmissions & Transaxles
2. Course Number: AUME 070B

It is recommended that the following Course: AUME 072 be added as an Advisory

Justification:

The automotive department recommends the addition of AUME 072 as a recommended preparation for AUME 070B. AUME 072 is a revised and updated version of AUME 100, which is our Basic Auto Mechanics course. This course is a recommended preparation for AUME 070B because successful completion of AUME 072 will give the student a better understanding of the terminology used in automotive technology and better prepare students to understand the relationship of various automotive subsystems to the proper operation of the vehicle.

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.

- Apply clean orderly work habits and identify the safe use of chemicals, tools and fire protection equipment.
- Construct a work order as per industry standards.
- Classify vehicle types and their component parts.
- Examine the desirable aspects of automotive technology as a career choice.
- Assess and compare the different types of auto repair businesses, their procedures and the related local, state and federal laws governing their operation.
- Examine the eight basic operating systems of automobiles and light trucks, including hybrid and electric vehicles.
Set up and perform a vehicle safety inspection.

X Select common shop tools to perform basic maintenance operations.

Evaluate local job openings and career opportunities.

Course being removed as a requisite to the target course
COMM 106 Small Group Communication

**Course Revision Proposal**

**Plan A**

1. **D2 LANGUAGE AND RATIONALITY - COMMUNICATION AND ANALYTICAL THINKING**
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)

4. COMM - Communication, Teamwork and Leadership - Employment Concentration (Active) (Required)

5. COMM - Communication, Teamwork and Leadership - Employment Concentration (Launched) (Required)

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).

Other Awards

General Education/Degree/Transfer Course

CSU/UC Transfer Course

  B. Transfers to CSU
  Course used in GE and multiple CSU majors. Communication, journalism, social media, etc.

CSU GE Area A: Communication in the English Language and Critical Thinking
  A1 - Oral Communication

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Mike Fleming  Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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73 of 497 9/19/2018, 9:43 AM
### 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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**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 aligns with the area of D2 because through communication (GEL02) in small groups students are able to interact with others and collaboratively evaluate and analyze information (GEL03) and make decisions through consensus in a group setting.

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

Justification: Small Group Communication, by definition, requires significant class participation as well as small group dynamics on which students are graded. Students are often broken out into small groups, requiring significant attention for the purposes of assessment.

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

**TOP code:**
- 1506.00

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

**Catalog Description:**
(对着 transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).
This course studies communication in small group contexts. Topics include the development of group rules and norms, the
emergence of leadership and other roles, and the importance of diversity in decision making. Through participation in group simulations and discussions, the student will learn creativity and critical thinking in problem solving and will develop skills of listening, leadership, consensus building, and conflict management.

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

This course will provide insight into group dynamics and improve skills of group involvement and leadership.

**Need for the course:**
This course provides content and skills which are applicable for effective communication in most business and organizational settings. Skills also apply to personal growth. Some assignments may require use of the Communication Studies Center. The course satisfies the need for oral communication requirement needed for the AA transfer degree in Communication Studies and graduation.

**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. Differentiate small group communication from other forms of communication and assess advantages and disadvantages of using small groups to plan and implement various types of discussion activities, especially with respect to decision-making and problem solving.
2. Analyze the relationships among small groups, their larger organizational systems, and the social, political, and cultural environment in which they operate.
3. Observe and evaluate the emergence of roles, norms, cohesiveness, and leadership in classroom and natural social and work groups.
4. Assess the task needs and social climate of groups and adapt behavior to meet the group task objectives and socio-emotional needs of group members. This objective includes demonstration of effective interpersonal skill, including the following: a. Effective listening and empathy b. Use of specific, precise, concrete, and descriptive language. c. A variety of leadership skills appropriate to the needs of the group.
5. Select and implement appropriate organizational strategies for various group purposes, including decision-making and problem-solving.
6. Describe the nature of consensus and compare the process of consensus-building to other methods of decision-making and problem-solving, such as voting or negotiating.
7. Analyze realistic group conflict situations and formulate communication strategies for constructive management of these conflicts.

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

A. The nature of small group communication.
   1. Definition of a small group.
   2. Types of small groups.
   3. Advantages and disadvantages of small group problem solving.
4. Small groups in relation to organizational systems.

5. Small groups in relation to social, political, and cultural environment.

B. Small groups as dynamic social organizations and systems.
   1. Social tensions in groups.
   2. Phases of group development.
   3. The prescription and emergence of rules and norms.
   4. The assignment and emergence of leadership and other group roles.

C. The nature of diversity in small groups.
   1. Individual differences in motives, learning styles, personalities, and cultural backgrounds.
   2. Bridging and capitalizing on individual and cultural differences.
   3. Creating group identity and cohesiveness.

D. Language and nonverbal behavior in groups.
   1. The nature of language and nonverbal messages.
   2. The interrelated functions of verbal and nonverbal messages.
   3. Influences of culture and gender on language use and nonverbal communication.
   4. Specific, concrete, and responsible language selection for accurate communication of meaning and constructive appraisals of others.
   5. Overview of nonverbal communication research, including areas of body language, appearance, touch, voice, space, time, and environment.

E. Listening as information processing and behavioral response.
   1. The nature and components of the listening process.
   2. Barriers to effective listening.
   3. Methods for improving information processing: focusing attention, clarifying understanding, and increasing recall of important data and meanings.
   4. Skills of listening response: open questioning, paraphrase ideas, and active listening to the emotional dimension of the message.
   5. Listening skills and leadership in small groups.

F. Dynamics of group tensions.
1. Types of tension and the process of group formation.

2. Rules and patterns of dialogue in conversation, relational development, and task-oriented communication.

3. Influence-gaining strategies in work, social, and intimate relationships.

4. Types and degrees of intimacy in relationships.

5. Risks, benefits, degrees, and skills of self-disclosure.

G. Creativity, critical thinking, and group problem solving procedures.

1. Identifying and wording problems.

2. Stages in the reflective thinking process.

3. Processes that enhance group creativity.


5. Identification and avoidance of “groupthink.”

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

- **Method:** Lecture
  **Integration:** Lecture presentation and small group discussion with supporting visual materials (overhead slides or multimedia), introducing group theory and communication skills throughout the course (e.g., emergence of rules and norms, problem-solving and decision-making processes, consensus-building and leadership skills, and the importance of diversity in group effectiveness).

- **Method:** Discussion
  **Integration:** Small group application of content (e.g., discussion and analysis of theories of group interaction).

- **Method:** Observation and Demonstration
  **Integration:** Participant observation of groups inside and outside of the classroom (e.g., analysis and assessment of group interaction, based on concepts and criteria developed in the course).

- **Method:** Activity
  **Integration:** Small group application of skills to realistic situations (e.g., group formation and tension reduction, emergence of roles and norms, development of leadership, and decision-making and problem-solving methods, inclusive of “the difficult member,” and conflict management and resolution).

- **Method:** Role Playing/Simulation
  **Integration:** Small group creation of simulated group situations and role-play of realistic group communication to raise awareness, stimulate discussion, and actively practice constructive skills (i.e. reaching consensus, the “difficult group member,” and conflict management).

- **Method:** Lab Activities
  **Integration:** Instructors may incorporate the Communication Studies Center (CSC) into their teaching methodology. Two examples include: 1) viewing a clip from the Media library that illustrates dysfunctional group dynamics followed by a group discussion of the issues, or 2) discussion with a CSC tutor of the issues viewed followed by the development of a list of various methods of resolution leading to a ranked selection from the list developed.

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 characteristics of small group communication, the influence of social norms, gender, and culture, the nature of language, the findings of nonverbal communication research, the emergence of group roles and norms, and the nature of creative and critical thinking processes in groups. The student will be evaluated on how well they are able to recall and utilize course information.

Method: Other
Integration: Journal writing: Short essays applying course-related concepts (including those tested in quizzes) to the student’s past and present communication experiences. This method will allow the instructor to assess how well the student has the ability to reflect, relate and apply information they have learned in the course.

Method: Exams/Tests
Integration: Midterm and final exams: A combination of objective questions of important concepts (previously quizzed, applied, or discussed in class) and essay questions which show analysis and application of group communication skills. This will allow the instructor to evaluate how well the students are able to recall and apply meaningful areas of the course.

Method: Papers
Integration: At least four application papers which apply important concepts and skills to the student’s experience inside or outside the classroom. They might focus on analyzing communication competence in specific situations, applying listening and response skills, examining nonverbal events/cues, analyzing the development of group roles, rules, and norms, and engaging in creative problem-solving and critical thinking.

Method: Projects
Integration: Group or individual research project and presentation related to concepts and skills developed throughout the course. The student will be evaluated on how well they can develop, problem solve, analyze, and interact with others.

Method: Group Projects
Integration: Instructor oral evaluations of small group activities (discussions of concepts, application of skills, role-play simulations) throughout the course. Students will be graded on how well they can organize, collaborate, interact, and present material. These activities may be rewarded with points for participation, but not necessarily graded with variable points.

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

A. Sample journal assignment: “Choose one recent meeting of a group inside or outside the class. Describe the leadership behavior. Analyze the leadership needs based on the course materials.”

B. Sample application paper: “Group System Analysis. Analyze the system of a group to which you belong, using a model discussed in class. A task group would be best, but a social group (such as your family) is acceptable. Write a paper which includes the following: Describe the group and how you got involved in it. Describe important input, throughput, and output variables of the system. Discuss your level of satisfaction with the group goals, processes, and outcomes.”

C. Sample group project: Students will be assigned to Symposium Groups wherein they will analyze a specified topic (from either the instructor, or derived from group discussion). Students will conduct research, develop a presentation, and deliver said presentation. Minutes of each meeting will be recorded and presented to the instructor at the time of delivery. Groups will be evaluated on interaction and creativity. This will result in a group grade.

D. Sample group project: “Project groups will be formed during the last third of the semester to complete a major problem-solving activity. The group will engage in a problem census, choose a realistic problem for which multiple solutions can be proposed, analyze the problem using outside information sources, evaluate and rank solutions, and implement a solution, either by preparing a group report or some type of tangible model or product. Use of multimedia is encouraged. An agenda and a record of each group project meeting (minutes) should be created, duplicated, and distributed in a timely fashion to the members and the instructor as the group proceeds through the task. The group will make a final presentation to the class. It should analyze the goals and
problems faced by the group, describe its efforts and results, and discuss what the members of the group learned about small group communication from this experience. The group will prepare a written final report or tangible model or product, which summarizes or displays the activities and results. The quality of a concrete product will be evaluated in lieu of a paper. Each student who fully participates will receive the group grade for each of the components.

Textbooks:


Other Resources:

Minimum Qualification

- Communication Studies (Speech Communication) (Masters Required)

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

Course: COMM 106 Course Title: Small Group Communication
Author: Mike Fleming Date: 09/19/2018

***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 Los Angeles</td>
<td>COMM 2400</td>
<td>Problem Solving through Group Discussion</td>
</tr>
<tr>
<td>CSU San Bernardino</td>
<td>COMM 221</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td>CSU Long Beach</td>
<td>COMM 132</td>
<td>Small Group Discussion</td>
</tr>
</tbody>
</table>
Rationale:

COMM 221: Theories of communication applied to small group situations emphasizing decision-making processes—just like MSJC's Comm 106.
COMM 132: Basic principles and techniques of discussion. Relationship of discussion to democratic processes and contemporary society including a study and practice of critical thinking and problem-solving techniques in various group discussion settings, just like MSJC's Comm 106.

CSU/UC Transfer Course:

B. Transfers to CSU

CSU GE Area A: Communication in the English Language and Critical Thinking:

A1 - Oral Communication

1. Mike Fleming (Submitter)
2. Janet McCurdy--04/11/2018 (Articulation Officer)

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

COURSE

Submitted by: Jason Fox
Date: 03/15/2018
Catalog: 2019 - 2020
Proposed Course: FIRE 102 - Fundamentals of Fire Prevention
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):

This course was due for the required six year review. The content and objectives were reviewed to verify that they align with the National Fire Service Academy FESHE curriculum. The textbook was updated with the current version. Fire 101 was previously a prerequisite and is being removed; there are no unique skills gained in FIRE 101 needed to be successful in this course.

Relation to Program Review:

The Fire program prepares students for an entry-level career in the fire service. This course supports the program in identifying the fundamental elements in fire protection. This course is also a required course in the Certificate in Fire Technology.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

This course aligns with all the PLOs. This is a fundamental course that defines the national fire problem and the role of fire prevention services to address the problem through research and statistical analysis.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Caren Hennessy 03/15/2018 (Submitter)
2. (SJC Department Chair)
3. Steve Kunkle 05/18/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 05/21/2018 (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 FA19 (2019-20 Catalog)

Course Proposal Impact

FIRE 102 Fundamentals of Fire Prevention
**Course Revision Proposal**
Jason Fox

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. FIRE - Fire Technology - Certificate (Active) (Required)
2. FIRE - Fire Technology - Certificate (Historical) (Required)
3. FIRE - Fire Technology - Certificate (Historical) (Required)
4. FIRE - Fire Technology - Certificate (Pending) (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: 0,119,264

1. FIRE - Fire Technology - Associate in Science (Historical)
2. FIRE - Fire Technology - Associate in Science (Historical)

General Education/Degree/Transfer Course

Mt. San Jacinto College
Integrated Course Outline of Record

Form B
**Department** | **Subject** | **Course Number** | **Title**  
--- | --- | --- | ---  
Fire Technology | Fire Technology | FIRE 102 | Fundamentals of Fire Prevention  

### 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>
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<td>3.00</td>
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<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
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<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
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</table>

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<tr>
<th>Lecture Homework Hours</th>
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</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>
<thead>
<tr>
<th>Maximum Enrollment:</th>
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<tr>
<td>35</td>
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</table>

### 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.

Justification: smaller class size is needed to better facilitate group projects and discussions

### Grading Method:

- Letter Grade or P/NP

### TOP code:

- 2133.00*

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

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

### Catalog Description:

This course provides fundamental knowledge relating to the field of fire prevention. Topics include history and philosophy of fire prevention, organization and operation of a fire prevention bureau, use and application of fire codes and standards, plans review, fire inspections, fire and life safety education, and fire investigation.
Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).

This course will allow students to develop an understanding of the history and philosophy of fire prevention organization and operation of a fire prevention bureau.

Need for the course:
This course provides a basic knowledge of fire prevention practices and is a required core course towards a certificate or Associate of Science Degree in Fire Technology.

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. Examine the national fire problem and role of fire prevention.
2. Discover and describe fire prevention organizations and associations.
3. Examine laws, rules, regulations, and codes and identify those relevant to fire prevention of authority having jurisdiction.
4. Document the function of a fire prevention bureau.
5. Diagram and describe inspection practices and procedures.
7. Inventory opportunities in professional development for fire prevention personnel.
8. Examine the history and philosophy of fire prevention.

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

A. National Fire Problem and Role of Fire Prevention
   1. Definition
   2. Historical Overview
   3. Data Analysis/GIS

B. Fire Prevention Organizations and Associations
   1. Public - Federal, State and Local
   2. Private - International, National and Regional

C. Laws, Rules, Regulations and Codes
1. Definitions

2. Applicability

3. Interrelationship

4. Limitations

D. Fire Prevention Bureau Functions
   1. Data Collection and Analysis
   2. Plans Review
   3. Fire Inspections
   4. Fire and Life Safety Education
   5. Fire Investigations

E. Tools and Equipment
   1. Data Collection and Analysis
   2. Plans Review
   3. Fire Inspections
   4. Fire and Life Safety Education
   5. Fire Investigations

F. Roles and Responsibilities of Fire Prevention Personnel
   1. Data Collection and Analysis
   2. Code Development and Interpretation
   3. Training and Education
   4. Enforcement
   5. Management

G. Professional Certification
   1. Categories and Levels
   2. Local
   3. State
H. Professional Development

1. National Fire Prevention Development Model
2. Training and Education
3. Certification Systems

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

- **Method: Lecture**
  - **Integration:** Lecture presentations using PowerPoint, and other media presentations, define and describe the function and purpose of the fire prevention bureau and the standard professional qualifications for fire prevention jobs.

- **Method: Observation and Demonstration**
  - **Integration:** Powerpoint slides, and other forms of media, may be used to demonstrate and illustrate fire inspection practices and procedures and the application of laws, rules, regulations and codes relating to fire inspections.

- **Method: Discussion**
  - **Integration:** In-class and/or group discussion will be used to evaluate students' understanding of concepts such as the function and purpose of the fire prevention bureau, inspection practices and professional qualifications for specific fire prevention jobs.

- **Method: Activity**
  - **Integration:** Hands-on activities such as research assignments are utilized to analyze the relationship between fire prevention efforts and the resulting reduction of life and property loss due to fires.

- **Method: Homework**
  - **Integration:** Out of class reading assignments and summaries of that reading will enhance student comprehension of basic material and help meet all of 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: Exams/Tests**
  - **Integration:** Quizzes, a midterm and final examination will be given to evaluate content understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate types of fire prevention situations.

- **Method: Homework**
  - **Integration:** Homework assignments consist of a variety of written assignments including: defining the principal functions of a fire prevention bureau, the major types of fire hazards found on a fire inspection of a commercial type occupancy, and describe the basic hazard correction process used by modern fire prevention bureaus. Writing skills, as well as assignment content, accuracy and research sources will be evaluated.

- **Method: Class Participation**
  - **Integration:** Class participation is evaluated on involvement and performance in the discussions and class activities.

- **Method: Papers**
  - **Integration:** Written reports and research paper assignment will be evaluated by writing skills as well as assignment content, accuracy and research sources.

- **Method: Simulation**
  - **Integration:** Simulation will be evaluated on the ability to analyze and determine which codes would be used and how they would be applied to a given situation.
Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Define the principal functions of a fire prevention bureau and demonstrate this through written format.

B. Identify and describe orally the standards for professional qualifications for fire prevention jobs such as - Fire Marshal, Plans Examiner, Fire Inspector, Fire and Life Safety Educator, and Fire Investigator.

C. Describe the major types of fire hazards that could be found on a thorough commercial fire inspection and demonstrate this through written format.

D. Describe the basic hazard correction process used by the modern fire prevention bureau; given a simulated exercise the student will analyze and determine which codes would be used and how they would be applied and demonstrate this through written format.

Textbooks:


Other Resources:

Minimum Qualification

- Fire Technology

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

<table>
<thead>
<tr>
<th>Course:</th>
<th>FIRE 102</th>
<th>Course Title:</th>
<th>Fundamentals of Fire Prevention</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author:</td>
<td>Jason Fox</td>
<td>Date:</td>
<td>09/19/2018</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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</table>

**Rationale:**

1. Jason Fox
2. --

(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>Jason Fox</th>
<th>Date:</th>
<th>03/15/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>FIRE 102 - Fundamentals of Fire Prevention</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**

FIRE 101

It is recommended that this requisite be (removed).

**Justification:**

There are no unique skills/knowledge gained in FIRE 101 needed to be successful in this course.

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

1. Caren Hennessy 03/15/2018 (Submitter)
2. -- (SJC Department Chair)
3. Steve Kunkle 05/18/2018 (MVC Department Chair)
4. -- (SJC Instructional Dean)
5. Joyce Johnson 05/21/2018 (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 FA19 (2019-20 Catalog))

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87 of 497 9/19/2018, 9:43 AM

87 of 497 9/19/2018, 9:43 AM
# Mt. San Jacinto College
## Prerequisite/Corequisite/Advisory

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Jason Fox</th>
<th>Date:</th>
<th>03/15/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Fire Technology</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. **Course Title:** Fundamentals of Fire Prevention  
2. **Course Number:** FIRE 102

It is recommended that the following **Course:** FIRE 101  
be removed as a **Prerequisite**

**Justification:**

There are no unique skills/knowledge gained in FIRE 101 needed 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)

<table>
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<th>Jason Fox</th>
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<th>03/15/2018</th>
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</table>

1. **Course Title:** Fundamentals of Fire Prevention  
2. **Course Number:** FIRE 102

It is recommended that the following **Course:** FIRE 101  
be removed as a **Prerequisite**

**Justification:**

There are no unique skills/knowledge gained in FIRE 101 needed 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.

- [ ] Illustrate and examine the history and culture of the fire service
- [ ] Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior
- [ ] Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service
- [ ] Classify and describe the major organizations that provide emergency response service and illustrate how they interrelate
- [ ] Identify and compare fire protection and emergency-service careers in both the public and private sector.
Investigate the role of national, state, and local support organizations in fire and emergency services.

Analyze and describe the scope, purpose, and organizational structure of fire and emergency services.

Examine the common types of fire and emergency service facilities, equipment, and apparatus.

Compare and contrast effective management concepts for various emergency situations.

Identify and document the components of fire prevention including code enforcement, public information, and public and private fire protection systems.

Detect the components of career preparation and goal setting.

Measure the importance of wellness and fitness as it relates to emergency services.

Course being removed as a requisite to the target course
Mt. San Jacinto College  
Request for Placement on Curriculum Committee Agenda  
COURSE  
Form A1  

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Jason Fox</th>
<th>Date:</th>
<th>04/02/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
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<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</td>
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</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.

The content and objectives were reviewed to verify that they are current. The MOE and MOI's were edited to clearly identify methods. Also, FIRE 101 was added as a prerequisite or corequisite.

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 Fire program prepares students for an entry-level career in the fire service. This course supports the program by identifying, explaining and utilizing equipment needed for fire detection and prevention. This course is also a required course in the Certificate in Fire Technology.

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 the completion of a research paper analyzing different types of fire protection systems and their application in regards to building construction and occupancy type. This course will further the students firefighting skills by showing how fire protection systems in buildings suppress fires and support firefighting operations. The written assignments and group assignments will improve the students overall communications skills and will further develop their group problem solving skills.

Approval Signatures Required on all lines before submittal to Curriculum Office  
1. Steve Kunkle 04/02/2018 (Submitter)  
2. (SJC Department Chair)  
3. Steve Kunkle 05/14/2018 (MVC Department Chair)  
4. (SJC Instructional Dean)  
5. Joyce Johnson 05/17/2018 (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 FA19 (2019-20 Catalog)

Course Proposal Impact  
FIRE 109 Fundamentals of Fire Protection and Equipment  
**Course Revision Proposal**  
Jason Fox  

Plan A
Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. FIRE - Fire Technology - Certificate (Active) (Required)
2. FIRE - Fire Technology - Certificate (Historical) (Required)
3. FIRE - Fire Technology - Certificate (Historical) (Required)
4. FIRE - Fire Technology - Certificate (Pending) (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: 0,119,264

1. FIRE - Fire Technology - Associate in Science (Historical)
2. FIRE - Fire Technology - Associate in Science (Historical)

General Education/Degree/Transfer Course

Mt. San Jacinto College
Integrated Course Outline of Record

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<tr>
<td>Fire Technology</td>
<td>Fire Technology FIRE</td>
<td>109</td>
<td>Fundamentals of Fire Protection and Equipment</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

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### Total Units

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<td>Total Units</td>
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### Lecture Contact Hours

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<tr>
<td>Lecture Contact Hours</td>
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### Total Contact Hours

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### Lecture Homework Hours

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<tr>
<td>Lecture Homework Hours</td>
<td>96.00 - 108.00</td>
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</table>

### Stand Alone:

Program Applicable

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

- None

### General Education Justification:

### Maximum Enrollment:

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<tbody>
<tr>
<td>Maximum Enrollment</td>
<td>35</td>
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</table>

### 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.

Justification: smaller class size is needed to better facilitate group projects and discussions

### Grading Method:

Letter Grade or P/NP

### TOP code:

2133.00*

### Can be Taken

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<tr>
<td>Can be Taken time(s) for credit (max 4)</td>
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</tr>
</tbody>
</table>

- 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 information relating to the features of design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection, and portable fire extinguishers.

### Schedule Description:

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

This course will provide the student with fundamental information on basic types of fire protection equipment and systems.

### Need for the course:

This course provides a fundamental knowledge of fire protection systems and equipment and is a required core course towards a certificate or Associate of Science Degree in Fire Technology.

### Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)
FIRE 101 with a Grade of C or better. or

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

- FIRE 101

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

Recommend Preparation:

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. Examine the benefits of fire protection systems in various types of structures.
2. Diagram the basic elements of a public water supply system including sources, distribution networks, piping and hydrants.
3. Validate why water is a commonly used extinguishing agent.
4. Categorize the different types and components of sprinkler, standpipe and foam systems.
5. Analyze residential and commercial sprinkler legislation.
6. Compare the different types of non-water based fire suppression systems.
7. Diagram the basic components of a fire alarm system.
8. Diagram the different types of detectors and analyze how they detect fire.
9. Examine the hazards of smoke and list four factors that can influence smoke movement in a building.
10. Choose the appropriate application of fire protection systems.
11. Compare and contrast the operation and appropriate application for the different types of portable fire protection systems.

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

A. INTRODUCTION TO FIRE PROTECTION SYSTEMS
1. The role fire protection systems play in protecting the life, safety and welfare of the general public and firefighters
2. Overview of different types of fire protection systems
3. The role of codes & standards in fire protection system design

B. WATER SUPPLY SYSTEMS FOR FIRE PROTECTION SYSTEMS
1. Sources of fire protection water supply
2. Distribution networks
3. Piping
4. Hydrants
5. Utility company interface with the fire department

C. WATER-BASED FIRE SUPPRESSION SYSTEMS
1. Properties of water
a. Water as an effective extinguishing agent

b. How water extinguishes fire

2. Sprinkler Systems
   a. Types of systems & applications
   b. Types of sprinklers & application
   c. Piping, valves, hangers & alarm devices
   d. Fire Department operations in buildings with sprinklers

3. Residential sprinkler systems

4. Standpipe systems
   a. Types & application
   b. Fire Department operations in buildings with standpipes

5. Foam systems

6. Water mist systems

7. Fire pumps
   a. Types
   b. Components
   c. Operation
   d. Fire pump curves

D. Non-water-based fire suppression systems

1. Carbon dioxide systems
   a. Application
   b. Extinguishing properties
   c. System components

2. Halogenated systems
   a. Halon 1301 and the environment
   b. Halon alternatives
c. Extinguishing properties

d. System components

3. Dry/Wet chemical extinguishing systems
   a. Extinguishing properties
   b. Applications
   c. UL 300

E. Fire alarm systems
   1. Components
   2. Types of alarm systems
   3. Detectors
      a. Smoke
      b. Heat
      c. Flame
   4. Audible/visual devices
   5. Alarm monitoring
   6. Testing & maintenance of fire alarm systems

F. Smoke management systems
   1. Hazards of smoke
   2. Smoke movement in buildings
   3. Types of smoke management systems
   4. Firefighting operations in buildings with smoke management systems

G. Portable fire extinguishers
   1. Types & application
   2. Selection
   3. Placement
   4. Maintenance
5. Portable fire extinguisher operations

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

- **Method:** Lecture
  - **Integration:** Lecture presentation using PowerPoint and other media presentations will explain the benefits of fire protection systems in various types of structures, describe the basic elements of a public water supply system including sources, distribution networks, piping and hydrants and explain why water is a commonly used extinguishing agent.

- **Method:** Observation and Demonstration
  - **Integration:** PowerPoint slides, and other forms of media, may be used to identify the different types and components of sprinkler, stand pipe and foam systems, along with identifying the different types of detectors and explain how they detect fire.

- **Method:** Discussion
  - **Integration:** In-class and/or group discussion will be used to enhance the students understanding of concepts such as the hazards of smoke and the four factors that influence smoke movement in a building and to discuss the appropriate application of fire protection systems.

- **Method:** Activity
  - **Integration:** Hands on activities utilizing a variety of fire detection equipment, in-class group discussions and research assignments will be used to analyze a variety of case situations.

- **Method:** Homework
  - **Integration:** Out of class reading assignments and summaries of that reading will enhance student comprehension of basic material and to help meet the student learning outcomes.

**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:** Quizzes, a midterm and final examination will be used to evaluate student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate types of fire protection systems, water supply systems, components of fire alarm systems and portable fire protection systems.

- **Method:** Research Projects
  - **Integration:** Students will be evaluated on a research paper that analyzes different types of fire protection systems in various types of construction and occupancy types. Writing skills as well as assignment content, accuracy and research sources will be evaluated.

- **Method:** Homework
  - **Integration:** Students will conduct written research assignments related to fire protection systems. Students will be evaluated on writing skills and assignment accuracy.

- **Method:** Class Participation
  - **Integration:** Students will be encouraged to participate in class discussions and activities and will be evaluated on their involvement and performance in the discussions and class 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:

A. Individual research, application, and written assignment:

  1. Within a given scenario the student will analyze, prepare, and present a fire protection system that demonstrates complete coverage for the following occupancies: a) residential; b) commercial; c) industrial; d) school occupancy with regards to sprinkler, hood & duct and special...
application protection. The student will list and diagram the different types and components of sprinkler, standpipe and foam systems. In written format, the student will compare and contrast the seven types of fire alarm systems, give examples of each.

B. Group research assignment
   A. As a member of a group, the student will research and list the benefits of fire protection systems in various types of structures and occupancies. The benefits listed will include the benefits to the building occupants, to firefighters and firefighting activities.

Textbooks:


Other Resources:

Minimum Qualification

- Fire Technology

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**Mt. San Jacinto College**

**Transfer Level Course Form**

*(for courses numbering 100 or greater)*

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**Course:** FIRE 109  
**Course Title:** Fundamentals of Fire Protection and Equipment  
**Author:** Jason Fox  
**Date:** 09/19/2018

***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>
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</table>
**Rationale:**

1. Jason Fox (Submitter)
2. -- (Articulation Officer)

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**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Jason Fox</th>
<th>Date:</th>
<th>04/02/2018</th>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
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<td></td>
</tr>
<tr>
<td><strong>Proposed Course:</strong></td>
<td><strong>FIRE 109 - Fundamentals of Fire Protection and Equipment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Revision Proposal</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.

**Prerequisite**

FIRE 101

It is recommended that this requisite be (reviewed).

**Justification:**

The student needs a working knowledge of many of the concepts and information learned in FIRE 101 to successfully complete this course. The student needs to know the educational requirements for the different jobs within the fire department and the responsibilities of those, especially in the area of Fire Prevention and Fire Engineering. The knowledge of fire chemistry and the methods of heat transfer is needed to understand how fire will move through a building so that the student can use this knowledge to understand how the fire protection systems are designed and work. Knowledge of fire department structure and operations is needed in order for the student to understand how fire protection systems support fire suppression activities. Fire Department safety principles must be known prior to the class so that those basic principles can be applied to fighting fire in structures that have fire protection systems such as sprinkler systems and/or standpipes.

**or Corequisite**

FIRE 101

It is recommended that this requisite be (added).

**Justification:**

The FIRE 101 course provides an overview of fire technology and is required in all the certificates, therefore students can take FIRE 101 prior to or concurrent with FIRE 96.

---

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

1. Steve Kunkle 04/02/2018 (Submitter)
2. -- (SJC Department Chair)
3. Steve Kunkle 05/14/2018 (MVC Department Chair)
4. -- (SJC Instructional Dean)
5. Joyce Johnson 05/17/2018 (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 FA19 (2019-20 Catalog))
Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Submitted By: Jason Fox  Date: 04/02/2018

Dept: Fire Technology

1. Course Title: Fundamentals of Fire Protection and Equipment
2. Course Number: FIRE 109

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

Justification:

The student needs a working knowledge of many of the concepts and information learned in FIRE 101 to successfully complete this course. The student needs to know the educational requirements for different jobs within the fire department and the responsibilities of those jobs, especially in the area of Fire Protection. The knowledge of fire chemistry and the methods of heat transfer is needed to understand how fire will move through a building so that the student can use this knowledge to understand how the fire protection systems are designed and work. Knowledge of fire department structure and operations is needed in order for the student to understand how fire protection systems support fire suppression activities. Fire Department safety principles must be known prior to the class so that those basic principles can be applied to fighting fire in structures that have fire protection systems such as sprinkler systems and/or standpipes.

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: Jason Fox  Date: 04/02/2018

Dept: Fire Technology

1. Course Title: Fundamentals of Fire Protection and Equipment
2. Course Number: FIRE 109

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

Justification:
The student needs a working knowledge of many of the concepts and information learned in FIRE 101 to successfully complete this course. The student needs to know the educational requirements for the different jobs within the fire department and the responsibilities of those, especially in the area of Fire Prevention and Fire Engineering. The knowledge of fire chemistry and the methods of heat transfer is needed to understand how fire will move through a building so that the student can use this knowledge to understand how the fire protection systems are designed and work. Knowledge of fire department structure and operations is needed in order for the student to understand how fire protection systems support fire suppression activities. Fire Department safety principles must be known prior to the class so that those basic principles can be applied to fighting fire in structures that have fire protection systems such as sprinkler systems and/or standpipes.

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.

- Illustrate and examine the history and culture of the fire service
- Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior
- Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service
- Classify and describe the major organizations that provide emergency response service and illustrate how they interrelate
- Identify and compare fire protection and emergency-service careers in both the public and private sector.
- Investigate the role of national, state, and local support organizations in fire and emergency services.
- Analyze and describe the scope, purpose, and organizational structure of fire and emergency services.
- Examine the common types of fire and emergency service facilities, equipment, and apparatus.
- Compare and contrast effective management concepts for various emergency situations.
- Identify and document the components of fire prevention including code enforcement, public information, and public and private fire protection systems.
- Detect the components of career preparation and goal setting.
- Measure the importance of wellness and fitness as it relates to emergency services.

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

Submitted By: Jason Fox  Date: 04/02/2018
Dept: Fire Technology

1. Course Title: Fundamentals of Fire Protection and Equipment
2. Course Number: FIRE 109

It is recommended that the following Course: FIRE 101 be added as a Co-requisite.

Justification:
The FIRE 101 course provides an overview of fire technology and is required in all the certificates, therefore students can take FIRE 101 prior to or concurrent with FIRE 96.

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

Justifications Required:
- Content Review Form (E2)
Form E2

Submitted By: Jason Fox             Date: 04/02/2018
Dept: Fire Technology

1. Course Title: Fundamentals of Fire Protection and Equipment
2. Course Number: FIRE 109

It is recommended that the following Course: FIRE 101
be added as a Co-requisite

Justification:

The FIRE 101 course provides an overview of fire technology and is required in all the certificates, therefore students can take FIRE 101 prior to or concurrent with FIRE 96.

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 Illustrate and examine the history and culture of the fire service

X Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior

X Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service

X Classify and describe the major organizations that provide emergency response service and illustrate how they interrelate

X Identify and compare fire protection and emergency-service careers in both the public and private sector.

X Investigate the role of national, state, and local support organizations in fire and emergency services.

X Analyze and describe the scope, purpose, and organizational structure of fire and emergency services.

X Examine the common types of fire and emergency service facilities, equipment, and apparatus.

X Compare and contrast effective management concepts for various emergency situations.

X Identify and document the components of fire prevention including code enforcement, public information, and public and private fire protection systems.

X Detect the components of career preparation and goal setting.

X Measure the importance of wellness and fitness as it relates to emergency services.

Course being removed as a requisite to the target course
# Mt. San Jacinto College

## Request for Placement on Curriculum Committee Agenda

### COURSE

<table>
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<th>Jason Fox</th>
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<tr>
<td>Catalog:</td>
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<tr>
<td>Proposed Course:</td>
<td>FIRE 121 - Fundamentals of Wild Land Fire Fighting</td>
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<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 was due for a six year revision. The course was reviewed to verify currency and relevancy. MOI and MOE were updated to align with current best practices. The course is comparable to FOR 223 offered at Humboldt State University. Fire 101 was previously a prerequisite and is being removed; there are no knowledge/skills gained in FIRE 101 that are needed to be successful in this course. The TOP Code was changed from 2133.0 to 2133.10 because 2133.10 deals specifically with wild land fires which is the subject of 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 Fire program prepares students for an entry-level career in the fire service. This course supports the program by providing fundamental information on all aspects of wild land fire fighting. This course is also an elective course in the Certificate in Fire Technology.

## 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 research on the three main factors that affect wild land fire behavior and case studies on wild land fire incidents where there were fire fighter fatalities. Wild Land fire fighting strategy and tactics are discussed in this class that requires a working knowledge of basic fire fighting strategy and tactics. Through the completion of assignments the student that completes this course will be developing good oral and written communications skills.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Steve Kunkle 04/02/2018 (Submitter)
2. (SJC Department Chair)
3. Steve Kunkle 05/18/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 05/21/2018 (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.

(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).

Course Proposal Impact

FIRE 121 Fundamentals of Wild Land Fire Fighting
**Course Revision Proposal**
Jason Fox

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. FIRE - Fire Technology - Certificate (Active) (Elective)
2. FIRE - Fire Technology - Certificate (Historical) (Elective)
3. FIRE - Fire Technology - Certificate (Historical) (Elective)
4. FIRE - Fire Technology - Certificate (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

O_awards: 0,119,264

1. FIRE - Fire Technology - Associate in Science (Historical)

2. FIRE - Fire Technology - Associate in Science (Historical)

General Education/Degree/Transfer Course

CSU/UC Transfer Course

B. Transfers to CSU

can be used at Humboldt State's fire degree.

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Jason Fox

Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Fire Technology</td>
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<td>FIRE 121</td>
<td>Fundamentals of Wild Land Fire Fighting</td>
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</table>

Units/Hours

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

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

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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<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>

| 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: 35

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.
Grading Method: Letter Grade or P/NP

TOP code: 2133.10*

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

Catalog Description:
This course provides fundamental information on all aspects of wild land fire fighting including wild land fire safety, fire behavior, and the incident command system and resource usage. The course also describes new advances in technology used in wild land fire suppression such as fire-blocking gels and the use of GPS.

Schedule Description:
This course provides fundamental information on wild land fire fighting including: safety, fire behavior, the incident command system, fire fighting resources, fire-blocking gels and GPS.

Need for the course:
This course provides a fundamental knowledge of wild land fires and wild land fire fighting. It is an elective course towards a certificate or Associates Degree in Fire Technology.

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. Categorize the different types of equipment and resources used to fight a wild land fire.
2. Analyze the different factors affecting wild land fire behavior.
3. Compare and contrast the various wild land fire fighting safety and survival techniques.
4. Differentiate between the fire attack methods and extinguishment methods used on wild land fire and examine how tactics and strategies are used to determine which method to use.
5. Analyze and examine hand crews use and operation.
6. Compare and contrast backfire and burnout techniques.
7. Analyze how specialized equipment such as bulldozers, tractor plows and fire fighting aircraft are used to combat wild land fires.
8. Examine the effectiveness of class A foam and fire-blocking gels as a wild land suppression tool.
9. Assess the use of global positioning systems and maps.
10. Diagram the incident command system organization and prepare the incident command system forms that are used
to manage a large wild land fire.

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

A. GROUND AND AIR RESOURCES USED ON WILD LAND FIRES
   1. Engines
      a. Types of Engines and Pump Capacities
      b. Equipment Carried
      c. Water Tank Capacity
   2. Bulldozers
      a. Type I – Heavy Bulldozer
      b. Type II – Medium Bulldozer
      c. Type III – Light Bulldozer
   3. Hand crews
      a. Type I – No Restrictions
      b. Type II – Some Fire Line Restrictions
   4. Aircraft
      a. Fixed-wing Tankers – Types
      b. Helicopters – Types
   5. Fire Management
      a. Overhead Personnel
      b. The Incident Command System

B. WILD LAND FIRE BEHAVIOR
   1. Wild Land Fuels
      a. Types of Fuel
         i. Ground, Surface and Aerial Fuels
      b. Characteristics of Fuels
         i. Horizontal Continuity and Vertical Arrangement
         ii. Compactness
iii. Live to Dead Fuel Ratio

iv. Fuel Moisture and Temperature

c. Classifications of Fuel
   i. Grass and Shrub Models
   
   ii. Timber Litter Models
   
   iii. Logging Slash Model

2. Topography
   a. Slope, Aspect, Elevation and Terrain Features

3. Weather
   a. General, Foehn Winds and Local Winds

   b. Effects of Slope

   c. Weather Fronts, Thunderstorms and Air Mass Stability

   d. Thermal Belt

   e. Relative Humidity

   f. Vortices's

4. Extreme Fire Behavior

C. SAFETY ON WILD LAND FIRES

1. Personal Protective Equipment
   a. Helmet, Goggles and Shroud

   b. Nomex or Fire-Resistive Cotton Shirt and Pants

   c. Gloves, Boots, and Web Gear

2. Fire Shelters
   a. Care and Use

   b. Safety Advisory
3. Vehicle and Building Entrapment
   a. Vehicle and/or Equipment as a Safe Refuge

4. Fire Behavior Watchouts
   a. Chimney or Saddle
   b. Narrow Canyon or Box Canyon
   c. Midslope Road
   d. Eddy Effect
   e. Thunderhead, Frontal Passage

5. Safety Watchouts
   a. Accountability of Incident Personnel
   b. Aircraft and Bulldozer Safety
   c. Snags
   d. Liquid Petroleum Gas Tanks
   e. Narrow Bridges, Power Lines, Hazardous Materials

6. Taking Care of Yourself
   a. Situational Awareness
   b. Heat Stress
   c. Carbon Monoxide Poisoning
   d. Fatigue, Physical Fitness, and Attitude
   e. Fire Orders and Situations that Shout “Watch Out”
      i. Fire Orders
      ii. Eighteen Situations that Shout “Watch Out”
      iii. LCES

D. WATER SUPPLIES
   1. Water Sources
      a. Streams, Lakes, Ponds, and Irrigation Canals
b. Swimming Pools and Cisterns

c. Fire Hydrants, Water Tenders, and Portable Water Tanks

2. Equipment to Supply Water
   a. Gravity Sock
   b. Ejectors
   c. Portable Pumps

E. TACTICS AND STRATEGY

1. Size-Up
   a. Dispatch to Arrival On-Scene Factors
   b. Arrival at the Fire
   c. Fuel, Topography and Weather Factors

2. Evaluating the Tools for the Job
   a. Equipment
      i. Availability
      ii. Right Kind and Type
   b. Water Supply

3. Forecasting
   a. Time Frame
   b. Life Hazards Involved
   c. Resource Needs

4. Forming a Plan
   a. Knowing the Facts and Looking at Available Tools
   b. Determining Incident Priorities and Objectives
   c. Deciding on a Strategy and Tactics to Accomplish Them

5. Operational Modes
   a. Offensive Mode
b. Defensive Mode

c. Combination Mode

6. Parts of the Fire
   a. Head
   b. Flanks
   c. Base

7. Where and How to Attack the Fire
   a. Establish an Anchor Point
   b. Determine the Method of Attack: Direct, Indirect, Parallel
F. ENGINE COMPANY OPERATIONS

1. Wild Land Engines
   a. Limitations

2. How to Use Wild Land Engines
   a. hose Lays
   b. Mobile Attack

3. Engine Company Tactics
   a. Direct or Indirect Attack
   b. Mobile Pumping
   c. Tandem, Pincer or Flanking Action
   d. Envelopment Action
   e. Inside Out
   f. Parallel Attack

4. Wild Land/Urban Interface Tactics
   a. Developing a Tactical Plan
   b. Structure Protection Tactics

5. Structure Protection Safety

G. Handcrew Operation

1. Handcrew Standards
   a. Direct and Indirect Attack Standards
   b. Backfiring Standards

2. Inmate Crews

3. Helitack Crews and Smoke Jumpers
4. Handcrew Tools
   a. Chain Saw, Double-Bitted Axe, Brush Hook
   b. Pulaski, Mcleod, Shovel
   c. Fire Broom

5. Hand Crew Arrival and Use of Hand Tools
   a. Crew Carrying Vehicles
   b. Cutting and Scraping Section

6. Handline Construction Principles
   a. Tool Order, Brush Hook, Chain Saw
   b. Disposal of Cut Brush
   c. Pulaski, Mcleod, and Shovel Use
   d. Other Fuel Types
   e. Additional Fireline Construction Rules

7. Chain Saw Safety

8. Hand Crew Production and Rates

H. BACKFIRE/BURNOUT BASICS
   1. Firing Operation Approval
      a. Incident Commander
      b. Division Supervisor

   2. Backfire
      a. Indraft Effect

   3. Burnout
      a. Safety
      b. Define Objectives Before Starting

   4. Fuel, Weather, and Topography Considerations

   5. Firing Operations in Structure Areas
6. General Rules about Firing Operations
   a. Termination Point
   b. Other Potential Firing problems

7. Firing Devices
   a. Fuses/Backfire Torch
   b. Drip Torch
   c. Trip Torch Operating Instructions
   d. Flare Launcher

8. Crew Assignments

9. Firing Techniques

I. BULLDOZERS AND TRACTOR PLOWS
   1. Bulldozer Types
   2. Control Systems and Blade Types
      a. Hydraulic Systems
      b. U-Shaped Blades
      c. Brush and Straight Blades
   3. Use of Bulldozers
      a. Initial Attack
      b. Line Construction
      c. Mop-up and Rehabilitation work
   4. Bulldozer Work in the United States
   5. Tractor Plows

J. FIRE FIGHTING AIRCRAFT
   1. Aircraft Operations
      a. Initial Attack Operations
      b. Complement Ground Forces
c. Cost Factors

2. Fixed Wing Aircraft

3. Helicopters

4. Aerial Retardants and Chemicals Dropped from Aircraft
   a. Suppressants
   b. Retardants and Guidelines for Use
   c. Class A Foam
   d. Fire – Blocking Gels

K. CLASS A FOAMS AND FIRE – BLOCKING GELS
   1. Class A Foam
      a. Hydro-Carbon Based Surfactant
      b. Foam Generating Hardware
      c. Batch Mixing
      d. Proportioners

   2. Compressed Air Foam Systems


   4. Tactical Application
      a. Direct and Indirect Attack Application
      b. Barrier and Structure Protection

   5. Fire – Blocking Gels

L. USE OF THE GLOBAL POSITIONING SYSTEM AND MAPS
   1. The Global Positioning System (GPS)

   2. Geographic Coordinates Found on a Topographic Map

   3. Understanding Topographic Maps
      a. Contour and Shaded Relief Maps
      b. Quadrangle Maps
c. Map's Legend

4. Universal Transverse Mercator (UTM) Grid

M. THE INCIDENT COMMAND SYSTEM (ICS)

1. The History of ICS

2. The Incident Command System
   a. Incident Action Plan
   b. Command and General Staff
   c. Operations Section
   d. Planning Section
   e. Logistics Section
   f. Finance/Administration Section

3. Major Fire Organization Example

4. ICS Forms

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

- **Method:** Lecture
  **Integration:** Lecture presentation using PowerPoint and other media presentations to identify, describe and categorize resources used to suppress wild land fires, fire behavior and the Incident Command System.

- **Method:** Observation and Demonstration
  **Integration:** Powerpoint slides and other forms of media may be used to demonstrate and illustrate wild land fire behavior including how the fuel, weather and topography affects the behavior.

- **Method:** Discussion
  **Integration:** In-class and/or group discussion will be used to evaluate students' understanding of concepts such as the effects fuel, weather and topography have on a wild land fire, fire fighter safety and survival on wild land fires and the strategy and tactics used to combat wild land fires.

- **Method:** Activity
  **Integration:** Research and analyze the relationship between the types of fuel the fire is burning to the weather factors and the topographical features the fire is burning in and the potential hazards the fire presents to fire fighters.

- **Method:** Role Playing/Simulation
  **Integration:** Simulation and role-playing will be used to apply fire fighting strategy and proper equipment use to a simulated fire scenario.

- **Method:** Homework
  **Integration:** Out of class reading assignments and summaries of that reading will enhance student comprehension of basic material and help meet all of 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: Exams/Tests
Integration: Quizzes and a final examination will be used to evaluate the student’s understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate types of wild land fire situations.

Method: Papers
Integration: Students will be evaluated on written reports and research paper assignments. Writing skills as well as assignment content, accuracy and research sources will be evaluated.

Method: Oral Presentation
Integration: The student will be evaluated on their ability to analyze the effects different fuels types, weather conditions and topographical features have on wild land fire behavior during a 5 to 7 minute oral presentation. The student will be evaluated on the overall presentation, accuracy and staying within the time allotted.

Method: Homework
Integration: Students will be evaluated on a variety of written assignments including: researching case studies and fatality reports to determine the circumstances and factors leading to the death of fire fighters during the fire. Evaluation of fire fighter safety and survival techniques will also be analyzed. Writing skills, as well as accuracy, completeness of work and research resources will be evaluated.

Method: Simulation
Integration: Students will be evaluated on their ability to apply wild land fire fighting principles to a simulated wild land fire. The placement of equipment, type of attack and safety considerations will be evaluated based on correct application.

Method: Class Participation
Integration: Students will be encouraged to participate in class discussions and activities and will be evaluated on their involvement and performance in the discussions and class 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:

A. Given a specific case scenario, assess and identify potential safety problems associated with different types of wild land fires and report this information in written format.

B. Evaluate the effects of fuel, weather and topography on wild land fire behavior and orally present this information in an organized manner to the class.

C. Develop an organizational chart for a wild land fire using the Incident Command System.

D. Evaluate and orally present, in a group, the different fire fighting practices and methods used to extinguish different types of wild land fires.

Textbooks:


Other Resources:

Minimum Qualification

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

Course: FIRE 121  
Course Title: Fundamentals of Wild Land Fire Fighting  
Author: Jason Fox  
Date: 09/19/2018

***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>FOR 223</td>
<td>Introduction to Wildland Fire</td>
</tr>
</tbody>
</table>

Rationale:
FOR 223: Both courses provide an introduction to the aspects of wildland fire behavior and the elements needed for fire management as well as the technology used for suppression.

CSU/UC Transfer Course:
B. Transfers to CSU

1. Jason Fox (Submitter)
2. Janet McCurdy--04/13/2018 (Articulation Officer)

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

Form A2

Submitted by: Jason Fox  
Date: 04/02/2018

Catalog: 2019 - 2020

Proposed Course: FIRE 121 - Fundamentals of Wild Land Fire Fighting
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
FIRE 101
It is recommended that this requisite be (removed).
Justification:
FIRE 101 does not need to be a prerequisite; there are no knowledge/skills gained in FIRE
1. Steve Kunkle     04/02/2018 (Submitter)
2. (SJC Department Chair)
3. Steve Kunkle    05/18/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson    05/21/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Submitted By: Jason Fox
Dept: Fire Technology
1. Course Title: Fundamentals of Wild Land Fire Fighting
2. Course Number: FIRE 121

It is recommended that the following Course : FIRE 101
be removed as a Prerequisite

Justification:
FIRE 101 does not need to be a prerequisite; there are no knowledge/skills gained in FIRE 101 that are needed to be successful in this course.

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

Justifications Required:

- Content Review Form (E2)
Submitted By: Jason Fox  
Date: 04/02/2018
Dept: Fire Technology

1. Course Title: Fundamentals of Wild Land Fire Fighting
2. Course Number: FIRE 121

It is recommended that the following Course: FIRE 101 be removed as a Prerequisite.

Justification:

FIRE 101 does not need to be a prerequisite; there are no knowledge/skills gained in FIRE 101 that are needed 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.

- Illustrate and examine the history and culture of the fire service
- Analyze the basic components of fire as a chemical chain reaction, the major phases of fire, and examine the main factors that influence fire spread and fire behavior
- Differentiate between fire service training and education and explain the value of higher education to the professionalization of the fire service
- Classify and describe the major organizations that provide emergency response service and illustrate how they interrelate
- Identify and compare fire protection and emergency-service careers in both the public and private sector.
- Investigate the role of national, state, and local support organizations in fire and emergency services.
- Analyze and describe the scope, purpose, and organizational structure of fire and emergency services.
- Examine the common types of fire and emergency service facilities, equipment, and apparatus.
- Compare and contrast effective management concepts for various emergency situations.
- Identify and document the components of fire prevention including code enforcement, public information, and public and private fire protection systems.
- Detect the components of career preparation and goal setting.
- Measure the importance of wellness and fitness as it relates to emergency services.

X 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>
</thead>
<tbody>
<tr>
<td>Submitted by:</td>
<td>Cindy Nance</td>
</tr>
<tr>
<td>Date:</td>
<td>04/04/2018</td>
</tr>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>GEOG 080 - Geographic Information Systems Practicum (formerly GIS Practicum)</td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Deactivation</td>
</tr>
<tr>
<td>Rationale (if new course)</td>
<td>This course is Stand Alone</td>
</tr>
<tr>
<td>Rationale and Summary of changes (if revision):</td>
<td>This GIS Practicum course has not been offered since 2012. Lack of full-time faculty dedicated to GIS with current industry experience, administrative support and support staff, dedicated computer lab, marketing, and software budget justify deactivating all GIS courses. In the near future, GIS courses may be reactivated, curriculum revised to meet current trends in the field and the program restructured to meet industry demand for GIS skills.</td>
</tr>
<tr>
<td>Relation to Program Review:</td>
<td>Four program reviews from 2014-2018 (submitted 2017/2018) indicate failing interest in the program, repeated course cancellations, with fewer than three students completing the GIS program and up to 8 years for one student to earn AS degree in GIS. Courses in 6-unit Employment Concentration areas are also being deactivated, such that students are unable to complete a Certificate in GIS; GIS Employment Concentration area courses have not been offered since 2014. Program Review statistics do not accurately reflect GIS enrollments, instead are ECC discipline enrollments and thus demographic, success rates and so on are</td>
</tr>
</tbody>
</table>
GEOG 080 Geographic Information Systems Practicum (formerly GIS Practicum)

**Course Deactivation**

Cindy Nance

Plan A

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).

Other Awards

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Cindy Nance  
Date: 09/19/2018
### Department
Geography

### Subject
Geography GEOG

### Course Number
080

### Title
Geographic Information Systems Practicum (formerly GIS Practicum)

#### 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>
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<tbody>
<tr>
<td>0.50</td>
<td>0.50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.00 - 27.00</td>
<td>24.00 - 27.00</td>
</tr>
</tbody>
</table>

### Lab Homework Hours
0

### Stand Alone:
Stand Alone

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

### General Education Justification:

### Maximum Enrollment:
24

### Maximum Enrollment Justification:
Justification:

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

### TOP code:
2206.10*

### 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

### Historical Justifications
(If more than 1, justify with one of the following)
Because the course content differs each time it is offered...

- **X** the student who repeats it is gaining an expanded educational experience because skills and proficiencies are enhanced by supervised repetition and practice within class periods
- **X** the student who repeats it is gaining an expanded educational experience because active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.
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 Geographic Information Systems computer laboratory course offers students an opportunity to access GIS software and hardware, improve their conceptual and technical GIS skills, and work one-on-one with an instructor, instructional aide or GIS tutor. Although the GIS Practicum is recommended for students enrolled in GIS courses, students enrolled in related disciplines may also benefit from this lab 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 recommended for students enrolled in GEOG 105, GEOG 115, GEOG 120, GEOG 125, GEOG 130, GEOG 298, GEOG 299 and GEOG 149.

Need for the course:
GIS software and hardware are not available to most students. Therefore, students must rely on college computer laboratories to apply the concepts and techniques taught in GIS courses. Often, students need more time to complete assignments and an opportunity to work one-on-one with the instructor, instructional aide or tutor. By enrolling in a GIS Practicum course, students who do not have computers capable of performing GIS functions will have an opportunity to use campus facilities to enhance their GIS applications during Open Lab hours and online.

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.

- CSIS 101 or
- working knowledge of MS Windows programs

Other Enrollment Criteria:
- none -

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

1. Apply Geographic Information Systems concepts and techniques.
2. Prioritize course assignments.
3. Discern best methods for achieving GIS practical application results.
4. Analyze multiple approaches for producing a GIS end product.
5. Compose cartographically accurate maps.
6. Demonstrate increasing levels of comprehension of GIS.
7. Produce higher level of assignment products for other GIS courses.

Course Content:
(please number the outline of main topics and subtopics)
Content will vary depending on the course that the student is enrolled in which may include but is not limited to:

1. Map Production Methods
2. Map Projection and Coordinate Systems
3. Concept of Scale
4. Map Design
5. Cartographic Symbolism
6. Terrain Modeling
7. Georeferencing
8. Base Map Development
9. Data Sources and Data Structures
10. Data Acquisition, Conversion and Metadata
11. Aerial Photo Interpretation
12. Multidisciplinary GIS Applications
13. Software and Hardware Requirements for GIS
14. Spatial Analysis, Network Analysis and 3D Analysis
15. Applications of GIS for Decision Making
16. Quantitative and Qualitative Queries
17. Professional Portfolio and Resume Development
18. Producing Quality Hardcopy and Digital Maps

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

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

- **Method:** Lecture
  **Integration:** Informal lecture at predetermined times to review specific assignment challenges in other GIS courses.

- **Method:** Discussion
  **Integration:** Group and one-on-one guidance through open discussion in a question and answer format.

- **Method:** Observation and Demonstration
  **Integration:** Hands-on demonstrations of GIS practical applications.

- **Method:** Demonstrate
  **Integration:** best practices for cartographic quality products.

- **Method:** Review
  **Integration:** concepts and techniques to improve practical application performance and in preparation for exams.

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:** Observation
  **Integration:** of improvements in performance on assigned GIS practicum for other courses.

- **Method:** Class Participation
  **Integration:** in discussions that shares newly acquired GIS skills with other students.

- **Method:** Collegiate sharing of information
  **Integration:** with other students that builds on concepts and techniques as the semester progresses.

- **Method:** Demonstrated increase in technical computer and GIS skills
  **Integration:** for creating final map products.

- **Method:** Demonstrated ability
  **Integration:** to perform increasingly difficult GIS technical skills and work independently or seek assistance from various outside sources.

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:

**GEOG 120 Practicum 4: Georeferencing Rasters:** Find an ArcUser article that is relevant to Georeferencing Rasters and adapt those techniques or methods to the GEOG 120 practicum. When necessary, seek assistance from Help Options or Tool Function explanations available in ArcGIS. Search ESRI’s Training tab for Virtual Campus courses that are relevant, read and apply methods to provided exercise data, and watch the video on Georeferencing. Then, search ESRI’s web site for white papers, blog or a relevant Q&A session. Once these sources have been exhausted seek guidance from a professional, i.e. the GIS Practicum tutor, instructional aide or instructor. Share sources of information you discovered, how useful they were and obstacles you overcame independently during Open Lab or under the discussion board topic for “GEOG 120 Practicum 4.”

Textbooks:
Other Resources:

Minimum Qualification

- Computer Science (Masters Required)
- Engineering Technology (Masters Required)
- Geography (Masters Required)

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

Submitted by: Cindy Nance  Date: 04/04/2018

Catalog: 2019 - 2020

Proposed Course: GEOG 080 - Geographic Information Systems Practicum (formerly GIS Practicum)

Proposal Type: Course Deactivation (Distance Education Deactivation)

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

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Cindy Nance  04/04/2018 (Submitter)
2. Carlos Tovares  05/09/2018 (SJC Department Chair)
3. Marc Donnhauser  05/21/2018 (MVC Department Chair)
4. Carlos Tovares  05/29/2018 (SJC Instructional Dean)
5. Marc Donnhauser  05/21/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Distance Education Addendum

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Cindy Nance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Term:</td>
<td>Fall 2019</td>
</tr>
<tr>
<td>Dept:</td>
<td>Geography,</td>
</tr>
<tr>
<td></td>
<td>Geography/Geographic Information Systems</td>
</tr>
<tr>
<td>Course Number:</td>
<td>GEOG 080</td>
</tr>
<tr>
<td>Course Title:</td>
<td>Geographic Information Systems Practicum (formerly GIS Practicum)</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>Lecture</td>
<td>Prescheduled online live chat and video of Open Lab lectures and discussions.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Online discussion forums established for each GIS course in a question and answer format.</td>
</tr>
<tr>
<td>Observation and Demonstration</td>
<td>Online live demonstrations that are video recorded and archived for future reference.</td>
</tr>
<tr>
<td>Demonstrate</td>
<td>Work product submitted online to the digital drop box for critique.</td>
</tr>
<tr>
<td>Review</td>
<td>Synchronous or asynchronous online chat, discussion or informal lecture audio/video recorded</td>
</tr>
</tbody>
</table>

### Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>Students will submit assignments that are in progress to specific discussion board course forums and threads.</td>
</tr>
<tr>
<td>Class Participation</td>
<td>Students will participate in online chats or discussion forums set up as troubleshooting question and answer threads for completing assignments in specific courses.</td>
</tr>
<tr>
<td>Collegiate sharing of information</td>
<td>Students will participate in online chat, live demonstrations or discussion board forums that contribute to the knowledge base over the duration of the semester.</td>
</tr>
<tr>
<td>Demonstrated increase in technical computer and GIS skills</td>
<td>Students will submit final map products to the digital dropbox for critique prior to submitting to instructors.</td>
</tr>
<tr>
<td>Demonstrated ability</td>
<td>Students will contribute additional resources and solutions to online chat, demonstrations, informal lectures or discussions.</td>
</tr>
</tbody>
</table>

### Sample Assignments:

- GEOG 120 Practicum 4: Georeferencing Rasters: You will find an ArcUser article that is relevant to Georeferencing Rasters and may adapt those techniques or methods to the GEOG 120 practicum. You may also watch ESRI’s Virtual Campus Video on Georeferencing Rasters. As you work on the practicum, you will find the Help Options or Tool Function explanations beneficial. Post any questions, problems or solutions you find to the Discussion Board topic “GEOG 120 Practicum 4.” Please reply to other students questions and share sources of information you discovered, describe how useful they were and obstacles you overcame independently under this discussion board topic.

### Regular Effective Contact:

- **Announcements/Bulletin Boards** - Lectures and demonstrations using synchronous online software tools which will also be recorded as video files for future reference in an archive. Students will receive guidance through online Announcements regarding scheduled Open Labs, lectures and demonstrations.

- **Discussion Boards** - Open and formal synchronous and asynchronous discussions will take place in the online course management software (CMS) discussion board with specific topics established for various GIS course assignments. In these discussion forums, students and mentors will share information, address problems encountered and solutions, and provide guidance. A Frequently Asked Question discussion will be used as a mentoring forum and archived for student reference.
Email Communication - Students will receive guidance through email regarding scheduled Open Labs, lectures and demonstrations.

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**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**COURSE**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Cindy Nance</th>
<th>Date:</th>
<th>04/04/2018</th>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>GEOG 081 - Spatial Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Deactivation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

This introductory skills course was designed as a prerequisite to “level the playing field” for all students entering any GIS course. It has not been successfully offered since 2012; as a result of low enrollments the course inadvertently blocked enrollments in other GIS courses. Lack of full-time faculty dedicated to GIS with current industry experience, administrative support and support staff, dedicated computer lab, marketing, and software budget justify deactivating all GIS courses. In the near future, GIS courses may be reactivated, curriculum revised to meet current trends in the field and the program restructured to meet industry demand for GIS skills.

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")

Four program reviews from 2014-2018 (submitted 2017/2018) indicate failing interest in the program, repeated course cancellations, with fewer than three students completing the GIS program and up to 8 years for one student to earn AS degree in GIS. Courses in 6-unit Employment Concentration areas are also being deactivated, such that students are unable to complete a Certificate in GIS; GIS Employment Concentration area courses have not been offered since 2014. Program Review statistics do not accurately reflect GIS enrollments, instead are ECC discipline enrollments and thus demographic, success rates and so on are not relevant. It is detrimental to student success to continue to string along GIS students who will not be able to complete a Certificate in GIS or AS Degree in GIS in a timely manner.

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 explores spatial relationships, applies the scientific method and integrates spatial thinking with applied technology.

Approval Signatures Required on all lines before submittal to Curriculum Office

<table>
<thead>
<tr>
<th>1. Cindy Nance</th>
<th>04/04/2018</th>
<th>(Submitter)</th>
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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
Course Proposal Impact

GEOG 081 Spatial Awareness
**Course Deactivation**
Cindy Nance

Plan A

Requisite Courses

1. GEOG-298A-Z Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems) *Active*
2. GEOG-298A-Z Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems) *Launched*

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. GEOG/GIS - Geographic Information Science - Employment Concentration (Active) (Required)
2. GEOG/GIS - Geographic Information Science - 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

Submitted by: Cindy Nance
Date: 09/19/2018

Form B

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

148
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class. Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

**Lecture Units**

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>0.50</td>
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**Total Units**

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<tr>
<th>Units</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>0.50</td>
<td></td>
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</table>

**Lecture Contact Hours**

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 - 9.00</td>
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</tr>
</tbody>
</table>

**Total Contact Hours**

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.00 - 9.00</td>
<td></td>
</tr>
</tbody>
</table>

**Lecture Homework Hours**

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.00 - 18.00</td>
<td></td>
</tr>
</tbody>
</table>

**Stand Alone:**

- Program Applicable

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

- none-

**General Education Justification:**

**Maximum Enrollment:**

<table>
<thead>
<tr>
<th>Units</th>
<th>Hours</th>
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<td>24</td>
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**Grading Method:**

- P/NP Only

**TOP code:**

<table>
<thead>
<tr>
<th>Code</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2206.10*</td>
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</tbody>
</table>

**Can be Taken**

<table>
<thead>
<tr>
<th>Time(s) for credit</th>
<th>(max 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

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

**Historical Justifications**

(If more than 1, justify with one of the following)

Because the course content differs each time it is offered...

- and the student who repeats it is gaining an expanded educational experience because skills and proficiencies are enhanced by supervised repetition and practice within class periods
- and the student who repeats it is gaining an expanded educational experience because active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained.

**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 for anyone curious about "What is GIS" and provides a broad overview of spatial concepts and applications of Geographic Information Science (GIS). Students are introduced to basic computer skills necessary to succeed in GIS certificate courses.
**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 grey box below).

This course is an introduction to spatial concepts, Geographic Information Science applications, and basic computer skills necessary for success in GIS certificate courses.

**Need for the course:**
The current recommended prerequisite for GIS courses is inadequate for preparing students for entry into the GIS program. Students lack basic skills to succeed in the core required and GIS employment concentration courses, and are unaware of the scope of GIS prior to enrollment. This three week prerequisite course will level the playing field, reduce enrollment attrition and expose students in related disciplines to the scope of Geographic Information Science. This 3 week course will be offered at the beginning of every semester, one section per GIS course that has it as a prerequisite. GIS courses dependent on this prerequisite will late start for a 15 week session.

**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. Organize digital computer files and folders in hierarchical order with logical names that conform to formatting conventions.
2. Prepare, share and download large digital files for various points of access, including transfer of files to server and external portable drives, exporting to different formats and methods for reducing storage size.
3. Integrate Microsoft Office and Adobe software suites as components for spatial applications, in particular Windows Explorer, Word, Excel, Photoshop and Acrobat PDF maker.
4. Develop an understanding of Geographic Information Science methods for achieving spatial research results that identify social, economic, cultural and physical patterns, trends and relationships.
5. Survey online resources for spatial data and mapping.
6. Experiment with sequential steps for constructing, querying and achieving results from spatial information.

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

A. Folder Hierarchy
   1. Naming Conventions
   2. File Formats
   3. File Size and Reduction

B. Sharing and Storage
   1. Servers
2. Storage Devices

3. Exporting

4. Uploading and Downloading

C. Microsoft Office and Adobe Suites
   1. Internet Explorer
   2. Windows Explorer
   3. Word and Notepad
   4. Excel and Access
   5. Power Point
   6. Photoshop
   7. Adobe Acrobat
   8. Exporting Layouts to PDF

D. Geographic Information Science
   1. Map Types
      a. Reference
      b. Thematic
      c. Categorical
      d. Address/Geocoding
      e. Aerial
   2. Projections and Coordinate Systems
      a. Global Positioning Satellites
      b. Map Accuracy
      c. Map Scale
   3. Related Disciplines
      a. Scientific Research
      b. Government Planning
c. Business Marketing

4. Scientific Methods and Spatial Research Techniques
   a. Population Statistics
   b. Neighborhood Analysis
   c. Boolean Logic
   d. Georeferencing
   e. Attribute Query
   f. Select by Attributes
   g. Select by Location
   h. Buffer Queries

E. Spatial Data Preparation
   1. Downloading/Projecting
   2. Constructing/Digitizing
   3. Geodatabase Design
   4. Modifying/Joining Tables
   5. Algebraic Queries
   6. Managing Analysis

F. Spatial Outcomes
   1. Layers/Shapefiles
   2. Geodatabase
   3. Layout Design
   4. Creating Reports

G. Sharing Results
   1. Publishing Maps
   2. Web Site Links
   3. Presentation
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  - **Integration:** Lecture with visual media introduces scientific methods, research applications and spatial results for science, business and government inquiry for determining social, economic, cultural and physical patterns, trends and relationships.

- **Method:** Observation and Demonstration
  - **Integration:** Instructor demonstration and student observation emphasize practical applications for data organization, file hierarchy and size, preparing, sharing and downloading data, and accessing online resources. Instructor demonstration of sequential steps for constructing, querying and achieving results from spatial information focus on textbook homework assignments that enforce GIS concepts and methods.

- **Method:** Activity
  - **Integration:** Students work together on group activities with instructor supervision on practical applications for data mining, downloading, modifying, storing, exporting, sharing, presenting and uploading to a server and/or web site. Integration of Microsoft Office and Adobe software suites with GIS and techniques for submitting homework assignments in other GIS courses are emphasized.

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:** Students earn participation points for working together on group activities that are practical applications for data mining, downloading, modifying, storing, exporting, sharing, presenting, uploading course assignments to a server and/or web site, and integrating Microsoft Office and Adobe software suites with GIS applications.

- **Method:** Homework
  - **Integration:** Weekly assigned Homework is graded on a weekly basis and includes instructor designed practical applications emphasizing data organization, file hierarchy and size, preparing, sharing and downloading data, and accessing online resources. Weekly assigned Textbook exercises are graded weekly and emphasize GIS concepts and methods for analysis in science, business and government, and sequential steps for constructing, querying and achieving results from spatial information for identifying social, economic, cultural and physical patterns, trends and relationships. Integration of Microsoft Office and Adobe software applications with GIS are also emphasized in homework assignments.

- **Method:** Exams/Tests
  - **Integration:** An exit exam tests students comprehensive understanding of GIS techniques, applications and methods for spatial research results in various disciplines, data and file organization, data manipulation and sharing, integration of Microsoft Office and Adobe software suites, sequential steps for constructing, querying and achieving results, and submitting student work product for other GIS courses.

Examples of Assignments:
Examples of Assignments:

A. Prepare data on senior population (65 years and older) for an ArcGIS project using United States census data in Excel files. Download the data from the American Fact Finder link for 2000 Summary File 3. Prepare the condensed file, clean unnecessary information, and derive the data into meaningful columns for querying and calculating percentages of seniors within decennial age ranges and segregated by gender. Rename the Excel worksheet and submit with your screen capture of mapped query results of seniors in America. Submit this Assignment to the GIS server student folder for this course and assignment, and the subfolder with your student ID name.
B. In this group matching exercise, apply your file organization skills from the instructor demonstration and textbook preface to reorganize files and folders, and then, correct file and folder names, for a logical and hierarchical order. You may use the Help option in ArcGIS ArcCatalog to complete this assignment. Submit this assignment as a PDF document to the GIS server student folder for this course and assignment, and the subfolder with your student ID name.

C. At the end of each chapter of the textbook are instructions for products to submit for grading as homework. Turn these into your instructor along with a screen capture of the last display on your monitor, i.e. an open ArcMap display. Also, submit a screen capture displaying your folder hierarchy and file naming conventions in either ArcCatalog or Windows Explorer. Submit all items to the GIS server student folder for this course and assignment, and the subfolder with your student ID name.

Textbooks:


Other Resources:

**Minimum Qualification**

- Geography (Masters Required)

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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>Cindy Nance</th>
<th>Date:</th>
<th>04/04/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>GEOG 081 - Spatial Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>Course Deactivation</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. Cindy Nance 04/04/2018 (Submitter)
2. Carlos Tovares 05/09/2018 (SJC Department Chair)
3. Marc Donnhauser 05/21/2018 (MVC Department Chair)
4. Carlos Tovares 05/29/2018 (SJC Instructional Dean)
5. Marc Donnhauser 05/21/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Form E1

Submitted By: Cindy Nance
Dept: Geography
1. Course Title: Spatial Awareness
2. Course Number: GEOG 081

It is recommended that the following Course: CSIS 101 be deactivation as an Advisory.

Justification:
Provisional warning to students who lack computer 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

Submitted By: Cindy Nance
Dept: Geography
1. Course Title: Spatial Awareness
2. Course Number: GEOG 081

It is recommended that the following Course: CSIS 101 be deactivation as an Advisory.

Justification:
Provisional warning to students who lack computer skills.

Skills Analysis
All Exit Skills Outlined in Prerequisite/Corequisite/Advisory Preparation
Please place an “X” at the beginning of each item to indicate required Entry Skills.

- 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 (ie. 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.

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

Submitted By: Cindy Nance
Dept: Geography

1. Course Title: Spatial Awareness
2. Course Number: GEOG 081

It is recommended that the following Language: Working knowledge of Microsoft Windows programs be deactivation as an Advisory.

Justification:
Provisional warning to students who lack computer skills.

Requisite Type: Type 5: Recommended Preparation/Advisory
Working knowledge of Microsoft Windows programs

Justifications Required:
- Content Review Form (E2)

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

Submitted by: Cindy Nance
Date: 04/04/2018
Catalog: 2019 - 2020
Proposed Course: GEOG 081 - Spatial Awareness
Proposal Type: Course Deactivation (Distance Education Deactivation)

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

Approval Signatures Required on all lines before submittal to Curriculum Office
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<tr>
<th></th>
<th>Name</th>
<th>Date</th>
<th>Role</th>
</tr>
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<td>5</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 FA19 (2019-20 Catalog))
Mt. San Jacinto College
Distance Education Addendum

Submitted by: Cindy Nance
Effective Term: Fall 2019

Dept: Geography, Geography/Geographic Information Systems
Course Number: GEOG 081
Course Title: Spatial Awareness

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>Observation and Demonstration</td>
<td>Scheduled through the course management system instructor live and interactive demonstrations of software applications provide students an opportunity to observe and take turns asking questions. These sessions may be recorded for viewing later, with a searchable transcript. A discussion board forum may be used for further elaboration and answering questions about the live demonstration.</td>
</tr>
<tr>
<td>Lecture</td>
<td>Lecture may be linked through the course management system and may be in a variety of formats, such as printed text with web site links, PowerPoint presentation with or without audio, video clips, pod casts, virtual class room, online workshops or scheduled interactive online teleconferencing with recording made available for subsequent viewing.</td>
</tr>
<tr>
<td>Activity</td>
<td>Students collaborate on in-class activities using teleconferencing media, with instructor moderation at scheduled times. A discussion board question and answer forum will be assigned for each activity and a searchable transcript of the live activity posted to each forum.</td>
</tr>
</tbody>
</table>

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Methods of Evaluation</th>
<th>Online Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>Scheduled in-class activities using teleconferencing media and dedicated discussion board question and answer forums are moderated by instructor and</td>
</tr>
<tr>
<td>Homework</td>
<td>Students may submit weekly homework and practical application assignments individually to the Course Management System or to a course folder on the GIS Server.</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Exams/Tests</td>
<td>The exit exam tests comprehension of all content areas, homework, lecture, demonstrations and activities, and is scheduled for availability, submitted and graded in the online course management system.</td>
</tr>
</tbody>
</table>

**Sample Assignments:**

1. Prepare data on senior population (65 years and older) for an ArcGIS project using United States census data in Excel files. Download the data from the American Fact Finder link for 2000 Summary File 3. Prepare the condensed file, clean unnecessary information, and derive the data into meaningful columns for querying and calculating percentages of seniors within decennial age ranges and segregated by gender. Rename the Excel worksheet and submit with your screen capture of mapped query results of seniors in America. Submit this Assignment to the GIS server student folder for this course and assignment, and the subfolder with your student ID name.

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3. At the end of each chapter of the textbook are instructions for products to submit for grading as homework. Turn these into your instructor along with a screen capture of the last display on your monitor, i.e. an open ArcMap display. Also, submit a screen capture displaying your folder hierarchy and file naming conventions in either ArcCatalog or Windows Explorer. Submit all items to the GIS server student folder for this course and assignment, and the subfolder with your student ID name.

**Regular Effective Contact:**

- **Announcements/Bulletin Boards** - Announcements are emailed to students semi-weekly to remind them of assignment due dates, provide updates and solutions to problems.
- **Discussion Boards** - Students participate in instructor moderated question and answer discussion forums on a weekly basis.
- **Email Communication** - Semi-weekly announcements and reminders are emailed to students as a group; questions regarding grades and student performance are emailed privately on an as needed basis.
- **Teleconferencing** - Weekly lecture and GIS demonstration by instructor through teleconferencing media.
- **Office hours** - Instructor maintains regular posted office hours to meet with students online, on campus office or by phone, at times that are convenient to students and for a response within 48 hours.
- **Study and/or Review Sessions** - Open computer lab scheduled time periods provide students an opportunity to receive one-on-one or group guidance with instructor.
GEOG 298A-Z - Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems)

Proposal Type: Course Deactivation

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 BIO/L, etc.

Special Topics in GIS have not been offered since all GIS Employment Concentration courses were restructured so that popular field or skill specific courses were extracted from 298A-Z designations with course numbers assigned GEOG80-88. "Various Topics in GIS" that were not assigned a specific number persist with letter designations and are misrepresented as individual courses for Course Improvement Plans in Elumen. Lack of full-time faculty dedicated to GIS with current industry experience, administrative support and support staff, dedicated computer lab, marketing, and dedicated software budget justify deactivating all GIS courses. In the near future, GIS courses may be reactivated, curriculum revised to meet current trends in the field and the program restructured to meet industry demand for specific GIS skills.

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")

Four program reviews from 2014-2018 (submitted 2017/2018) indicate failing interest in the program, repeated course cancellations, with fewer than three students completing the GIS program and up to 8 years for one student to earn AS degree in GIS. Courses in 6-unit Employment Concentration areas in Engineering and Computer Science are also being deactivated, such that students are unable to complete a Certificate in GIS; GIS Employment Concentration area courses have not been offered since 2014 and are being deactivated. Six unit EC courses in Multimedia and Visual Design need to be updated. Program Review statistics do not accurately reflect GIS enrollments; instead other EC discipline enrollments are represented, and thus demographic, success rates and so on are not relevant. It is detrimental to student success to continue to encourage students to enroll in the GIS program knowing that they will not be able to complete a GIS Certificate or AS Degree in a timely manner.

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.

Special Topics in GIS involve applying the scientific method, exploring spatial relationships at various scales and critical thinking for analysis of patterns, trends and relationships.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Cindy Nance 04/04/2018 (Submitter)
2. Carlos Tovares 05/09/2018 (SJC Department Chair)
3. Marc Donnhauser 05/21/2018 (MVC Department Chair)
4. Carlos Tovares 05/29/2018 (SJC Instructional Dean)
5. Marc Donnhauser 05/21/2018 (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 FA19 (2019-20 Catalog))
Cindy Nance

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. GEOG/GIS - Geographic Information Science - Employment Concentration (Active) (Required)

2. GEOG/GIS - Geographic Information Science - Employment Concentration (Historical) (Required)

3. GEOG/GIS - Geographic Information Systems - 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

0_awards: 0,125

1. GEOG/GIS - Geographic Information Systems - Certificate (Historical)

2. GEOG/GIS - Geographic Information Systems - Associate in Science (Historical)

General Education/Degree/Transfer Course

CSU/UC Transfer Course

B. Transfers to CSU

Elective units only. Not UC transferable and not needed for any CSU degrees

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Cindy Nance  Date: 09/19/2018

Department  Subject  Course  Title
<table>
<thead>
<tr>
<th>Number</th>
<th>Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems)</th>
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<tbody>
<tr>
<td>GEOG 298A-Z</td>
<td>Geography Geography GEOG 298A-Z Business and Marketing</td>
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<tr>
<td>GEOG 298B</td>
<td>Geography GEOG 298B Business and Marketing</td>
</tr>
<tr>
<td>GEOG 298D</td>
<td>Geography GEOG 298D Surveying with GPS</td>
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<tr>
<td>GEOG 298E</td>
<td>Geography GEOG 298E Historic Preservation</td>
</tr>
<tr>
<td>GEOG 298F</td>
<td>Geography GEOG 298F Social Science Applications</td>
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<td>GEOG 298G</td>
<td>Geography GEOG 298G GIS in Transportation</td>
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<tr>
<td>GEOG 298H</td>
<td>Geography GEOG 298H GIS in Utilities</td>
</tr>
<tr>
<td>GEOG 298J</td>
<td>Geography GEOG 298J GIS and Parcel Management</td>
</tr>
<tr>
<td>GEOG 298N</td>
<td>Geography GEOG 298J GIS and Parcel Management</td>
</tr>
<tr>
<td>GEOG 298O</td>
<td>Geography GEOG 298N 3D and Animated Maps</td>
</tr>
<tr>
<td>GEOG 298P</td>
<td>Geography GEOG 298O Security Systems - Local, National and International</td>
</tr>
<tr>
<td>GEOG 298R</td>
<td>Geography GEOG 298P Computer Aided Drafting</td>
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<tr>
<td>GEOG 298S</td>
<td>Geography GEOG 298R Landscape Design</td>
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<td>GEOG 298T</td>
<td>Geography GEOG 298S Tracking Analysis</td>
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<td>GEOG 298W</td>
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<td>GEOG 298X</td>
<td>Geography GEOG 298W Municipal Government</td>
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<td>GEOG 298Y</td>
<td>Geography GEOG 298X Map Publication</td>
</tr>
<tr>
<td>GEOG 298Z</td>
<td>Geography GEOG 298Y Environmental Management</td>
</tr>
<tr>
<td>GEOG 298</td>
<td>Geography GEOG 298Z Urban Planning and Community Development</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>0.50 - 3.00</td>
<td>0.50 - 3.00</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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<td>8.00 - 54.00</td>
<td>8.00 - 54.00</td>
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<th>Lecture Homework Hours</th>
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</thead>
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<td>16.00 - 108.00</td>
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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

**Maxmum Enrollment Justification:**
Course requires significant individualized instruction or assessment – check all that apply:

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

Justification: Topic courses are variable unit lecture, are offered in a computer lab and require individualized instruction.

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

**TOP code:** 2206.10*

**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 enhances the core curriculum and provides students with an opportunity to develop specialized skills. Whenever the demand for a special topic is adequate a request for a new course section (with a designation A through Z) may be added to the upcoming schedule. Topics and credit will vary.

**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 opportunity for students to develop specialized GIS skills. Topics and credit vary.

**Need for the course:**
This course continues the college’s curriculum for developing marketable skills in specialized fields that use GIS. Rapid changes in information technology create time sensitive opportunities to offer training in specific software, using specific development tools and methodologies. For instance, GEOG298T Survey Analysis is useful for students enrolled in both GIS and Engineering Technology certificate programs, former students and persons seeking to advance their career in this specialized software and field.

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

- GEOG 081 Pass or Fail Course

**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. Identify the strengths and weaknesses of the method or tool compared to available alternatives in GIS.
2. Analyze various approaches to similar applications in GIS relevant to the method or tool.
3. Combine strategies for spatial problem solving integrating the method or tool.
4. Assess procedures necessary to achieve a desired outcome through implementation of the method or tool.

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

A. History of method or tool
B. Overview of applications implementing the method or tool
C. Demonstration of specific applications employing the method or tool.
D. Skills assessment exercise using the method or tool.
E. Summary comparison of similar method or tools available in the industry.
F. Special Topics Course Topics
   B. Business and Marketing
   D. Surveying with GPS
   E. Historic Preservation
   F. Social Science Applications
   G. GIS in Transportation
   H. GIS in Utilities
   J. GIS and Parcel Management
   N. Virtual Reality and Animated Mapping
   O. Security Systems – Local, National and International
   P. Computer Aided Drafting
   R. Landscape Architecture
   S. Tracking Analysis
   T. Survey Analysis
   W. Municipal Government
   X. Map Publication
   Y. Environmental Management
   Z. Urban Planning and Community Development

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

- **Method:** Lecture
  Integration: Lecture presentation and demonstration of GIS methods and applications.

- **Method:** Discussion
  Integration: Discussion focusing on GIS problem-solving methods and techniques.

- **Method:** Observation and Demonstration
  Integration: Demonstration by Instructor of various methods and techniques that are explored through practical applications as assignments/exercises by students.

- **Method:** Homework
  Integration: Practical applications that are GIS exercises designed to enhance student understanding of a particular method or development of application techniques.

- **Method:** Projects
  Integration: Students prepare a GIS project demonstrating a tool application and demonstrate to class or research methods for achieving specific results and present to instructor as a written report.

**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 designed to demonstrate student understanding of selected GIS method or tool development, theory and concepts - evaluated by instructor with feedback.

• **Method:** Homework  
  **Integration:** Practical applications are graded following a rubric that assesses student understanding of methods and techniques.

• **Method:** Capstone Project  
  **Integration:** A project or research paper is assessed for ability to synthesize information presented in the course, compare functionality of GIS methods or tools, and will be graded as a presentation to the class or a written paper submitted to the instructor.

• **Method:** Class Participation  
  **Integration:** Students are graded following a rubric that measures critical thinking in their participation on discussions, instructor-led demonstrations and student presentations.

### Examples of Assignments:

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

A. Given today's demonstration, write a one page (500-600 word) essay that summarizes what you learned and how it relates to lecture, text and other materials presented to you in this class. You will be graded for your ability to think in the abstract and critically. For instance, how might this demonstration be applied to another method or tool. You should also critique the demonstration for how beneficial was it to your understanding of the topic. Synthesizing the information presented and provide external sources of information that support your assessment and critique. Each summary report should be between 500-750 words, double-spaced with at least three external references cited - web sites are acceptable but must be independent of one another (i.e. not from the same web site) and must be introduced with a paraphrase in the report or annotated at the end of the report. References are not included in the word count. At least five terms or concepts, directly related to the demonstration must be integrated and highlighted in the report - more is better!

B. Use this week's text exercise to draw a venn diagram of processes, functions, input and output data. Annotate the polygons and lines of the diagram with names of files or processes. And, provide a brief paragraph (150-250 words) at the bottom of the diagram that explains the functionality of this "model," addressing questions such as "what does it do," "what is it's output" and "how can the output be used to create other data." You will be graded for originality, abstract and critical thinking, and ability to think "outside the box." This is an opportunity to integrate, extend, and demonstrate your understanding of how a GIS model functions.

### Textbooks:

• Textbooks will (2011). vary according to topic. ISBN: 999

### Other Resources:

### Minimum Qualification

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

Form D

Course: GEOG 298A-Z  
Course Title: Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems)

Author: Cindy Nance  
Date: 09/19/2018

***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>
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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></td>
<td></td>
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</tbody>
</table>

Rationale:

CSU/UC Transfer Course:
B. Transfers to CSU

1. Cindy Nance (Submitter)
2. Janet McCurdy--04/24/2018 (Articulation Officer)

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

PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION

Form A2

Submitted by: Cindy Nance  
Date: 04/04/2018

Catalog: 2019 - 2020

Proposed Course: GEOG 298A-Z - Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems)

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. Cindy Nance 04/04/2018 (Submitter)

167
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 FA19 (2019-20 Catalog)

---

**Mt. San Jacinto College**

**Prerequisite/Corequisite/Advisory**

---

**Form E1**

<table>
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<tr>
<th>Submitted By:</th>
<th>Cindy Nance</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Geography</td>
</tr>
<tr>
<td>Date:</td>
<td>04/04/2018</td>
</tr>
</tbody>
</table>

1. **Course Title:** Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems)
2. **Course Number:** GEOG 298A-Z

It is recommended that the following **Course:** GEOG 081 be deactivation as a Prerequisite

**Justification:**

GEOG081 creates a level playing field for all students first entering a GIS 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**

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<th>Cindy Nance</th>
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<td>Geography</td>
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<td>04/04/2018</td>
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</table>
1. Course Title: Special Topics in Geographic Information Science (formerly GEOG298A-Z Special Topics in Geographic Information Systems)

2. Course Number: GEOG 298A-Z

It is recommended that the following Course: GEOG 081 be deactivation as a Prerequisite.

Justification:
GEOG081 creates a level playing field for all students first entering a GIS 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.

- Organize digital computer files and folders in hierarchical order with logical names that conform to formatting conventions.
- Prepare, share and download large digital files for various points of access, including transfer of files to server and external portable drives, exporting to different formats and methods for reducing storage size.
- Integrate Microsoft Office and Adobe software suites as components for spatial applications, in particular Windows Explorer, Word, Excel, Photoshop and Acrobat PDF maker.
- Develop an understanding of Geographic Information Science methods for achieving spatial research results that identify social, economic, cultural and physical patterns, trends and relationships.
- Survey online resources for spatial data and mapping.
- Experiment with sequential steps for constructing, querying and achieving results from spatial information.

X Course being removed as a requisite to the target course
Mt. San Jacinto College  
Request for Placement on Curriculum Committee Agenda  
COURSE Form A1

<table>
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<th>Date</th>
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<td>04/04/2018</td>
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<table>
<thead>
<tr>
<th>Proposed Course:</th>
<th>Proposal Type:</th>
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</thead>
<tbody>
<tr>
<td>GEOG 299 - Special Projects: Geographic Information Systems</td>
<td>Course Deactivation</td>
</tr>
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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):**

GEOG299 Special Projects: Geographic Information Systems is being deactivated in conformance with all other GIS courses, EC courses and awards so as to not mislead students that it might be possible to enroll in this course with instructor oversight. Until the GIS program is reactivated, this course will not be relevant for earning a GIS Certificate and Degree.

**Relation to Program Review:**

Program Review since 2012 has not been impacted by this course, because it has not been offered.

**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.

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

1. Cindy Nance  04/04/2018 (Submitter)
2. Carlos Tovares  05/09/2018 (SJC Department Chair)
3. Marc Donnhauser  05/21/2018 (MVC Department Chair)
4. Carlos Tovares  05/29/2018 (SJC Instructional Dean)
5. Marc Donnhauser  05/21/2018 (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.
Course Proposal Impact

GEOG 299 Special Projects: Geographic Information Systems
**Course Deactivation**
Cindy Nance

Plan A

Requisite Courses

Honors Courses

Cross Listed Courses

Awards Parent Course is Attached

1. GEOG/GIS - Geographic Information Science - Employment Concentration (Active) (Required)
2. GEOG/GIS - Geographic Information Science - Employment Concentration (Historical) (Required)
3. GEOG/GIS - Geographic Information Systems - 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: 0,125

1. GEOG/GIS - Geographic Information Systems - Certificate (Historical)
2. GEOG/GIS - Geographic Information Systems - Associate in Science (Historical)

General Education/Degree/Transfer Course

Mt. San Jacinto College
Integrated Course Outline of Record

Form B
Submitted by: Cindy Nance  
Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
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<tbody>
<tr>
<td>Geography</td>
<td>Geography</td>
<td>GEOG 299</td>
<td>Special Projects: Geographic Information Systems</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>IS Units</th>
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<table>
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<tr>
<th>IS Hours</th>
<th>Total Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.00 - 54.00</td>
<td>16.00 - 54.00</td>
</tr>
</tbody>
</table>

**Stand Alone:**

Program Applicable

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

- none-

**General Education Justification:**

**Maximum Enrollment:** 5

**Maximum Enrollment Justification:**

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

**TOP code:** 2206.10*

**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).

Students with previous course work in the program may do special projects that involve research and special study. The actual nature of the project must be determined in consultation with the supervising instructor.

**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).

Students with previous course work in the program may do special projects that involve research and special study. The actual nature of the project must be determined in consultation with the supervising instructor.

**Need for the course:**

**Prerequisite(s):**

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
Two Geographic Information Systems courses must be completed prior to enrollment;
a contract must be completed with the instructor prior to enrollment.

---

**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:

---

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

---

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

---

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

---

**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:

---

**Textbooks:**

---

**Other Resources:**

---

**Minimum Qualification**
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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**Rationale:**

1. Cindy Nance 04/24/2018 (Submitter)
2. Janet McCurdy—04/24/2018 (Articulation Officer)

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

Submitted by: Cindy Nance Date: 04/04/2018
Catalog: 2019 - 2020
Proposed Course: GEOG 299 - Special Projects: Geographic Information Systems
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.

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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 FA19 (2019-20 Catalog)
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</tr>
<tr>
<td>1. Course Title:</td>
<td>Special Projects: Geographic Information Systems</td>
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<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>GEOG 299</td>
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It is recommended that the following Language: a contract must be completed with the instructor prior to enrollment.

be deactivation as a Prerequisite

Justification:

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

a contract must be completed with the instructor prior to enrollment.

Justifications Required:

- Content Review Form (E2)
Mt. San Jacinto College
Prerequisite/Corequisite/Advisory

Submitted By: Cindy Nance  Date: 04/04/2018
Dept: Geography

1. Course Title: Special Projects: Geographic Information Systems
2. Course Number: GEOG 299

It is recommended that the following Language: Two Geographic Information Systems courses must be completed prior to enrollment.
be deactivation as a Prerequisite

Justification:

For consistency 299 language has been reviewed and standardized.

Requisite Type: Type 1: Within a discipline in a sequence
Two Geographic Information Systems courses must be completed prior to enrollment;

Justifications Required:

- Content Review Form (E2)

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

Submitted by: Shezwae Powell  Date: 02/23/2018
Catalog: 2019 - 2020

Proposed Course: THA 155 - Musical Theater History or HIST 165 - Musical Theater History
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):

THA 155 has been revised in order to add a cross listing with History (HIST-165) and to add distance education to its scope. Approvals from the History Chairs for the cross listing are in the attached files. The course description has been modified; course content has been updated and modified. MOIs, MOEs, and textbooks have been updated. All the distance education areas have been completed. ENGL 101 was removed from "Recommended Preparation". The amount of writing is not such that one cannot achieve success without having taken ENGL 101 first. In addition this course is being added to Option A GE Area B2 with rationale.

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")

In keeping with our program review, our first and foremost goal is to grow our program and keep our existing elements healthy. Shoring up one of our academic classes that is a degree and certificate requirement certainly falls under the heading of keeping our existing elements healthy. It is also our intention to petition the Chancellor’s office to have this
Course added to the elective list for the Theater Arts AA-T degree. The fact that this degree does not currently include musical theater in its scope considering the proliferation of musical theater in the modern industry, is terrifically short sighted.

**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.

Musical Theatre History is consistent with three of the four Department Learning Outcomes. Through critical analysis of the musical theater form, students develop an appreciation for the power and cultural role of theatre. Students develop an aesthetic awareness for the art form, different approaches and techniques are analyzed. Finally, students develop knowledge regarding the cultural, artistic and expressive contexts involved in the evolution of the musical theatre form through an intimate understanding of the historical contexts from which it developed.

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

1. Shezwae Powell 02/23/2018 (Submitter)
2. Payden Ackerman 05/03/2018 (SJC Department Chair)
3. Shezwae Powell 05/03/2018 (MVC Department Chair)
4. Carlos Tovares 05/09/2018 (SJC Instructional Dean)
5. Rickianne Rycraft 05/04/2018 (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 FA19 (2019-20 Catalog)

**Course Proposal Impact**

THA 155 Musical Theater History

**Course Revision Proposal**

Shezwae Powell

**Plan A**

1. B2 SOCIAL & BEHAVIORAL SCIENCES
2. 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. IDS - Liberal Arts: Arts, Humanities & Communications Emphasis - Associate in Arts (Active)

3. MUS/THA - Musical Theater - Certificate (Active) (Required)

4. MUS/THA - Musical Theater - Certificate (Historical) (Required)

5. MUS/THA - Musical Theater - Certificate (Historical) (Required)

6. MUS/THA - Musical Theater - Certificate (Historical) (Required)

7. MUS/THA - Musical Theater - Certificate (Historical) (Required)

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 - Associate in Art - Social/Behavioral Science (Elective)

2. 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
This is a UC and CSU GE approved course that can be used as elective units into a Musical or Theater major at UC and CSU. Specifically approved for Theater majors at SDSU.

IGETC Area 3: Arts and Humanities
A: Arts
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages
C1 - Arts, Dance, Music, Theater

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Shezwae Powell
Date: 09/19/2018

<table>
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<tr>
<th>Department</th>
<th>Subject</th>
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<td>155</td>
<td>Musical Theater</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>
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<th>Lecture Homework Hours</th>
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<td>96.00 - 108.00</td>
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Stand Alone:
Program Applicable

AA/AS Degree General Ed Breadth Area(s):
B2 SOCIAL & BEHAVIORAL SCIENCES
C HUMANITIES

General Education Justification:
Musical Theater History is a course that aligns very closely with most of the General Ed Learning Objectives in Area C Humanities. This course helps to broaden the student's awareness of cultural and artistic expression, through the very diverse pool of musical theatre artists (GELO 1) and creators throughout our American history. This course examines the complexities of socio-economic, political, religious, and cultural connections expressed through this very unique form of art (GELO 2). Also the student is encouraged to evaluate works of artistic and creative expression in relation to both artistic and external circumstances (GELO 4&5). In terms of Area B2 Social and Behavioral Sciences, this course examines complex issues like race, economics and politics through the lens of this popular American entertainment (GELO 1). In addition understanding the amalgam of cultures and societies that went into the formation of this art form and the part it played in forming and sustaining the American Dream and American identity will encourage the student to develop respect for diverse peoples and cultures (GELO 4).

Maximum Enrollment:
40

Maximum Enrollment Justification:

Grading Method:
Letter Grade or P/NP

TOP code:
1007.00

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 is the study of the evolution of the American theatrical art form surveying the western musical theater tradition from Ancient Greece to the emergence of American Musical Theater in the latter half of the 19th century to the present day. The focus is on the specific social, economic, political, global and cultural contexts that led to the type of musical theater that was produced in each 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 studies the evolution of the American Musical surveying from 5th century Greece to the present day focusing on the political and cultural contexts.

Need for the course:
This course fulfills the college's mission to offer programs to students aspiring to achieve their academic, career, and personal development goals that will lead to transfer, associate degrees, and certificates. It is a very comprehensible academic offering which focuses on the way in which this art form has always been a reflection of our social and political lives. In addition, it fulfills an elective requirement for the Theater Arts and Musical Theater major, CSU/UC transfer, and MSJC Humanities requirement. After this revision and cross listing with History becoming HIST 165, it will be an elective for the History A.A.-T. Degree.

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.
-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. Identify and explain the major European influences on the development of American musical theater.
2. Compare and contrast American musical theater genres.
3. Define major musical theater trends in 19th century America.
4. Examine the social, political and economic ramifications of world events in relation to the development of the western musical theater art form.
5. Analyze the evolution, segregation and integration of black musical theater in America.
6. Discuss the influence of Hollywood film, television, and other popular entertainments on the American musical.
7. Identify major 20th century musical endeavors, collaborative artists, and business partners whose work culminated in major musical theater successes in American history.
8. Analyze the development of the book (script), music, and song-writing in American musical theater forms.
9. Analyze the development of movement and dance in American musical theater forms.
10. Evaluate current trends in musical theater based on present socio-economic and political influences.
11. Evaluate a live or videotaped performance of a musical theater event based on historical criteria and research.

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

B. Ancient Greece

C. Contributions of ancient Roman theater

D. Renaissance Court Ballet

E. Shakespeare and music

F. Continental European operetta, opéra comique
   1. Italian Opera
   2. John Gay and Ballad Opera
      a. court appointments
      b. The Beggars Opera
   3. Paris and the rise of Offenbach
   4. The Viennese Waltz Opera
   5. Austro-Hungarian Operetta
      a. The effects of WW1

G. British Comic Opera
   1. Gilbert and Sullivan
   2. Merchandizing

H. 19th Century American musical Theater forms
   1. 1830's into 1900's and beyond
      a. Minstrel Shows
         i. Creating and purveying negative views of African Americans
         ii. taken up in England
   2. 1840 into 1920's
      a. Vaudeville
         i. Success without impact of class
         ii. Rapid upward mobility for performers
iii. Defining American middle class

3. 1870's
   a. Anti Minstral efforts - Fisk Jubilee Singers - to present day

4. 1880's - 1900's
   a. Wild West Shows
      i. Romanticising Native American Extinction
   
   b. Ethnic variety stages
      i. Cross polination
   
   c. Follies
   
   d. Burlesque
      i. Class satire

I. The Black Crook (1866)

J. Tin Pan Alley

K. “Times Square” (1904)
   1. New York's Tenderloin

L. Theodore Roosevelt and the musicals

M. George M. Cohan
   1. Uber Patriotism
   2. Euro Title Shows
      a. Codifying American superiority

N. The Cinderella Shows
   1. Irish immigrants and the American Dream

O. Xenophobia
   1. Mass immigration
   2. Gun Boat Musicals
      a. American Territorial aquisitions
b. foreigner/minority bashing

P. WW1

Q. Red Summer of 1919
   1. Actor’s Equity Association
   2. Labor strikes

R. 1920’s - age of excess
   1. Prohibition
   2. Florenz Ziegfeld
      a. Bert Williams - Black Face performance on Broadway
      b. Fannie Brice - legitimizing Jewishness
   3. Shuffle Along (1921)
      a. Eubie Blake
      b. Noble Sissle
   4. The Blackbird Revues
      a. Bill Robinson
      b. Louis Armstrong
      c. Fats Waller
      d. Black artist disenfranchisement
   5. Irving Berlin
      a. God Bless America
      b. This is the Army
         i. Racially segregated military troops and blackface
      c. American or Jew
   6. George and Ira Gershwin
   7. Richard Rodgers
   8. Show Boat (1927)
9. Stock market crash

S. 1930's

1. The Great Depression
   a. The Bonus Army
      i. McArthur
   b. The Republic Steel Strike

2. Needles and Pins - The Garment Workers Union on Broadway

3. Broadway and Hollywood
   a. Talking films and Theater competition

4. The Depression and the end of the "Black Musical"

5. Of Thee I Sing (1930)
   a. George S. Kaufman
   b. Pulitzer Prize (1932)

6. New Americana (1932)
   a. "Brother Can You Spare a Dime"

7. Anything Goes (1934)
   a. Cole Porter
   b. Ethel Merman

8. Porgy and Bess (1935)

9. On Your Toes (1936)
   a. Birth of the integrated musical

10. The New Deal
    a. FDR and the musicals
       i. I'd Rather be Right
    b. Works Progress Administration (WPA)
    c. Federal Theater Project (FTP) 1935-39
i. Children’s Entertainment

ii. Vaudeville

iii. Legitimate Theater Actor

iv. Negro Unit
   i. The Mikadization of New York

v. The Cradle Will Rock (1935)
   i. Actor's Union betrays membership
   ii. Steelworker's strikes
   iii. Orson Welles
   iv. John Houseman

d. The Protest and Political Satire Musical
   i. Newspaper headline driven content
      i. Lynching - Suppertime
   ii. As Thousand's Cheer
   iii. Let 'Em Cake
   iv. House Un-American Activities Committee

1940's

1. Broadway and American television

2. Pal Joey (1940)
   a. Richard Rodgers
   b. Lorenz Hart

3. Cabin in the Sky (1940)

4. This is the Army (1941)
   a. Segregation in the military

5. Carmen Jones (1943)

6. Oklahoma! (1943)
Richard Rodgers

Oscar Hammerstein II

7. Bloomer Girl (1944)
   a. Harold Arlen
   b. E.Y. “Yip” Harburg
   c. feminism

8. On the Town (1944)
   a. Betty Comden
   b. Adolph Green
   c. Leonard Bernstein
   d. Jerome Robbins

9. Carousel (1945)

10. St Louis Woman (1946)
    a. Pearl Bailey

11. Annie Get Your Gun (1946)

12. Isolationism
    a. Brigadoon (1947)

13. Racial Intolerance
    a. Finian’s Rainbow (1947)
    b. Street Scene (1947)
       i. Kurt Weill
    c. South Pacific (1949)

U. 1950’s

1. Korean War
2. Cold War
3. Art becomes insular
a. Guys and Dolls (1950)
   i. Frank Loesser
   ii. Michael Kidd

b. The Pajama Game (1955)
   i. Richard Adler
   ii. George Abbott
   iii. union issues
      i. Harold Prince
      ii. Bob Fosse
      iii. Jerome Robbins

c. My Fair Lady (1956)
   i. Alan Jay Lerner
   ii. Frederick Loewe

d. West Side Story (1957) - harsh cultural realities
   i. Leonard Bernstein
   ii. Stephen Sondheim
   iii. Arthur Laurents
   iv. Jerome Robbins

V. 1960's Black and Jewish Musicals come of Age
   1. Civil rights movement, race, and social consciousness in America
      a. No Strings (1962)
         i. Diahann Carroll
         ii. Richard Kiley

      b. Golden Boy (1964)
         i. Sammy Davis Jr.
            i. death threats
2. Broadway Blockbusters of the 1960's

3. Fiddler on the Roof (1965) - celebration of Jewish traditions
   a. Sheldon Harnick
   b. Joseph Stein
   c. Jerome Robbins


5. How to Succeed in Business Without Really Trying (1962)

6. Camelot
   a. JFK

7. Funny Girl

8. Cabaret (1967)
   a. can it happen here?

9. Hair (1968)
   a. Campus Protests
   b. Kent State
   c. The Vietnam War
   d. The March on Washington
   e. Hair goes to the Supreme Court twice

10. 1776
    a. anti protest musical

W. 1970's

1. Times Square Theater Center (TKTS)
   a. Fill the seats in any way


3. Company (1971)

4. Follies (1971)
5. Jesus Christ Superstar (1971)
   a. Andrew Lloyd Webber
   b. Tim Rice

6. Grease (1972)

7. Bob Fosse (1972)
   a. Pippin

8. The Public Theater
   a. Joseph Papp
   b. A Chorus Line (1975)
      i. Concept musicals

   a. Black Broadway and economics

10. Chicago (1975)

11. Sweeney Todd (1976)

12. Annie (1977)

13. Ain’t Misbehavin’ (1977)

14. Evita (1979)

X. 1980’s

1. Musical Theater spectacle

2. Excess in the culture mirrored in the art

3. Pop-oratorio and pop-opera

4. 42nd Street (1980)
   a. Gower Champion
   b. David Merrick


a. openly Gay subject matter


8. Big River (1985)

   a. Cameron Mackintosh
   b. Trevor Nunn
   c. John Caird


Y. 1990's

1. Broadway Revivals

2. Hollywood stars and celebrity power

3. The Economics of musical production

4. Color-blind casting
   a. Miss Saigon (1990)

5. Movement Theater
   a. Stomp
   b. Cirque du Soleil

   a. Gregory Hines
   b. examining race with the entertainment
   c. Savion Glover


   a. Black History center stage

a. Jonathan Larson

10. Chicago (1996—revival)
   a. Anne Reinking

11. The Cape Man (1997) murder and sensationalism examined
   a. Paul Simon

Z. The 'Disneyfication' of Times Square
   1. Beauty and the Beast
   2. The Lion King (1997)
   3. Julie Taymor
   4. Aladdin
   5. Aida

AA. Musical Theater in the 21st Century
   1. Corporate sponsorship
   2. September 11, 2001
      a. Politics on Broadway
      b. Satire

AB. Recycled Culture
   1. The Full Monty (2000)
   2. The Producers (2000)
   3. Spiderman
      a. Twyla Tharp
      b. Billy Joel
8. The Color Purple (2005)
9. MGM
   c. Legally Blonde (2007)
   d. Newsies (2012)
AC. Quirky and Cheap to produce
   1. Spring Awakening - teenage sex onstage
   2. Urinetown (2001) - confronting ecological shortages
   3. Book of Mormon
AD. Politics returns with a bang
   1. Hamilton
AE. More Economic Revivals
   1. The Oldest Revival
   2. Shuffle Along
AF. Mental Health on Broadway
   1. Dear Evan Hansen
   2. Next to Normal
AG. The future of American Musical Theater

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

- **Method:** Lecture
  **Integration:** Instructor will deliver a traditional lecture to expand upon the assigned readings. Lectures will be supplemented by still photos, video clips and excerpts from motion pictures. The focus will be to help students analyze the impact of the political and cultural contexts of the period of study had on the musical theater that was created. They will investigate the major European influences on American musical theater and the background of major figures who helped to develop the art form.

- **Method:** Instructor-led discussion
  **Integration:** Instructor-led discussion emphasizes the development of American musical genres in relation to current trends in musical arts. Instructors may also use online discussion methods to support reading and research conducted by the students outside of the classroom.
Method: Film/video Viewing and Discussion
Integration: Class viewing and instructor-led analysis of pertinent audio-visual recordings relate to the evolution of various musical genres. One example would be the evolution of Black and/or Jewish Theater from early minstrel shows/vaudeville to contemporary issues of race and diversity in current musical examples. Another example would be viewing documentaries covering the political and cultural issues of an era to give context for the art that was created in reaction to those issues.

Method: Activities/directed study
Integration: Activities/directed study may be used by the instructor to give students the opportunity to analyze the development of individual books (libretti) of musicals, focusing on one particular creative team (such as Rodgers and Hammerstein) to discern common plot points and developmental structures of their work. In a cooperative learning environment, these activities may be shared with the class for comparative analysis. Other activities/directed study for this course may include creative experimentation in the development of original theatre scripts, adaptations, musical compositions, or dances for the art form.

Method: Field Trips
Integration: Field trips allow students to experience the genre of musical theatre, as it is produced today. Field trips should include critical thinking objectives such as written review, critiques, discussions, and/or presentations about the artistic merits of the presented works.

Method: Readings
Integration: Readings on specific directors, producers and performers will help students examine changing depictions of cultural groups, and evaluate the impact of censorship and politics.

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 covering material introduced in lecture-discussions, assigned readings, and other class activities. Exams may include but are not limited to questions of the following type: multiple choice, true-false, fill in the blank, matching and essay. In essay examinations students will demonstrate an ability to synthesize information from the lecture-discussions, films, and readings; organize evidence and specific information into a coherent response to a major question in music theater history, and produce clear and logically argued analyses in a conclusion. Essay questions will require students to demonstrate analytical thinking rather than rote memory alone, answering "why" and "compare and contrast" questions. For example essays will ask students to examine reasons for economic successes and failures in the American musical theater industry. Other essay questions will ask students to examine censorship, politics, and cultural mores on musical theater content.

Method: Oral Presentation
Integration: Oral presentations about major 20th century musical theater endeavors are evaluated by the instructor, per the provided rubric, and are based on the student's depth of research, application of critical thinking, and ability to offer a well-organized presentation.

Method: Group Projects
Integration: Group projects are evaluated against the teacher's provided rubric for presentations and exercises that allow students to compare and contrast musical styles evident in a particular theatrical work.

Method: Papers
Integration: Research papers should be scholarly in tone and show a developing understanding of proper theater terminology. Papers are evaluated based on the students' ability to formulate a strong thesis statement, the quality of their research and evidence, the quality of the organization of the paper, and the quality of the analysis of subjects in musical theater history.

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:

Read about the Works Progress Administration's (WPA) Federal Theater Project (1935-39). Write an essay responding to the following statement: “These projects, developed by the Federal Theater Project, contributed to the prolonged segregation of the black artist in musical Theater.” Whether you agree or disagree with the statement, you must support your argument with specific historical and theatrical examples.
After viewing the film of the musical *Fiddler on the Roof*, study the background information provided and write a minimum of three page response paper including the following:

- What social, cultural, religious and political issues were addressed in this musical.
- Based on your assessment of the merits of this piece of theater and the information provided as background, were the authors successful in their efforts.
- How might the authors improved on their approach to these issues.
- Does this piece have any resonance for contemporary audiences and our current social, cultural, religious and political climate.
- Considering Johann Wolfgang von Goethe's three functions of art, do you see this piece as satisfying any of those functions in your opinion - why?

Choose one of the following musical theater films to watch:

- *Oklahoma!*
- *Carousel*
- *South Pacific*
- *The Sound of Music*

- (next class) In small groups, discuss which musical you watched. Discuss and analyze the themes of morality that Rodgers and Hammerstein musicals project. Your group will present its findings to the class, in a 5-10 minute presentation. What kind of America do Rodgers and Hammerstein musicals provide? Is this an accurate depiction of America? Now? Then?

Internet Research Assignment

- Go to the Library of Congress’ website at [www.loc.gov](http://www.loc.gov) to research their collection called “The Development of an African-American Musical Theater 1865-1910.” Follow two of the links that interest you. Prepare a 5 minute report of your findings for the class.

Research a musical theater producer, composer, librettist or performer whose work has interested you in this course. Write a 5-7 page research paper, following MLA format, concerning this individual's professional successes, failures, cultural and political influences on their work and personal traits which helped in his/her business choices. At least 3 scholarly sources are required and must be listed on a “works cited” page.

Textbooks:


Other Resources:
In order for this course to be as rich online as it is in a face to face offering, the list of documentaries provided in the attached files must be made available through our online library database. Barring a service licensing service that could provide all of them, there are various platforms like Plex where one can upload a full length film and provide access to upto 100 others to view the film. However, this should not be left to the individual instructor. This is something that should be researched and standardized by the college online library services.

Minimum Qualification

- History (Masters Required) or
- Music (Masters Required) or
- Theater Arts (Masters Required)

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

Form D

Course: THA 155
Course Title: Musical Theater History
Author: Shezwae Powell
Date: 09/19/2018

***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>
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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>San Diego State University</td>
<td>THEA 205</td>
<td>American Musical on Stage and Screen</td>
</tr>
</tbody>
</table>

Rationale:

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

IGETC Area 3: Arts and Humanities:
A. Arts
CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages:

C1 - Arts, Dance, Music, Theater

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<td></td>
<td>Janet McCurdy--03/16/2018</td>
<td></td>
<td></td>
<td>(Articulation Officer)</td>
</tr>
</tbody>
</table>

**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>02/23/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Catalog:</strong></td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proposed Course:</strong></td>
<td>THA 155 - Musical Theater History or HIST 165 - Musical Theater History</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Proposal Type:</strong></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.

**Recommended Preparation**

ENGL 101

It is recommended that this requisite be (removed).

**Justification:**

While taking ENGL 101 would be valuable preparation for the study of any Humanities course, the amount of writing is not such that one cannot achieve success without having taken ENGL 101 first.

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

<table>
<thead>
<tr>
<th></th>
<th>Shezwae Powell</th>
<th>02/23/2018</th>
<th></th>
<th>(Submitter)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Payden Ackerman</td>
<td>05/03/2018</td>
<td></td>
<td>(SJC Department Chair)</td>
</tr>
<tr>
<td></td>
<td>Shezwae Powell</td>
<td>05/03/2018</td>
<td></td>
<td>(MVC Department Chair)</td>
</tr>
<tr>
<td></td>
<td>Carlos Tovares</td>
<td>05/09/2018</td>
<td></td>
<td>(SJC Instructional Dean)</td>
</tr>
<tr>
<td></td>
<td>Rickianne Rycraft</td>
<td>05/04/2018</td>
<td></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 FA19 (2019-20 Catalog))

**Mt. San Jacinto College**

**Prerequisite/Corequisite/Advisory**

**Form E1**

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Shezwae Powell</th>
<th>Date:</th>
<th>02/23/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dept:</strong></td>
<td>Theater Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. Course Title: Musical Theater History or Musical Theater History

2. Course Number: THA 155 or HIST 165

It is recommended that the following Course: ENGL 101 be removed as an Advisory

Justification:
While taking ENGL 101 would be valuable preparation for the study of any Humanities course, the amount of writing is not such that one cannot achieve success without having taken ENGL 101 first.

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>Shezwae Powell</th>
<th>Date:</th>
<th>02/23/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Theater Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Musical Theater History or Musical Theater History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>THA 155 or HIST 165</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that the following Course: ENGL 101 be removed as an Advisory

Justification:
While taking ENGL 101 would be valuable preparation for the study of any Humanities course, the amount of writing is not such that one cannot achieve success without having taken ENGL 101 first.

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.

- Compose six 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 one research-based essay that totals at least 2,000 words/8 typed pages and incorporates at least six outside college sources (not including encyclopedia or dictionary entries)
- Assess and integrate source material in all but one of the out-of-class essays
- Compose no more than two in-class essays
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
- Formulate library research strategies
- Document sources using MLA or another universally accepted style of documentation
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism
- 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
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
DISTANCE ED ADDENDUM

THA 155 has been revised in order to add a crosslisting with History (HIST-165) and to add distance education to its scope. The content of the course warrants a crosslisting with History and doing so will open this course up to a wider range of students. There is also no reason this course cannot be taught in a hybrid/online format and this too will increase its appeal. The same content, assignments and discussions will easily translate to these formats. This is a required course for our Musical Theater Degree and Certificate students as well as being an elective for the Liberal Arts major. By opening this course up to a wider base and adding DE, we increase the chance for a healthy enrollment in order for this course to be consistently offered thereby allowing these Musical Theater Major and Certificate students to complete their course work in a timely manner.

Submitted by: Shezwae Powell
Date: 02/23/2018

Catalog:
THA 155 - Musical Theater History or HIST 165 - Musical Theater History

Proposed Course:
THA 155 - Musical Theater History or HIST 165 - Musical Theater History

Proposal Type:
Course Revision Proposal (Distance Education New)

Rationale:

THA 155 has been revised in order to add a crosslisting with History (HIST-165) and to add distance education to its scope. The content of the course warrants a crosslisting with History and doing so will open this course up to a wider range of students. There is also no reason this course cannot be taught in a hybrid/online format and this too will increase its appeal. The same content, assignments and discussions will easily translate to these formats. This is a required course for our Musical Theater Degree and Certificate students as well as being an elective for the Liberal Arts major. By opening this course up to a wider base and adding DE, we increase the chance for a healthy enrollment in order for this course to be consistently offered thereby allowing these Musical Theater Major and Certificate students to complete their course work in a timely manner.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Shezwae Powell 02/23/2018 (Submitter)
2. Payden Ackerman 05/03/2018 (SJC Department Chair)
3. Shezwae Powell 05/03/2018 (MVC Department Chair)
4. Carlos Tovares 05/09/2018 (SJC Instructional Dean)
5. Rickianne Rycraft 05/04/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Distance Education Addendum

Submitted by: Shezwae Powell
Dept: Musical Theater, Theater Arts
Course Title: Musical Theater History

Effective Term: Fall 2019
Course Number: THA 155

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>Lectures can be communicated via the course management system. Multi-media components (video clips etc) can be embedded onto the page and/or streamed through our library online database. All essential videos will be captioned and meet accessibility requirements.</td>
</tr>
<tr>
<td>Instructor-led discussion</td>
<td>Full class or small group discussions will take place via the course management system or may be done in a face to face setting for a hybrid offering. Discussions will relate to the readings to elicit student understanding and processing of the material covered.</td>
</tr>
<tr>
<td>Readings</td>
<td>Readings will be assigned and discussed via the course management system.</td>
</tr>
<tr>
<td>Film/video Viewing and Discussion</td>
<td>Depending on the online availability of all the filmed materials used in this course, this portion of the course will be delivered fully online via the course management system or during face to face meetings as part of a hybrid format.</td>
</tr>
<tr>
<td>Activities/directed study</td>
<td>This activity could be accomplished by assigning various areas of research to groups of students and then having them post their findings to an online discussion board for comments and comparison.</td>
</tr>
<tr>
<td>Field Trips</td>
<td>Attendance at a live musical theater performance and writing a critique would be assigned. Each semester a musical is produced by one of the MSJC campuses and students would have the option of seeing one of the MSJC theater productions to satisfy the assignment or other musical theater productions of the student’s choosing.</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 and test will be assigned via the LMS.</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Depending upon technology available to the student, they may opt to present their information either in a digital slide presentation or a video. Completed assignments will be uploaded to the LMS for instructor review. Instructor will provide feedback via LMS speedgrader comments section in LMS based on a provided rubric.</td>
</tr>
<tr>
<td>Group Projects</td>
<td>Students can work together via the LMS on instructor assigned projects that can then be presented via the discussion board. Instructor will provide feedback via LMS speedgrader comments section in LMS or discussion board depending on which was most appropriate based on a provided rubric.</td>
</tr>
<tr>
<td>Papers</td>
<td>Resarch papers will be assigned and submitted via LMS. Instructor will provide feedback via LMS speedgrader comments section in LMS. Instructor will provide feedback verbally or in writing based on a provided rubric.</td>
</tr>
</tbody>
</table>

### Sample Assignments:

- Read about the Works Progress Administration’s (WPA) Federal Theater Project (1935-39). Write an essay responding to the following statement: “These projects, developed by the Federal Theater Project, contributed to the prolonged segregation of the black artist in musical Theater.” Whether you agree or disagree with the statement, you must support your argument with specific historical and theatrical examples.

- After viewing the film of the musical Fiddler on the Roof, study the background information provided and write a minimum of three page response paper including the following:
  - What social, cultural, religious and political issues were addressed in this musical
  - Based on your assessment of the merits of this piece of theater and the information provided as background, were the
authors successful in their efforts.

- How might the authors improved on their approach to these issues

- Does this piece have any resonance for contemporary audiences and our current social, cultural, religious and political climate.

- Considering Johann Wolfgang von Goethe's three functions of art, do you see this piece satisfy any of those functions in your opinion - why?

- Choose one of the following musical theater films to watch:
  - Oklahoma!
  - Carousel
  - South Pacific
  - The Sound of Music

- (next class) In small groups, discuss which musical you watched. Discuss and analyze the themes of morality that Rodgers and Hammerstein musicals project. Your group will present its findings to the class, in a 5-10 minute presentation. What kind of America does one see in a Rodgers and Hammerstein musical? Is this an accurate depiction of America? Now? Then?

- Internet Research Assignment
  - Go to the Library of Congress’ website at www.loc.gov to research their collection called “The Development of an African-American Musical Theater 1865-1910.” Follow two of the links that interest you. Prepare a 5 minute report of your findings for the class.

- Research a musical theater producer, composer, librettist or performer whose work has interested you in this course. Write a 5-7 page research paper, following MLA format, concerning this individual's professional successes, failures, cultural and political influences on their work and personal traits which helped in his/her business choices. At least 3 scholarly sources are required and must be listed on a “works cited” page.

Regular Effective Contact:

- **Announcements/Bulletin Boards** - 2 to 3 announcements per week to keep students up to date with assignments, due dates and related information.

- **Chat Rooms** - One continuous discussion forum devoted to general course questions that would be answered by the Instructor and/or other students where appropriate.

- **Discussion Boards** - Discussions covering subjects from each chapter to elicit student understanding and processing of material covered.

- **Email Communication** - Individual and group email communication as needed.

- **Office hours** - pre-arranged virtual office hours via zoom or other appropriate platform to speak directly to students. During hybrid format, students would have regular face to face contact

- **Scheduled Face-to-Face Meetings** - This would be appropriate for hybrid formats or for students in fully online course who could attend on campus scheduled office hours.

- **Other (describe)** - Video announcements

- **Other (describe)** - Prearranged online office hours via zoom or other appropriate app that would allow instructor and student to have electronic ‘fact to face’ communication.
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

DEGREE

Form A5

Submitted by: William Farrar   Date: 08/01/2018

Catalog: 2019 - 2020

Proposed Degree: A.S.-T in Administration of Justice for Transfer

Proposal Type: Associate in Science Modification

Rationale:

Rationale behind submittal - this is the place to summarize the "what" and the "why". If this is a new degree, explain the need for the degree. If this is a revision, summarize the changes that have been made.

This A.S.-T in Administration of Justice for transfer award has already been approved however, we are revising the award to include AJ-105 Tactical Communication and Report Writing for Law Enforcement and AJ-117 Introduction to Terrorism and Homeland Security to List B.

Relation to Program Review:

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

During course revision it was determined that AJ-105 and AJ-117 fit the criteria for the A.S.-T List B. Adding these courses to List B will enhance student success as well as future employment opportunities.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

For program and program submissions: Briefly discuss how this program/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.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar  08/01/2018  (Submitter)

2. (SJC Department Chair)

3. William Farrar  08/10/2018  (MVC Department Chair)

4. (SJC Instructional Dean)

5. Joyce Johnson  08/15/2018  (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College

AWARD

A.S.-T in Administration of Justice for Transfer Associate in Science

Date: 09/19/2018

An A.S.-T in Administration of Justice for Transfer will fulfill the requirements for students to transfer to a CSU institution as an Administration of Justice or Criminal Justice major. The courses in the A.S.-T in Administration of Justice for Transfer degree allow for the development of depth in one of the subject’s substantive subsystems (i.e. law enforcement, juvenile, courts or corrections). The main objective is to familiarize students with the processes involved in the interaction of the criminal justice system as a whole. The major requirements for an A.S.-T in Administration of Justice for Transfer to CSU may be met by:

(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.

(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
(2) Obtainment of a minimum grade point average of 2.0.*

ADT also requires that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is acceptable if pass is defined as a grade of C or better.

Career Opportunities

Students will be prepared to work in a variety of criminal justice fields and law enforcement agencies to include municipal police officers, probation or parole officers, county deputy sheriffs, state highway patrol officers, correctional officers, game wardens, park rangers, homeland security and private security. Those completing the A.S.-T in Administration of Justice degree will be able to transfer to the California State University system and be prepared to study in the following areas: Administration of Justice, Law Enforcement, Correctional Administration, Social Science, Criminology, and Pre-Law. For any BA/BS careers, please see your transfer institution.

A.S.-T in Administration of Justice for Transfer (18 units)

Required core (6 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ-101</td>
<td>3</td>
</tr>
<tr>
<td>AJ-102</td>
<td>3</td>
</tr>
</tbody>
</table>

List A: Select two (6 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ-103</td>
<td>3</td>
</tr>
<tr>
<td>AJ-106</td>
<td>3</td>
</tr>
<tr>
<td>AJ-108</td>
<td>3</td>
</tr>
<tr>
<td>AJ-111</td>
<td>3</td>
</tr>
<tr>
<td>AJ-118</td>
<td>3</td>
</tr>
<tr>
<td>CORR-101</td>
<td>3</td>
</tr>
</tbody>
</table>

List B: Select two (6 units)

Any course from List A not used above or the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AJ-105</td>
<td>3</td>
</tr>
<tr>
<td>AJ-117</td>
<td>3</td>
</tr>
<tr>
<td>MATH-140</td>
<td>4</td>
</tr>
<tr>
<td>PSYC-101</td>
<td>3</td>
</tr>
<tr>
<td>PSYC-101H</td>
<td>3</td>
</tr>
<tr>
<td>PS-101</td>
<td>3</td>
</tr>
<tr>
<td>PS-101H</td>
<td>3</td>
</tr>
</tbody>
</table>

Units for Major 18
CSU General Education or IGETC Pattern 37-39
Possible double counting 12
Transferable Electives (as needed to reach 60 CSU transferable units)
Total Units for A.S.-T Degree 60 units

This Associate in Science in Administration of Justice for Transfer degree is intended for students who plan to complete a bachelor’s degree in a similar major at a CSU campus. A student completing this degree is guaranteed admission to the CSU system, but not a particular campus or major. Students should meet with a counselor to develop an educational plan and receive university admission and transfer requirements.

Total Units

18

PID 529
Summary of Action Item:
Rationale behind submittal - this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

AH 105 was out of compliance and this course is needed for the proposed medical assisting program.

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 provides students with the knowledge and understanding of medical terminology used in the health care field and an integral part of preparing students to perform administrative and clinical tasks required in the medical assisting professional setting.

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”)

Medical terminology is part of two certificate programs and a degree program. It is being revised for used in the Medical Assisting program.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Velma Borrows 04/30/2018 (Submitter)
2. Joyce Johnson 05/09/2018 (MVC Department Chair)
3. Joyce Johnson 05/09/2018 (SJC Instructional Dean)
4. Joyce Johnson 05/09/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Velma Borrows Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
<td>Allied Health AH</td>
<td>105</td>
<td>Medical Terminology (formerly DMS-095 Sonography Medical Terminology)</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>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):**
- none-

**General Education Justification:**

<table>
<thead>
<tr>
<th>Maximum Enrollment:</th>
<th>40</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum Enrollment Justification:</td>
<td></td>
</tr>
<tr>
<td>Grading Method:</td>
<td>Letter Grade or P/NP</td>
</tr>
<tr>
<td>TOP code:</td>
<td>1201.00*</td>
</tr>
</tbody>
</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).

The course provides students with the knowledge and understanding of medical terminology used in the health care field.

**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 medical terminology as used by employees in the health care field.

**Need for the course:**
Students entering any health care field must learn how to understand and effectively communicate using proper medical terminology in the care of patients, doctors, and staff in the daily functioning of a health care setting. This course also a required class in the DMS program in order to graduate.

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

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

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

**Other Enrollment Criteria:**
- none-

**Learning Objectives:**
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:
1. Distinguish word roots and combining forms related to body systems and pathologies.
2. Document and identify organs of each body system and their functions using appropriate medical terminology.
3. Formulate terms related to body systems, examination positional terms, body planes, regions and cavities as used by sonographers.
4. Organize and apply appropriate medical terminology when defining and describing pathologies related to body systems.
5. Compare medical procedures, using relevant medical terminology, related to body systems.
6. Distinguish medical abbreviations used in the study of body systems and when used in patient charts or physicians orders.

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

A. Introduction to Medical Terminology:
   1. Pronunciation and spelling.
   2. Word roots and word building, prefixes, suffixes, combining vowel form.
   4. Abbreviations used in medical terminology.
   5. Patient confidentiality.

B. Body Structure Overview:
   1. Directional and positional terms.
   2. Body planes, regions and cavities.
   3. Word building relating to body structure.

C. The Systemic Approach: Specific word groupings relating to the pathologies, major disorders and procedures of each body system.
   1. Integumentary System
   2. Musculoskeletal System
   3. Endocrine System
   4. Cardiovascular System
   5. Lymphatic and Hematic System
   6. Respiratory System
   7. Digestive System
   8. Urinary System
   9. Reproductive System
  10. Nervous System
11. Special Senses: The Eye and The Ear

D. Special Topics and medical procedures:
   1. Pharmacology
   2. Emergency Medicine
   3. Mental Health
   4. Diagnostic Imaging
   5. Oncology
   6. Surgery
   7. Rehabilitation services

E. Abbreviations
   A. Physician orders and patient charts
   B. Sonography and/or radiology department
   C. Describing pathologies

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

- **Method**: Film/video Viewing and Discussion
  **Integration**: Discussion after viewing multimedia presentations/simulations using a medical scenario to review what medical terminology was used properly or improperly by the health care provider.

- **Method**: Lecture
  **Integration**: Weekly Lectures, in conjunction with Power Point, handouts, and models will present a chapter by chapter introduction to medical terminology.

- **Method**: Role Playing/Simulation
  **Integration**: Class discussion and interpretation of a mock patient chart, checking patient lab results, diagnostic imaging results, signs and symptoms and previous history investigating how medical terminology was used by health care providers.

- **Method**: Activity
  **Integration**: Students will each be given an exam report to evaluate for proper use of medical terminology and description of the examination findings.

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**: Weekly quizzes and spelling tests to evaluate the student's immediate understanding of concepts in medical terminology.

- **Method**: Projects
  **Integration**: One group presentation using proper medical terminology to describe a patient history upon admittance to the hospital, exams ordered by the physicians, exam results, surgical procedures and findings, and patient outcome.

- **Method**: Exams/Tests
  **Integration**: Midterm Exam reviewing all work up to that date and Final exam to review all work for the semester to
assess ability to retain and process information in medical terminology.

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

A. Draw a diagram of the nine (9) regions and name each region with of the abdominal area. Using proper terminology describe what organs or vessels are found in each of the nine regions.

B. In groups, create models using clay depicting various types of bone fractures, label each model using proper terminology to describe and name the type of fracture.

C. Develop through group process, a project related to medical imaging and present it to the class and include pertinent medical imaging (ultrasound, CT, MRI or Nuclear medicine) and using appropriate medical terminology in the presentation. Examine how the imaging examination helped in the patient diagnosis. Example: Patient arrives in the ER after a motor vehicle accident, the patient suffered blunt force trauma to the right abdomen and is now experiencing acute pain on the right side that radiates towards the right shoulder. What type of injury could have occurred, what is the correct medical term for the injury, and what would be the expected testing to confirm an injury.

D. Weekly homework assignments reviewing proper medical terminology pronunciation, spelling, root words, definitions and daily use in the medical setting.

**Textbooks:**


**Other Resources:**

- Taber’s Encyclopedia, Medical Dictionary

**Minimum Qualification**

- Diagnostic Medical Technology or
- Health (Masters Required)

---

**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>Velma Borrows</th>
<th>Date:</th>
<th>04/30/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>AH 105 - Medical Terminology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prerequisite
Acceptance into the Diagnostic Medical Sonography Program or acceptance into the Medical Assisting Program.
It is recommended that this requisite be (removed).
Justification:
This change is to open the class to all students.

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. Velma Borrows 04/30/2018 (Submitter)
2. Joyce Johnson 05/09/2018 (MVC Department Chair)
3. Joyce Johnson 05/09/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)
Form E2
Submitted By: Velma Borrows Date: 04/30/2018
Dept: Allied Health
1. Course Title: Medical Terminology
2. Course Number: AH 105

It is recommended that the following Course be removed as a Prerequisite:

Justification:
This change is to open the class to all students.
Acceptance into the Diagnostic Medical Sonography Program or acceptance into the Medical Assisting 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.

☐ Course being removed as a requisite to the target course
<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Velma Borrows</th>
<th>Date:</th>
<th>04/30/2018</th>
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<td>Allied Health</td>
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<tr>
<td>1. Course Title:</td>
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<td></td>
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</tr>
<tr>
<td>2. Course Number:</td>
<td>AH 105</td>
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<td></td>
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</table>

It is recommended that the following Language: Acceptance into the Diagnostic Medical Sonography Program or acceptance into the Medical Assisting Program, be removed as a Prerequisite.

Justification:
This change is to open the class to all students.

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
   3

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

COURSE

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/01/2018</th>
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<td>Catalog:</td>
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<td>Proposed Course:</td>
<td>AJ 101 - Criminal Law</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course is part of an Instructional Program in the college catalog</td>
<td></td>
<td></td>
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</table>

Summary of Action Item:
Rationale behind submittal: this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

This is a standard 2-year review in order to keep the course in compliance with Title 5. Textbooks were also revised and updated.

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 aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

213

9/19/2018, 9:43 AM
Form B

Submitted by: William Farrar  Date: 09/19/2018

<table>
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<th>Department</th>
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<tbody>
<tr>
<td>Administration of Justice</td>
<td>Administration of Justice</td>
<td>AJ 101</td>
<td>Criminal Law</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>
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<table>
<thead>
<tr>
<th>Lecture Contact Hours</th>
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</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:
AJ 101 is consistent with the intent of Area B2 because the main focus of this course is the study of the “…examination of the complex issues within the criminal justice system and statutory law as well as the importance of respect for social and cultural diversity.” The course examines complex issues related to intercultural communication (GEO1), analyzes problems which develop between cultural groups (GEO2), develops individual’s intercultural understanding and competence (GEO3), and examines ethical issues from a multicultural perspective (GEO5).

Maximum Enrollment: 40

Grading Method: Letter Grade or P/NP

TOP code: 2105.00*

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 studies the history, philosophy, constitutional provisions of law, and the classification of crimes. This course also examines the application of criminal law in the criminal justice system through review of case-law, methodology, and concepts of law in society. Course material also categorizes and evaluates specific crimes and analyzes the most frequently used sections of the Penal Code.

Schedule Description:
This course examines the history, social significance, philosophy, and provisions of law. Crime classification and concepts of law as a social force are also analyzed.

**Need for the course:**
An understanding of the basics of the components of the Criminal Justice System is crucial to the professional development of an individual choosing this area as a career path. This is a core course and is required for completion in the Administration of Justice Certificate and Associate Degree Programs. In addition, this course meets the requirement for transfer to UC, CSU, as a restricted core course for the AS-T Program and meets the B2 area for the associates' degree. Moreover, this course is an elective in the local Legal Assistant degree/certificate and the Administration of Justice Corrections employment concentration.

**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.

- ENGL 092 or
- ENGL 098 or
- ESL 098W

**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 and value the historical development of criminal law in the U.S. Criminal Justice System from its origin in the Common Law of England.
2. Investigate and judge the effect of the U.S. Constitution as a basis for the development of criminal law.
3. Analyze and evaluate the legal principles of criminal law and how they are applied to the criminal justice process.
4. Contrast and consider the difference between criminal and civil law regarding culpability, level of proof and admissibility of evidence issues.
5. Differentiate and assess the classifications of criminal laws (felony, misdemeanor, infraction) and the distinct process for their adjudication in the criminal justice system.
6. Scrutinize major court decisions and assess their effect on the refinement and development on the U.S. Criminal Justice System.
7. Classify the components of the Criminal Justice System and evaluate their effectiveness on social control as they relate to the criminal justice process of enforcement, adjudication and punishment.
8. Distinguish and compare the elements of a crime in distinguishing how a particular behavior may be classified as criminal.

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

A. Scope and Source of Criminal Law
   1. Origin and Development of Criminal Law
   2. Sources of Criminal Law
   3. Classification of Laws
4. Distinction Between Crimes and Torts

5. Venue and Jurisdiction

B. Classification of Crimes and Penalties
   1. Vague and Indefinite Statutes
   2. Penal Code Terms Defined
   3. Felonies, Misdemeanors, and Infractions Defined
   4. Major Proposition 8 and 115 Changes
   5. When Jeopardy Attaches

C. The Elements of Crime and Corpus Delicti
   1. Corpus Delicti
   2. The Criminal Act
   3. Proximate Cause
   4. Motive and Intent Distinguished
   5. Diminished Capacity

D. Capacity to Commit Crime
   1. Persons Capable of Committing Crime
   2. Mentally Incapacitated
   3. Ignorance or Mistake of Fact
   4. Crimes Committed Under Threats
   5. Insanity as a Defense

E. Parties to Crime
   1. Principles of Shared Liability
   2. Principals Defined
   3. Aid and Abet Defined
   4. Accessory Defined
   5. Accomplice Defined
F. Attempts, Solicitation, Obstructing Justice, Conspiracy
   1. Attempt Defined
   2. Abandonment of Attempt
   3. Solicitation to Commit Crime
   4. Obstructing Justice - Compounding Crimes
   5. Conspiracy

G. Laws of Arrest
   1. Arrest Defined
   2. Encounters and Detentions
   3. Peace Officer Defined
   4. Private Person Arrests
   5. Probable Cause to Arrest

H. Offenses Against the Public Peace
   1. Disturbing the Peace
   2. Unlawful Assembly
   3. Hate Crimes
   4. Trespassing
   5. Disorderly Conduct
   6. Public Security and Safety

I. Dangerous Weapons Control Laws
   1. Prohibited Weapons
   2. Firearm Concealed on Person or in Vehicle
   3. Deadly Weapons
   4. Illegal Use of Firearms
   5. Firearms - Concealable Weapon Restrictions

J. Types of Crimes
1. Simple Assault and Aggravated Assault
2. Homicides
3. Burglary
4. Robbery and Extortion
5. Theft and Embezzlement
6. Controlled Substance and Alcohol Abuse Crimes

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

- **Method**: Lecture
  **Integration**: Verbally present course information to the student with the assistance of hand-outs, PowerPoint and other media presentations in order to illustrate the history, development and application of criminal law within the U.S. Criminal Justice System.

- **Method**: Discussion
  **Integration**: Group discussion of selected criminal justice topics in order to examine and evaluate the student’s comprehension of the basis for law as it applies to social control.

- **Method**: Homework
  **Integration**: Students will be required to answer the short essay questions at the end of each chapter and be prepared to discuss the topics at the next class meeting in order to reinforce the lecture material.

- **Method**: Film/video Viewing and Discussion
  **Integration**: Audio-visual materials to enhance students learning experiences as part of a cohesive review and discussion of the various themes that form the basis the history, development, and content of criminal law.

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**: At each class meeting, students will form groups to debate and assess current events regarding the application of criminal law and the role of law enforcement. Students will be evaluated on their appraisal of the law’s application regarding the current event and their assessment of law enforcement’s role during the investigation concerning the application of law regarding their consideration of culture, ethnicity, and ethics in the investigation.

- **Method**: Exams/Tests
  **Integration**: Examinations will be conducted on class lecture and text book reading assignments in order to measure the student’s retention of course material. Students will be evaluated on their understanding of criminal law and the application in the criminal justice process.

- **Method**: Research Projects
  **Integration**: Research paper that will include the gathering, analysis, and synthesis of information regarding a criminal topic. Students will be evaluated on their examination of facts, their ability to dissect issues related to the charging, prosecution and defense of criminal law violation problems, and their assessment of viable strategies for adjudication and sentencing.

- **Method**: Homework
  **Integration**: Students will be required to answer the short essay questions at the end of each chapter and be prepared to discuss the topics at the next class meeting in order to reinforce the lecture material. Student’s work will be evaluated on their dissection of the questions and the comprehensiveness of their responses.
Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Write a short essay and briefly describe the concept of 'proximate cause.' Analyze and evaluate the importance of establishing 'proximate cause' in specific homicide cases.

B. Write a research paper and discuss the new regulations regarding firearms. Examine the wording of the new laws and deduce if the statutes are clear and enforceable. In addition, distinguish and validate which Constitutional guarantees are in place to ensure the person’s civil rights are not violated (4th, 5th and 6th Amendments) in the application of the new law.

C. Present a class discussion on the current trend towards decriminalizing marijuana laws. Examine and evaluate the history of criminalization of marijuana possession and the social climate at the time of the original designation as a controlled substance. Explore and consider the changes in contemporary society that are transforming public opinion towards consideration of decriminalization of marijuana laws.

Textbooks:


Other Resources:

Minimum Qualification

- Administration of Justice

Mt. San Jacinto College

Request for Placement on Curriculum Committee Agenda

PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION

Form A2

Submitted by: William Farrar

Date: 08/01/2018

**Catalog:**

2019 - 2020

**Proposed Course:**

AJ 101 - Criminal Law

**Proposal Type:**

CTE 2 Year Review

**Rationale:**

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

**Recommended Preparation**

ENGL 092

It is recommended that this requisite be (reviewed).

**Justification:**

This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.
or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (added).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

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

Submitted By: William Farrar Date: 08/01/2018
Dept: Administration of Justice
1. Course Title: Criminal Law
2. Course Number: AJ 101

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

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student 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.
<table>
<thead>
<tr>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize and compose essays in a clear, unified, and coherent manner using critical thinking skills. At least 5 essays will total at least 4,000 words/15 typed pages. At least one essay must be written in-class with time constraints, and one essay must be a research essay of no more than 5 pages and no fewer than 3 outside sources. (No literary analysis in essays)</td>
</tr>
<tr>
<td>Evaluate and select the appropriate rhetorical mode(s), audience, and the steps to completion for a given writing situation.</td>
</tr>
<tr>
<td>Compose and predict effective thesis statements.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>Evaluate and analyze the limitations of the “5 paragraph essay” structure and investigate and validate (through examples and original composition) other organizational structures.</td>
</tr>
<tr>
<td>Create, examine, analyze, and document metacognitive responses to written texts, both student essays and published non-fictional texts.</td>
</tr>
<tr>
<td>Demonstrate competence in standard American English: grammar, usage, and spelling.</td>
</tr>
<tr>
<td>Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.</td>
</tr>
<tr>
<td>Evaluate critically and respond constructively to compositions within a community of writers.</td>
</tr>
<tr>
<td>Course being removed as a requisite to the target course</td>
</tr>
</tbody>
</table>
Mt. San Jacinto College
UC/CSU Prerequisite/Corequisite
Addition/Removal Justification
(one pre- or corequisite or advisory per form)

Submitted By: William Farrar
Date: 08/01/2018

Dept: Administration of Justice

1. Course Title: Criminal Law
2. Course Number: AJ 101

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

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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
3

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

COURSE

Form A8

Submitted by: William Farrar
Date: 08/01/2018

Catalog: 2019 - 2020

Proposed Course: AJ 103 - Criminal Evidence

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.

This is a standard 2-year review in order to keep the course in compliance with Title 5. Textbooks were also revised and updated.

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 aligns with the department’s program learning outcomes as it requires critical thinking in the examination of complex issues related to criminal evidence and laws, the fair and ethical application law relating to the rules of evidence, and the ethical considerations in testing different types of evidence. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it
relates to policing.

**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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

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

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)
**General Education Justification:**

<table>
<thead>
<tr>
<th>Maximum Enrollment:</th>
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<td>Grading Method:</td>
<td>Letter Grade or P/NP</td>
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<tr>
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<tr>
<td></td>
<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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</table>

**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 fundamental information about the rules governing the admissibility of evidence in court. The essential information includes rules of evidence, presumptions and inferences, character or reputation, proof of other acts and offenses, hearsay evidence, statements, admissions and confessions, conspiracy, documentary and best secondary evidence. Identification of evidence in criminal cases and the collection and preservation of evidence are also examined.

**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 recognition and theory regarding criminal evidence as it relates to the Criminal Justice field in both Federal and State Court.

**Need for the course:**
Most careers in the Criminal Justice area require a thorough knowledge of the rules of evidence as well as the recognition, collection, and preservation of evidence. Criminal evidence is an elective course in the Administration of Justice Certificate and Associate Degree programs. In addition, this course meets the requirements for the Computer Forensics concentration.

**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.

- ENGL 092 or
- ENGL 098 or
- ESL 098W

**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. Classify and evaluate the various types of evidence usually found at a crime scene and appraise and select appropriate methods of collection.
2. Examine and assess the role of the judge and jury concerning the analysis of evidence presented in the courtroom.
3. Scrutinize the importance of the admissibility of evidence in the various court processes and evaluate each court proceeding regarding evidentiary issues in the adjudication process.
4. Distinguish and validate through critical analysis what constitutes relevant and admissible evidence in specific criminal investigations.
5. Survey and evaluate the types of scientific criminal evidence currently allowed in both Federal and State Courts.
6. Analyze and value the basic concepts of the admissibility of criminal evidence, the Fourth Amendment, and the accused right to the ethical application of due process.
7. Analyze and consider critical evidence-related topics such as the "Best Evidence Rule," or the U.S. Patriot Act as they apply to the admissibility of criminal evidence.

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

<table>
<thead>
<tr>
<th>A. Introduction to Criminal Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is Evidence?</td>
</tr>
<tr>
<td>2. Burden of Proof</td>
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<tr>
<td>3. Role of Judge and Jury</td>
</tr>
<tr>
<td>4. Sources of Evidence Law</td>
</tr>
<tr>
<td>5. Impact of Case Law</td>
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</tbody>
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<table>
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<tr>
<th>B. The Court Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Arraignment</td>
</tr>
<tr>
<td>2. Preliminary Hearing</td>
</tr>
<tr>
<td>3. Suppression Hearing</td>
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<tr>
<td>4. The Trial</td>
</tr>
<tr>
<td>5. Sentencing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Types of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Relevant Evidence</td>
</tr>
<tr>
<td>2. Direct and Circumstantial</td>
</tr>
<tr>
<td>3. Testimonial and Real Evidence</td>
</tr>
<tr>
<td>4. Substitutes for Evidence</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>D. Direct and Circumstantial Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic Definitions</td>
</tr>
<tr>
<td>2. Weight of evidence</td>
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</tbody>
</table>
3. Circumstantial Evidence of Ability to Commit the Crime

4. Circumstantial Evidence of Intent

5. Circumstantial Evidence of Guilt

E. Witnesses
   1. Competency of a Witness
   2. Impeachment
   3. Rehabilitation
   4. Corroboration
   5. Unavailable Witnesses

F. Crime Scene Evidence, Experiments, and Models
   1. Crime Scene Evidence
   2. Scientific Evidence
   3. Commonly Accepted Scientific Tests
   4. Tests that are not Commonly Accepted
   5. Models, Maps and Diagrams

G. Hearsay and Its Exceptions
   1. Basic Hearsay Principles
   2. The Hearsay Rule
   3. Exceptions to the Hearsay Rule
   4. Admissions and Confessions
   5. Spontaneous Statements and Contempraneous Declarations
   6. Dying Declarations

H. Developing Law of Search and Seizure
   1. History and Development of Fourth Amendment
   2. Warrant Requirements
   3. Exclusionary Rule
4. Impermissible Methods of Obtaining Evidence

5. The USA Patriot Act

I. Plain View, Consent and Administrative Warrants
   1. Plain View Doctrines
   2. Abandon Property
   3. Consent Searches
   4. Vehicle Searches
   5. Administrative Searches

J. Self-Incrimination
   1. Scope of Privilege against Self-Incrimination
   2. Miranda Warnings
   3. Sequential Interrogations
   4. Special Situations
   5. Post-Arraignment Confessions

K. Identification Procedures
   1. Fourth Amendment Rights
   2. Fifth Amendment Rights
   3. Sixth Amendment Rights
   4. Due Process Rights
   5. Use of Identification Testimony

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

- **Method:** Lecture
  **Integration:** Verbal presentation of course material with the assistance of hand-outs, PowerPoint and other media presentations in order to illustrate the importance of the preliminary crime scene investigation, follow-up investigations, identification and preservation of evidence, and the completion of accurate reports documenting legal seizure of evidence.

- **Method:** Discussion
  **Integration:** Group discussions which examine and evaluate selected topics regarding the admissibility of evidence to include: direct and circumstantial evidence, testimonial and real evidence, and various applicable case laws (i.e. Terry v. Ohio, 392 U.S. 1; Weeks v. United States, 232 U.S. 383; and Chimel v. California, 395 U.S. 752).
**Method:** Role Playing/Simulation

**Integration:** Students will participate in the investigation of a mock crime scene in order to identify the type of crime (Penal Code Section), as well as the interpretation and identification of evidence, and selection of the process for collection. The student will also be exposed to the process of interviewing witnesses and the interrogation of suspects involved in the mock crime scenario. The student will also identify any Fourth and Fifth Amendment issues concerning the discovery and collection of evidence and subsequent interrogation of suspects during the investigation.

**Method:** Homework

**Integration:** Students will be required to answer the short essay questions at the end of each chapter and be prepared to discuss the topics at the next class meeting in order to reinforce the lecture material. Example Question: "Define proof beyond a reasonable doubt? What must be proven beyond a reasonable doubt in a criminal trial?"

**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 on class lecture and text-book reading assignments to assess the student's retention of course material. Exams will cover student understanding of terminology, knowledge of the subject, criminal statutes, ability to evaluate evidence, admissibility of evidence concerns, and any other legal issues involved in the collection and presentation of evidence in court.

**Method:** Simulation

**Integration:** Student will review a virtual mock crime scene in order to identify evidence located at the scene. Student will be evaluated on recognition of the type of evidence and the legally accepted process for evidence collection and preservation. The Student will also be evaluated on recognition of any Fourth or Fifth Amendment issues regarding the evidence collection.

**Method:** Quizzes

**Integration:** Weekly quiz in the form of selected essay questions found at the end of each chapter in order to gauge the student's understanding of the course material.

**Examples of Assignments:**

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

A. Answer selected questions found at the end of each chapter in the book. Sample question: "Explain why the law regarding privileged communications allows relevant information to be excluded from trial?"

B. Participate in the investigation of a mock crime scene in order to identify the type of crime (Penal Code Section), as well as the interpretation and identification of evidence, and selection of the process for collection. Differentiate and consider the distinct process of interviewing witnesses and the interrogation of suspects involved in the mock crime scenario. Identify any Fourth and Fifth Amendment issues concerning the discovery and collection of evidence and subsequent interrogation of suspects during the investigation.

C. Submit a current high-profile media event involving criminal evidence and present a summary of the event and what evidence admissibility issues are involved. The presentation will explore Constitutional and ethical issues involved in the evidence seizure.

**Textbooks:**


Other Resources:

Minimum Qualification

- Administration of Justice

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

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/01/2018</th>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
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<tr>
<td>Proposed Course:</td>
<td>AJ 103 - Criminal Evidence</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**

**ENGL 092**  
It is recommended that this requisite be (reviewed).  
Justification:  
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or **Recommended Preparation**

**ENGL 098**  
It is recommended that this requisite be (reviewed).  
Justification:  
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or **Recommended Preparation**

**ESL 098W**  
It is recommended that this requisite be (reviewed).  
Justification:  
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog))

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

Form E2

Submitted By: William Farrar            Date: 08/01/2018
Dept: Administration of Justice

1. Course Title: Criminal Evidence
2. Course Number: AJ 103

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

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student 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.

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

Course being removed as a requisite to the target course
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<td>Administration of Justice</td>
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<tr>
<td>1. Course Title:</td>
<td>Criminal Evidence</td>
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<tr>
<td>2. Course Number:</td>
<td>AJ 103</td>
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**Mt. San Jacinto College**  
**UC/CSU Prerequisite/Corequisite**  
**Addition/Removal Justification**  
(one pre- or corequisite or advisory per form)

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

**Justification:**

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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.

   3.

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

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<td>2019 - 2020</td>
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<td>Proposed Course:</td>
<td>AJ 106 - Juvenile Procedures</td>
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<tr>
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<td>CTE 2 Year Review</td>
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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.

This is a standard 2-year review in order to keep the course in compliance with Title 5. Textbooks were also reviewed and updated.

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 aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/24/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/28/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 09/03/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Integrated Course Outline of Record

Department | Subject | Course Number | Title
---|---|---|---
Administration of Justice | Administration of Justice | 106 | Juvenile Procedures

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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<tr>
<td>3.00</td>
<td>3.00</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>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
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<tr>
<th>Lecture Homework Hours</th>
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<tr>
<td>96.00 - 108.00</td>
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Stand Alone:
Program Applicable

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

General Education Justification:

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<th>Maximum Enrollment:</th>
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<th>Maximum Enrollment Justification:</th>
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<td>Justification:</td>
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<th>Grading Method:</th>
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<td>Letter Grade or P/NP</td>
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Can be Taken 1 time(s) for credit (max 4)
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
- Academic/vocational competition course

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

This course describes the philosophy of juvenile law and detention. The knowledge and application of laws defined in the Welfare and Institution Codes, Civil Code and other special and relevant laws affecting youth are clarified as well as investigation into the causes and assertions regarding juvenile delinquency. Techniques of investigation into incorrigible, dependent and delinquent juveniles, and the correlation of drugs and their abuse regarding juvenile delinquency are also discussed.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
This course examines issues relevant to juvenile conduct which results in their introduction into the juvenile justice system (police, probation, parole, courts and corrections).

**Need for the course:**
This course provides a basic understanding of juvenile procedures within the Criminal Justice System and is crucial to the professional development of an individual choosing this area as a career path. This is an elective course for completion in the Administration of Justice Certificate and Associate Degree Programs. In addition, this course meets the requirement for transfer to UC, CSU, as a restricted elective course for the AS-T Program in List A of the TMC.

**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.

- ENGL 092 or
- ENGL 098 or
- ESL 098W

**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. Examine and evaluate the historical development of the Juvenile Justice System to the present.
2. Classify and assess the various agencies comprising the Juvenile Justice System.
3. Analyze the specific role of each agency that is part of the Juvenile Justice System and validate their importance.
4. Categorize the overall structure of the Juvenile Justice System and consider how the various elements work together.
5. Examine and assess the circumstances under which law enforcement may take a juvenile into custody.
6. Differentiate and consider the various stages of a juvenile delinquency case proceeding from temporary custody to adjudication in juvenile court.
7. Examine the correlation of cases involving child abuse and parental drug dependency and consider the juvenile justice process for protection and/or rehabilitation of the child.
8. Investigate and evaluate the theories into the causes of delinquency.
9. Investigate and validate what action is necessary to resolve a specific juvenile case that may require the application of the Welfare and Institution Code and the Penal Code.

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

A. Introduction to Juvenile Justice
   1. Defining juvenile justice
   2. Family authority
   3. Measuring delinquency
   4. Sources of juvenile crime data
   5. Juvenile offenders and victims
B. History of Juvenile Justice
   1. Early history
   2. Parens Patriae
   3. American Juvenile Institutions and courts
   4. The second revolution
   5. Punishment or reform

C. Causes of Delinquency
   1. Positive school
   2. The Social Theories
   3. Biological Theories
   4. Psychological Theories
   5. Dysfunctional Families

D. Abused and Neglected Juveniles
   1. Neglected children
   2. Child abuse
   3. Missing children
   4. Child protective services

E. Police and Juveniles
   1. Organization and Functions
   2. Consequences of arrest
   3. Juveniles’ attitudes toward the police
   4. Problem-oriented policing

F. Juvenile courts
   1. Philosophy
   2. Jurisdiction
   3. Structure
4. Actors in juvenile court
5. Rights of juveniles and parents

G. Juvenile Court Procedures
   1. Delinquency cases
   2. Victim's rights
   3. Dependency, abuse and neglect cases
   4. Court orders

H. Juvenile Case Law
   1. Delinquency Determination Cases
   2. Search and seizure
   3. Death penalty
   4. Dependency cases
   5. Children's rights

I. Transfers and Waivers
   1. Standards for the administration of juvenile justice
   2. Criteria for transfer
   3. Concurrent charging
   4. Uniform Juvenile Court Act

J. The Status Offender
   1. How the system created delinquents
   2. Case Decisions
   3. The Dixon Bill
   4. Truancy
   5. Curfew

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

- Method: Lecture
Integration: Verbally present course information with the assistance of hand-outs, PowerPoint and other media presentations in order to illustrate the history of juvenile justice, theories of juvenile delinquency and the juvenile justice process.

Method: Discussion
Integration: Group discussions to examine and evaluate selected juvenile justice topics in order to differentiate the juvenile justice process from that of adult offenders.

Method: Papers and Reports
Integration: Students will be required to complete a research paper assignment on selected juvenile justice topics in order that they differentiate the individual components of the juvenile justice system and assess their particular importance in the process.

Method: Homework
Integration: The class will be required to answer selected essay questions at the end of each chapter in order to appraise comprehension 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: Exams/Tests
Integration: Examinations will be conducted on class lecture and text-book reading assignments to measure the student's retention of course material. Students will be evaluated on their understanding of the juvenile justice process, theories on the cause of delinquency and the differences between the status offender and the delinquent.

Method: Research Projects
Integration: A research paper describing the juvenile justice process from temporary detention to adjudication will be required during the course. The paper must describe each step in the process in order to gauge understanding of the course material. The student will be evaluated on their ability describe each step in the juvenile justice process such as the petition, temporary custody, fitness hearing, adjudication hearing, disposition hearing, and commitment.

Method: Projects
Integration: Group project and presentation will be completed during the course to identify how external and internal factors can influence juvenile delinquent behavior. Group participants will be required to interact either in group study or in the Blackboard discussion boards for completion of the project. Presentation will be evaluated based on the participant’s identification of the external and internal factors and demonstration of successful strategies to overcome each factor as well as the student’s ability to validate their position.

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

A. Write a research paper on juvenile justice. Sample research topic: "What is the predicted impact of the transfer of responsibility for juvenile delinquency from the state to local government? Does Riverside County have the resources to facilitate the transfer and provide the needed services?"

B. Answer weekly quiz questions found at the end of the chapter. Sample question: "What was the significance of the court decision People v. Lara, 1967 on due process for juveniles?"

C. Participate in group projects and presentations on the changing juvenile justice policies that incorporate the law enforcement model versus the rehabilitation model in the juvenile justice process. Sample topic, "Has law enforcement policy and practices been affected by the decriminalization of status offenses? Does the decriminalization assist in the rehabilitation of the minor or does it encourage delinquent behavior?"

Textbooks:

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

PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION

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<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.

Recommended Preparation
ENGL 092
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

or

Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

or

Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. William Farrar 08/24/2018 (Submitter)
2. (SJC Department Chair)
Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)  
Form E2

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>William Farrar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Administration of Justice</td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Juvenile Procedures</td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>AJ 106</td>
</tr>
</tbody>
</table>

| Date:      | 08/24/2018 |

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

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

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

<table>
<thead>
<tr>
<th>Organize and compose essays in a clear, unified, and coherent manner using critical thinking skills. At least 5 essays will total at least 4,000 words/15 typed pages. At least one essay must be written in-class with time constraints, and one essay must be a research essay of no more than 5 pages and no fewer than 3 outside sources. (No literary analysis in essays)</th>
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<td>Evaluate and select the appropriate rhetorical mode(s), audience, and the steps to completion for a given writing situation.</td>
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<td>Compose and predict effective thesis statements.</td>
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<td>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.</td>
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<td>Evaluate and analyze the limitations of the “5 paragraph essay” structure and investigate and validate (through examples and original composition) other organizational structures.</td>
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<td>Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.</td>
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<td>Evaluate critically and respond constructively to compositions within a community of writers.</td>
</tr>
</tbody>
</table>

VP of Instruction signature is required for offering request prior to FA19 (2019-20 Catalog)
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: William Farrar  Date: 08/24/2018
Dept: Administration of Justice
1. Course Title: Juvenile Procedures
2. Course Number: AJ 106

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

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

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
   3

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

**COURSE**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/01/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>AJ 111 - Criminal Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This course is 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.

This is a standard 2-year review in order to keep the course in compliance with Title 5. Textbooks were also revised and updated.

**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 aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

**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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

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

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

---

Mt. San Jacinto College
Integrated Course Outline of Record

**Form B**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>09/19/2018</th>
</tr>
</thead>
</table>

| Department | Subject | Course Number | Title |
Administration of Justice | Administration of Justice AJ | 111 | Criminal Procedures

**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:**
Program Applicable

**AA/ AS Degree General Ed Breadth Area(s):**
B2 SOCIAL & BEHAVIORAL SCIENCES

**General Education Justification:**
Area B2: AJ 111 is consistent with the intent of Area B2 because the main focus of this course is the study of the functions of the criminal justice system as well as the importance of respect for social and cultural diversity within the criminal justice system. This course examines the complex issues involved in the criminal justice process and the application of the law in relation to due process (GELO1). Included in the course is an evaluation of the arrest and adjudication process such as court procedures as well as an evaluation of theories of criminal behavior and examination of alternatives to incarceration (GELO2, GELO3). The course examines the investigation and arrest procedure as well as related Supreme Court decisions on Constitutional guarantees of the accused. The integrity of the investigation and consideration of cultural differences that may be encountered during an investigation are also examined (GELO4). Official violations of police behavior and abuse of prisoner’s rights are also examined and assessed to ensure awareness of ethical issues and to augment the criminal justice practitioner’s capacity for self-evaluation and positive moral decisions (GELO5).

**Maximum Enrollment:**
40

**Maximum Enrollment Justification:**

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

**TOP code:**
2105.00*

**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 criminal procedure from arrest to the final adjudication of the case. The principles of constitutional, federal, state and civil laws are scrutinized as they apply to law enforcement. The course also focuses on the procedural aspects of the court system from the arraignment, preliminary hearing, jury selection, trial, jury instructions, acquittal or finding of guilt and sentencing. Other procedural topics such as direct and cross examination are also analyzed.

**Schedule Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the
This course examines the Constitutional issues and laws that encompass criminal procedures from arrest, trial, to final judgment of the case.

**Need for the course:**
This course provides a basic understanding criminal procedure from arrest to the final resolution of the case. Cultural diversity, ethics, as well as cultural shifts in society and their relation to the application of criminal procedure are also examined. This course is crucial to the professional development of an individual choosing criminal justice as a career path. This is a core course and is required for completion in the Administration of Justice Certificate and Associate Degree Programs. In addition, this course meets the requirement for transfer to UC, CSU, as a restricted core course for the AS-T Program and meets the B2 area for the associates' degree.

**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.

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

- ENGL 092 or
- ENGL 098 or
- ESL 098W

**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 evaluate the historical development of the American Criminal Justice System from inception to the present.
2. Scrutinize and assess the criminal procedures from the arrest, incarceration and trial to the final disposition of the case.
3. Classify and compare the various criminal justice participants involved in the criminal procedures process including law enforcement, prosecutors, defense attorneys, judges, courts, probation, parole and corrections.
4. Examine and validate the specific role and importance of each agency involved in the criminal procedures process.
5. Categorize the overall structure of the American Criminal Justice System and consider how the various participants contribute to the ethical application of law in the criminal justice process.
6. Analyze and value the influence of the Constitution on the American Criminal Justice System and the Constitution's application to the criminal justice process.
7. Analyze and value the influence and impact that the Criminal Justice process might have on law enforcement and the community members they serve.

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

A. Introduction to Criminal Procedure
   1. The Social Contract
   2. Common Law Heritage
   3. Constitutional Due Process
   4. Separation of Powers
B. Criminal Procedure Concepts
   1. The Adversary System
   2. Presumptions of Innocence
   3. Burden of Proof
   4. Jurisdiction, Elements and Identification
   5. The Corpus Delicti Rule

C. Justice System Components
   1. Victims
   2. Witnesses
   3. Investigative Components
   4. Prosecutorial Components
   5. Defense Components

D. Investigation and Arrest Procedure
   1. Crime Detection
   2. Testimonial Evidence
   3. Physical Evidence
   4. Arrest Procedure

E. Crime Charging Procedure
   1. The Decision to Prosecute
   2. Limitations on Prosecutorial Discretion
   3. Charge Selection
   4. The Pleadings
   5. Alternatives to Charging

F. Preliminary Procedure
   1. Securing Defendant's Appearance
   2. Arraignment
3. Release from Custody
4. Preliminary Hearing

G. Pretrial Procedure
1. Attacks on the Forum
2. Attacks on the Pleadings
3. Discovery Motions
4. Marsden Motion
5. Evidentiary Motions

H. Preparation for Trial
1. Witness Evaluation and Preparation
2. The Subpoena Process
3. Crime Scene Inspection
4. Exhibits and Presentation Aids

I. Trial Procedure
1. Rules of Procedure
2. Waiver of Jury Trial
3. Jury Selection
4. Attachment of Jeopardy
5. Case-In-Chief
6. Motion for Mistrial

J. Testimonial Procedure
1. Preparation
2. Demeanor
3. Testifying on Direct
4. Testifying on Cross

K. Post-Conviction Issues
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, multimedia and PowerPoint), will introduce the Criminal Justice System throughout the course in order for the student to identify the origins and development of the criminal justice components and process such as history of law, the U.S. Criminal Justice System, contemporary law enforcement, community policing, ethics in law enforcement, courts and corrections.

- **Method:** Discussion
  **Integration:** Group discussions will examine and evaluate selected topics of the criminal justice process such as the arrest process and charging of the offense in court in order to impart skills to the student to allow them to differentiate the involvement of the various components of the criminal justice process.

- **Method:** Film/video Viewing and Discussion
  **Integration:** DVD video and other online material related to topics of debate in the criminal justice system will be presented during the course in order to illustrate and encourage class discussion on criminal justice issues as portrayed in the media presentation such as unequal justice due to race or socioeconomic status.

- **Method:** Visiting Lecturers
  **Integration:** Current and former practitioners in the field of law enforcement will present lectures on their experiences working in the criminal justice system in order for the student to evaluate the factual application of course topics and discussions in the criminal justice process.

- **Method:** Homework
  **Integration:** Homework will be required for students in the form of answering the short essay questions at the end of each chapter and be prepared for discussion of the topics at the next class meeting in order to reinforce the lecture 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:** Exams/Tests
  **Integration:** Quizzes and examinations will be conducted on class lecture and text-book reading assignments to measure the student's retention of course material. Exams will cover student understanding of the criminal justice system and process.

- **Method:** Research Projects
  **Integration:** A research paper describing the criminal justice process from arrest to adjudication will be required during the course in order to gauge the student's understanding of the course material. The paper must describe each step in the process including arrest, commencement of formal charges, trial process, appeal process if applicable, and the responsibilities of the corrections system. The paper will be submitted for instructor review and critique. The paper will be evaluated for required content, accurate description of the process, and discussion of how the criminal justice system process protects and responds to racial, cultural and socioeconomic issues.

- **Method:** Group Projects
  **Integration:** Group project and presentation will be completed during the course to identify how external and internal factors can influence the criminal justice process. Presentation will be evaluated based on identification of the factors such as budget constraints and perceived unequal application of law and demonstration of successful strategies to overcome the factors. Evaluation will be based on each participant's contributions to the project as well...
as overall effectiveness of the presentation.

- **Method:** Homework
  - **Integration:** Completion of short essay answers to selected questions found at the end of each chapter in the course book. The work will be submitted at the end of each class meeting via the assignment section via CMS. Instructor will evaluate the student’s analysis of the criminal justice process and the criminal justice system response to the ethical and equal application of the process within the criminal justice 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:

A. Officers Jones and Smith were executing a search warrant for a shotgun allegedly used in a murder. They knocked at the house of the suspect and waited a full minute. When there was no response, they broke in and conducted a search but did not find the shotgun. They were later sued for unlawful entry. Was their entry lawful? Justify your answer.

B. Write a research paper on the criminal justice process from arrest to adjudication. Describe each step in the process. Sample research topic: “At time of arrest, what Constitutional guarantees are in place to ensure the person’s civil rights are not violated (4th, 5th and 6th Amendments)? What are the steps in the trial process (arraignment, preliminary hearing, exclusionary hearing, etc.)? Analyze and value the correctional component of the criminal justice process regarding effective rehabilitation of the offender.

### Textbooks:


### Other Resources:

#### Minimum Qualification

- Administration of Justice

### Mt. San Jacinto College

Request for Placement on Curriculum Committee Agenda
**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

**Form A2**

**Submitted by:** William Farrar  
**Date:** 08/01/2018

**Catalog:**  
2019 - 2020

**Proposed Course:**  
AJ 111 - Criminal Procedures

**Proposal Type:**  
CTE 2 Year Review

**Rationale:**

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

**Recommended Preparation**  
ENGL 092
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/01/2018
   (Submitter)

2. William Farrar 08/22/2018
   (MVC Department Chair)

3. Joyce Johnson 08/23/2018
   (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 FA19 (2019-20 Catalog)

---

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

Submitted By: William Farrar
Dept: Administration of Justice
1. Course Title: Criminal Procedures
2. Course Number: AJ 111

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

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student 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.

<table>
<thead>
<tr>
<th>Item</th>
<th>Requirement</th>
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<td>Evaluate and analyze the limitations of the “5 paragraph essay” structure and investigate and validate (through examples and original composition) other organizational structures.</td>
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<tr>
<td>Create, examine, analyze, and document metacognitive responses to written texts, both student essays and published non-fictional texts.</td>
<td>X</td>
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<tr>
<td>Demonstrate competence in standard American English: grammar, usage, and spelling.</td>
<td>X</td>
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<td>Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.</td>
<td>X</td>
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</table>

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)

Form E3

Submitted By: William Farrar
Date: 08/01/2018

Dept: Administration of Justice

1. Course Title: Criminal Procedures
2. Course Number: AJ 111

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

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing
skills that will enhance student success.

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.

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.
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE 
Form A8

Submitted by: William Farrar
Date: 08/01/2018

Catalog: 2019 - 2020

Proposed Course: AJ 115 - Introduction to Probation and Parole
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.
This is a 2-year standard review in order to keep the course in compliance with Title 5. Textbooks were also revised and updated.

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 aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws related to probation and
parole, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

**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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

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

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)
General Education Justification:

**Maximum Enrollment:**
40

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

**TOP code:**
2105.20*

**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:**
(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 the history and role of probation and parole and its interaction with the various components of the criminal justice system. The course includes the history and duties of probation officers and parole agents and their supervision of the probationer and parolee in the community.

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

This is a course on the history and role of probation and parole and their interaction with the other components of the criminal justice system.

**Need for the course:**
This course provides a basic understanding of the role of probation and parole within the Criminal Justice System and is crucial to the professional development of an individual choosing this area as a career path. This course is an elective in the Administration of Justice / Corrections Certificate Program.

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

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

**Recommend Preparation:**
Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.
- ENGL 092 or
- ENGL 098 or
- ESL 098W

**Other Enrollment Criteria:**
- none-

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

1. Analyze the purpose of probation and parole and evaluate their role in the court system and their role in rehabilitation...
of the offender and safety of the community.
2. Examine and compare the differences and similarities in duties performed between probation and parole.
3. Investigate and value the past and current rehabilitation model programs used in supervision of probation or paroled offenders.
4. Appraise and validate the underlying philosophy of probation and parole in efforts towards rehabilitation.
5. Classify and rate the importance of realistic conditions of probation and parole and how such conditions affect successful rehabilitation of the offender.

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

1. Probation and Parole in Criminal Justice
   A. Criminal Justice System
      1. Goals
      2. Expectations
      3. Costs
      4. Why Probation and Parole?
      5. Bargain Justice
      6. Define Crime
      7. Define Criminal
      8. Levels of Evidence
      9. Pretrial Court Appearance
      10. Trials
      11. Sentencing
   B. Causes of Crime
      1. Primitive Systems
      2. Lex Talionis
      3. Code of Hammurabi
      4. Restitution
      5. Classicalism
      6. Social Contracts
      7. Deterrence
      8. Neoclassicalism
      9. Positivism
   C. Role of Probation
      1. Advantages
      2. Disadvantages
      3. Conditions
   D. Role of Parole
      1. Advantages
      2. Disadvantages
      3. Conditions

2. Probation History and Administration
   A. John Augustus
      1. Probation History
      2. Judicial Reprieve
      3. Ex Parte United States (1916)
   B. History
   C. Early forms
      1. Boston 1978
      2. Rhode Island
      3. Juvenile Court Act of 1899
      4. Federal Probation System
   D. Case Law and Conditions of Probation
      1. Standard Conditions
      2. Special Conditions
      3. Fees
      4. Restitution
      5. Community Service

   A. Pretrial Release
      1. Eighth Amendment
      2. Prediction Scales
      3. Diversion Programs
      4. U.S. Pretrial Officers
B. Presentence Investigation Report
   1. Based on Investigation
   2. Judge’s Role
   3. Probation Officer Role
   4. Purpose of PSI
   5. 1984 Criminal Fines Act
   6. 1987 Criminal Fines Improvement Act
   7. Content of PSI
C. Gathering Information
   1. Defendant
   2. Arresting Officers
   3. Victim
   4. Employers
   5. Other Persons
   6. Records and Reports

4. Parole and the Indeterminate Sentence
   A. Parole Developments in the US
      1. Maconoche and Norfolk Island
      2. Crofton and the Irish Systems
      3. Elimira Reformatory
      4. Auburn System
   B. Positivism and the Medical Model
      1. Prison Reorganization
      2. Correctional Institutions
      3. Two Assumptions
      4. Attica Uprising
      5. Alternative Models
   C. Just Deserts Era
      1. Punishment Fit the Crime
      2. Specific Penalty
   D. Indeterminate versus Determinate Sentencing
      1. Minimum Length
      2. Maximum Length
      3. Good Time
      4. Similar Sentence for Similar Crimes

5. No Parole Administration and Services
   A. Two Models
      1. Independent Model
      2. Consolidation Model
   B. Conditional Release
   C. Parole Boards
      1. Appointed by Governor
      2. Few Specific Qualifications
      3. Hearings
      5. Victim Participation
   D. Legal Decisions Affecting the Parole Board
      1. Menechino V. Oswald (1970)
      2. Greenholtz v. Inmates of Nebraska Penal and Correctional Complex (1979)
      4. Clemency

6. Treatment Theory and Practice
   A. Psychoanalytic Theory
      1. Freud
      2. Conscious
      3. Preconscious
      4. Unconscious
      5. Three Psychic Phenomena
      6. Psychoanalytic Treatment
   B. Social Casework
      1. Purpose
2. Focus
3. Assessment
4. Planning
5. Action

C. Learning Theory and Behavior Modification
   1. Cognitive Behavioral Theory
   2. Learning Theory
   3. Reality Therapy
   4. Group Work
   5. Strain Theory
   6. Neutralization

D. Sociological Theory
   1. Travis Hirschi
   2. Internal Restraints
   3. External Restraints
   4. Labeling

7. Probation and Parole Officers
   A. Tasks of Probation/Parole Officers
      1. Minimum Requirements
      2. Qualifications
      3. Basic Knowledge
      4. Individual Characteristics
   B. Legal Liability of Probation/Parole Officers
   C. Selection of Probation/Parole Officers
      1. Merit System
      2. Appointment System
      3. Combined System

8. Probation and Parole Supervision
   A. Classification in Probation and Parole
      1. Security Needs
      2. Relevant Rehabilitation
      3. Caseload Management
      4. Initial Interview
   B. Conditions of Probation/Parole
      1. Management Strategies
   C. Supervision Process in Probation and Parole
   D. Violating Probation and Parole
      1. Violations – Two Types
      2. Probable Cause Hearing
      3. Revocation Hearing
      4. Preponderance of the Evidence
      5. Technical Violation
      6. New Offense Violation

9. Intermediate Punishments
   A. Intensive Supervision
      1. Purpose
      2. Overcrowding
      3. Costs
      4. Diversion
      5. Enhancement
      6. Georgia Intensive Probation Supervision
      7. Texas Intensive Supervision Program
8. Research Findings
B. Electronic Monitoring
   1. Punishment
   2. Deterrent
   3. Protection
   4. Type 1
   5. Type 2
C. Global Positioning Systems
   1. Ankle Bracelet
   2. Costs
   3. Candidates
   4. Positives
   5. Negatives
D. Halfway Houses
E. Shock Incarceration

10. Special Issues and Programs in Probation and Parole
A. Substance-Abusing Offenders
   1. Methadone
   2. Buprenorphine
   3. Behavior Modification
   4. Chemical Dependency Programs
   5. Drug Testing
B. Offenders with TB, HIV/AIDS
   1. Statistics
   2. Disclosure
C. Sex Offenders
   1. Statistics
   2. Jacob Wetterling Act (1994)
D. Female Offenders
   1. Statistics

11. Probation and Parole in Juvenile Justice
A. History of juvenile Court
B. Emergence of Juvenile Court
C. Juvenile Court Procedures
D. Legal Decisions
   2. In re Gault (1967)

12. The Future of Probation and Parole
A. Probation and Parole: Success or Failure?
   1. Research
   2. Adequate Supervision
   3. Evidence-Based Practice
B. Goals of Probation and Parole
   1. Social Service Model
   2. Control Model
C. Future Goals
   2. Re-Entry Support Programs
   3. Proactive Community Supervision

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

- **Method:** Visiting Lecturers
- **Integration:** Current and former practitioners in the field of probation and parole will present lectures on their experiences working in the criminal justice system in order to translate theory into practice in the practical application of probation and parole.
Method: Lecture
Integration: Lecture, with supporting visual materials (overhead slides, multimedia and PowerPoint), will be used to introduce the concept of probation and parole in order to analyze and value the origins and development of probation and parole in the correctional systems as well as the ethical process in which probation and parole are administered.

Method: Discussion
Integration: Group discussions will be held to examine and evaluate selected topics of the probation and parole process in order to impart skills to differentiate the involvement of the various criminal justice contributors and the considerations required in the administration of probation and parole as well as their effect on rehabilitation of the offender and safety of the community.

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: Quizzes and examinations on class lecture and text book reading assignments in order to measure the student's retention of course material. Exams will cover student understanding of the history and application of the probation and parole process.

Method: Homework
Integration: Completion of the short essay questions at the end of each chapter and preparation for discussion at the next class meeting in order to reinforce the lecture material. Work will be submitted to the instructor at the end of each class for critique and evaluation.

Method: Research Projects
Integration: A research paper describing the relationship of probation and parole and how the programs assist in lowering the crime rate. The student will dissect and assess theories of probation and parole supervision of offenders in order to examine the deterring effect on criminal activity.

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

A. Sample Quiz Question: "What has the Supreme Court ruled with respect to inmates being represented by attorneys at a parole release hearing?"

B. Sample Test Question: "What are the three systems used in the selection of probation/parole officers? Give a brief description of each process."

C. Sample Theory Paper: "What is the most effective treatment program for the substance abuse offender? Analyze each treatment program such as detoxification, Methadone and Buprenorphine programs, behavior modification, etc. Validate your choice as to the most effective program." This assignment must be in APA Format and will be evaluated for content, spelling, grammar and sentence structure.

Textbooks:

Other Resources:

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

Submitted by: William Farrar
Date: 08/01/2018
Catalog: 2019 - 2020
Proposed Course: AJ 115 - Introduction to Probation and Parole
Proposal Type: CTE 2 Year Review

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

Recommended Preparation
ENGL 092
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or
Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or
Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. William Farrar 08/01/2018  (Submitter)
2.  
   (SJC Department Chair)
3. William Farrar 08/22/2018  (MVC Department Chair)
4.  
   (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018  (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

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<tr>
<th>Submitted By:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/01/2018</th>
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<tr>
<td>Dept:</td>
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<tr>
<td>1. Course Title:</td>
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<tr>
<td>2. Course Number:</td>
<td>AJ 115</td>
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It is recommended that the following course: **ENGL 098**
be reviewed as an **Advisory**

**Justification:**
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student 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.

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

**Course being removed as a requisite to the target course**
<table>
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**It is recommended that the following Course: ENGL 098 be reviewed as an Advisory.**

**Justification:**

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.
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.  
   3.  

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

COURSE

<table>
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<th>William Farrar</th>
<th>Date:</th>
<th>08/24/2018</th>
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<td>Proposed Course:</td>
<td>AJ 117 - Introduction to Terrorism and Homeland Security</td>
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<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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This course is part of an Instructional Program in the college catalog

Summary of Action Item:
- This is a standard 2-year review in order to keep the course in compliance with Title 5.
- Textbooks were also reviewed and updated.

Relation to Program Student Learning Outcomes (PLOs): REQUIRED

This course aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws as they relate to terrorism and homeland security, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

Relation to Program Review:
As stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/24/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/28/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 09/03/2018 (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 FA19 (2019-20 Catalog)
## Administration of Justice

### Administration of Justice AJ117

#### Introduction to Terrorism and Homeland Security

### 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>Units/Hours</th>
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<tr>
<td>Lecture Units</td>
<td>3.00</td>
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<tr>
<td>Lecture Contact Hours</td>
<td>48.00 - 54.00</td>
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<tr>
<td>Lecture Homework Hours</td>
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### Stand Alone:

Program Applicable

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

- B2 SOCIAL & BEHAVIORAL SCIENCES

### General Education Justification:

AJ117 - Introduction to Terrorism and Homeland Security is consistent with the intent of Area B2 as this course explores the historical development of both domestic and international terrorism, provides a foundational knowledge of current terrorist groups and their tactics, and examines the fair application of law and policy. This course examines the complex issues relating to terrorism to include the application of laws and the importance of fairness and respect for social and cultural diversity (GELO1). Included in the course is an evaluation of cultural differences as well as the evaluation and evolution of theories and methodologies of terrorist acts and those who commit these acts (GELO2) and (GELO3). This course examines the investigative procedure and the fair application of laws as well as United States Supreme Court decisions that impact constitutional issues. The integrity of an investigation and consideration of cultural differences that may be encountered will also be examined (GELO4). Finally, this course will examine the ethical issues related to individual freedoms and the need for positive moral decisions (GELO5).

### Maximum Enrollment:

- Maximum Enrollment: 40

### Catalog Description:

This course covers the historical and contemporary issues interrelating terrorism, intelligence and homeland security. The
course represents not only a strong scholarly approach to the study of terrorism, but also incorporates the real world experience of federal agents and police officers tasked with preventing terrorism in our country. It is designed to help students develop a working knowledge of people, ideas, organizations, and current issues in the field.

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 explores the historical development of domestic and international terrorism, provides a foundational knowledge of current terrorist groups and tactics, and examines counter-terrorism methods.

Need for the course:
Terrorism, intelligence, and homeland security are three subjects that often times dominate today’s news events. No other issues are so prominent, compelling, or so critically important to our communities and our nation as these three separate but interconnected topics. Law enforcement has been tasked as not only first responders but also the first line of defense. This is an elective course for the completion in the Administration of Justice Certificate and Associate Degree Programs. In addition, this course meets the requirement for transfer to CSU for elective units.

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.
- ENGL 092 or
- ENGL 098 or
- ESL 098W

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:
2. Document the evolution of Homeland Security as it relates to terrorism.
4. Differentiate between Homeland Security and law enforcement.
5. Compare and contrast counter-terrorism and counter-intelligence.

Course Content:
(please number the outline of main topics and subtopics)
1. Defining, Conceptualizing, and Understanding Terrorism
   1. The Concept of Terrorism
      a. Old Terrorism
      b. New Terrorism
      c. Domestic Terrorism
      d. International Terrorism
   2. Terrorism: Individual Perspective and Culture
      a. Defining Terrorism
      b. Individual Perspective
      c. Cultural Perspective
   3. Terrorism is a Contested Concept
      a. Bermuda Triangle of Terrorism
   4. Evidence Base for Terrorism
      a. Contested Concepts
b. Definition Triangle
5. The United States View of Hezbollah
6. Who are Terrorists?

2. Political Ideology and the Historical Roots of Terrorism
   1. Revolutionary Ideology and Terror
      a. Anarchism
      b. Marxism
      c. The Vanguard
   2. Latin American Leftist Groups
   3. European Leftist Groups
   4. Historical Roots of Terrorism in the Middle East
      a. Colonialism and the Mandate System
   5. The Impact of World War II and the Establishment of Israel
      a. The Palestinian Resistance Movement
   6. Politics, Oil, and Terrorism in the Modern Era
   7. The Islamic State

3. Understanding the Middle East and Islam
   1. The Middle East: Strife, Misunderstandings, and Turmoil
      a. The Middle East: Geography
      b. The Middle East: History
      c. The Middle East: Culture
   2. Americans Ask – Why Attack Us?
      a. The Prophet Muhammad and the Beginning of Islam
      b. The Emergence of two Muslim Traditions: Sunni and Shi’a
      c. The Concept of Jihad
   3. Islam and Terrorism
   4. The Five Pillars of Islam
      a. Testimony of Faith
      b. Prayer
      c. Giving Alms
      d. Fasting
      e. Pilgrimage to Mecca

4. The Rise of Radical Islam
   1. Selective Interpretation of Scripture and Doctrine
      a. Misinterpretation of Symbolic Words
   2. The Justification of Use of Violence Called by God
      a. Charismatic Leadership
   3. The Political Dimension of Islamic Fundamentalism
      a. The Arab Revolution
      b. The Historical Roots of Islamic Fundamentalism
      c. Islamic Ideologies
   4. The Ideologies of Islamic Fundamentalists
   5. The Rise of Palestinian Jihad
      a. Salafism
   6. The Evolution of Terrorist Groups
      a. The Ideology of al Qaeda
      b. Khomeinism
      c. Hezbollah

5. Terrorist Organizations and Structures
   1. Dilemmas of Terrorism Organizations
      a. Action Versus Secrecy
      b. Growth Versus Control
      c. Who Joined the Cause
      d. Success Versus Longevity
   2. The Islamic State and Recruiting
      a. Resource Acquisition
   3. Terrorist Organization Models
      a. Lone Wolf Organizational Model
      b. Cell Organization Models
      c. Network Organization Model
d. The Wheel Network  
e. Hierarchical Organizational Model  
f. Umbrella Organizational Model  

4. Target Selection and Attacks  
5. Suicide Bombing Attacks  
6. How do Terrorist Organizations End?

6. Critical Processes of Terrorist organizations  
1. The Two Essential Sets of Terrorist Organizational Tools  
a. The Four Organizational Tools  
b. The Six Operational Tools  
2. Narco-Terrorism  
3. Traditional for-Profit Crimes  
4. Sponsorship, Donations, Charities  
5. Convergence

7. Typologies of Terrorism: State Involved and Single or Special Issue Movements  
1. A Political Orientation Based Typology; the Four Waves of Terrorism  
2. Motivation Based Typologies  
a. State Involved Terrorism  
b. State Terrorism  
c. State Enabled Terrorism  
d. State Sponsored Terrorism  
e. State Perpetrated International Terrorism  
3. Single Issue or Special Issue Threats and Extremism  
a. The Animal Liberation Front  
b. The Earth Liberation Front  
1. Greenpeace  
4. Anti-Genetically Modified Organism Groups  
5. Anti-Technologist  
6. Anti-Abortionists

8. Typologies of Terrorism: The Right and Left Wings, Separatist and Nationalists  
1. The Right Wing  
a. The International Right Wing  
b. Issues in Defining the Right Wing  
c. Right Wing Attacks and Ideology in America  
d. The Three Major Ideological Right-Wing Movements in the U.S.  
2. The Left-Wing Movement  
3. The Black Panther Party  
4. Patty Hearst and the Symbionese Liberation Army  
5. Separatist or National Movements  
6. Chinese Separatists/Terrorist Attacks

9. Intelligence and Terrorism  
1. Defining Intelligence and Counterintelligence  
2. Overview of the U.S. Intelligence Community  
a. The National Counterterrorism Center (NCTC)  
3. The Central Intelligence Agency (CIA)  
4. The Federal Bureau of Investigation (FBI)  
a. Blured Lines and Conflicting Roles  
5. The National Security Agency (NSA)  
a. Intelligence and Cyberterrorism  
6. Other Agencies within the Intelligence Community  
a. The Defense Intelligence Agency (DIA)  
b. National Geospatial Intelligence Agency (NGA)  
c. National Reconnaissance Office (NRO)  
d. State Bureau of Intelligence and Research  
e. U.S. Department of Homeland Security, Office of Intelligence and Analysis  
7. Intelligence at the State and Local Level  
a. The Intelligence Process and Cycle  
b. Fusion Centers  
c. U.S. Department of Homeland Security and Fusion Centers
10. Intelligence, Terrorism and the U.S. Constitution
   a. The USA PATRIOT Act
   b. The Reauthorized Patriot Act 2006
   c. The Reauthorized Patriot Act 2011
2. Constitutional Rights and the USA Patriot Act
   a. The First Amendment
   b. The Fourth Amendment
   c. The Fifth Amendment
   d. The Sixth Amendment
   a. NYPD and intelligence
   b. The Military and policing Functions: Posse Comitatus
   c. The Use of Domestic Drones
   d. Intelligence and Torture
   e. Outing Intelligence: Leaks and Insecurity

11. Homeland Security
   1. Overview of the U.S. Department of Homeland Security
   a. The Five Missions of the U.S. Department of Homeland Security
   2. Components of the U.S. Department of Homeland Security
   3. Customs and Boarder Protection
   4. Federal Emergency Management Agency (FEMA)
   5. U.S. Coast Guard (USCG)
   6. Transportation Security Administration (TSA)
   7. U.S. Immigration and Customs Enforcement (ICE)
   8. U.S. Secret Service (USSS)
   9. U.S. Citizenship and immigration Services (USCIS)
   10. DHS and Other Homeland Security Units

12. America’s Vulnerability to Terrorism
   1. The Impact of 9/11 and the USA Patriot Act
   2. The Role of the Federal Bureau of Investigation (FBI)
   3. The Role of the Federal Emergency Management Agency (FEMA)
   4. The National Infrastructure Protection Plan
   a. Communication Sector
   b. Emergency Services Sector
   c. Energy Sector
   d. Dams Sector
   e. Nuclear Sector
   f. Water Sector
   g. Chemical Sector
   h. Commercial Facilities Sector
   i. Healthcare and Public Health Sector
   j. Food and Agriculture Sector
   k. Critical Manufacturing Sector
   l. Transportation Sector
   m. Government Facilities Sector
   n. Banking and Finance Sector
   o. Defense Industrial Base Sector
   p. Information Technology Sector Information Warfare

13. Emergency Management
   1. The Severity Continuum
   a. Mutual Aid Agreements
   2. The Evolution of Emergency Management
   a. World War I to the 1930’s
   b. The Impact of World War II
   c. The 1950’s and 1960’s
   d. The 1970’s and the Emergence of FEMA
   e. The 1980’s to Present
   3. Weapons of Mass Destruction and CBRNE Attacks
   a. The U.S. Military and CBRNE Attacks
   b. The Centers for Disease Control and Prevention
   4. The National Incident Management System
5. The U.S. Coast Guard and the National Strike Force
6. The Incident Command System (ICS)
7. The Emergency Operations Center (EOC)
8. The National Preparedness System
   a. Preparedness Goals
   b. Preparedness Systems
   c. Preparedness Reports

14. Combating Terrorism and the Future
1. Overview of Anti-Terrorism
2. Anti-Terrorism Organizations and Activities
   a. U.S. Northern Command
   b. U.S. Department of the Treasury
   c. Federal Bureau of Investigation
   d. Immigration and Customs Enforcement
   e. U.S. Marine Corps
   f. U.S. Attorney's Office
   g. Transportation and Security Administration
   h. U.S. Department of Energy
3. U.S. Special Operations Command
4. Overview of Counterterrorism
5. Counterterrorism and Forms of Military Action
6. Counterterrorism Organizations and Activities
   a. U.S. Army and Special Forces – Green Berets
   b. U.S. Army - Delta Force
   c. U.S. Navy – SEAL Teams
   d. U.S. Army – 75th Ranger Regiment
7. Central Intelligence Agency Special Activities
8. Federal Bureau of Investigation – Hostage Rescue Team (HRT)
9. Foreign Counterterrorism Organizations
   a. Great Britain – 22nd Special Air Service
   b. Germany – GSG9
   c. Israel – Sayeret, Matkal, Shayeter-13, and Mistavarim

15. Terrorism, Intelligence and Homeland Security: The Future
1. Trends in Terrorist Attacks
   a. What the Data Reveals
2. Terrorism and the United States
   a. Homegrown and Lone Wolf Terrorists
   b. Predicting Terrorism
3. Social Media and jihad
4. Crude Devices and non-Sophisticated Weapons
5. AL-Qaeda, Fractionalization, and the Rest of the World
   a. Transportation Hubs and Other Terrorist Targets
   b. Future Attacks on Critical Infrastructure
6. The Role of Modern Media in Terrorism
7. Strategy, Policy, and Beyond
**Methods of Instruction:**

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

<table>
<thead>
<tr>
<th>Method</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Present course information to the student via lecture with the assistance of handouts, PowerPoint, and media/video in order to illustrate the concepts of terrorism, homeland security, and the law enforcement response to terrorism.</td>
</tr>
<tr>
<td>Discussion</td>
<td>Group discussions which compare and contrast selected topics in order to identify terrorist groups to include international and domestic groups.</td>
</tr>
<tr>
<td>In-class Exercises</td>
<td>In class exercises to include &quot;table top&quot; exercises on responses to major incidents such as explosions, power outages, or other significant incidents.</td>
</tr>
<tr>
<td>Visiting Lecturers</td>
<td>Current and former practitioners in the criminal justice field will present lectures on their experiences in handling terrorist or major cases in order to expose students to authentic incidents.</td>
</tr>
<tr>
<td>Papers and Reports</td>
<td>The class will complete a research paper on a selected terrorism topic that will allow the student to research and document information: example - How does the USA Patriot Act impact the Fourth Amendment?</td>
</tr>
</tbody>
</table>

**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:

<table>
<thead>
<tr>
<th>Method</th>
<th>Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams/Tests</td>
<td>Examinations and quizzes will be conducted on class lectures, case studies, and textbook reading assignments to determine the student's retention of course material.</td>
</tr>
<tr>
<td>Homework</td>
<td>The students will complete homework assignments to include individual case study summaries of discussion questions at the end of each chapter. The students will be evaluated on their ability to assess the discussion questions and their successful application of the course material in their responses.</td>
</tr>
</tbody>
</table>
| Simulation | The students will participate in a "table top" exercise of a simulated terrorism act. Students will be evaluated on their ability to incorporate course instruction into completion of the exercise. Assessment will be based on the students ability to identify and classify the types of incidents and their aptitude in preparing a response to the
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. Examinations will be conducted on class lecture and textbook reading assignments to measure the student's retention of course material. Sample question: What year did the USA PATRIOT Act pass?

2. Answer selected questions at the end of each chapter in the assigned text. Sample question: Following 9/11 a national survey revealed some Americans made two important changes to their lives. What were they?

3. Write a research paper using APA format. Sample Topic: What impact has the USA Patriot Act had on law enforcement? How has this impacted the Fourth Amendment to the U.S. Constitution?

Textbooks:


Other Resources:

Minimum Qualification

- Administration of Justice
Recommended Preparation
ENGL 092
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. William Farrar 08/24/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/28/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 09/03/2018 (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 FA19 (2019-20 Catalog)

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

Form E2
Submitted By: William Farrar Date: 08/24/2018
Dept: Administration of Justice
1. Course Title: Introduction to Terrorism and Homeland Security
2. Course Number: AJ 117

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

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student 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.

- Organize and compose essays in a clear, unified, and coherent manner using critical thinking skills. At least 5 essays will total at least 4,000 words/15 typed pages. At least one essay must be written in-class with time constraints, and one essay must be a research essay of no more than 5 pages and no fewer than 3 outside sources. (No literary analysis in essays)

- Evaluate and select the appropriate rhetorical mode(s), audience, and the steps to completion for a given writing situation.

- Compose and predict effective thesis statements.

- Compose paragraphs with a focused topic sentence, which indicates main idea, author's claim, and a roadmap, supporting points presented in a logical order, and a summarizing conclusion.

- Evaluate and analyze the limitations of the "5 paragraph essay" structure and investigate and validate (through examples and original composition) other organizational structures.

- Create, examine, analyze, and document metacognitive responses to written texts, both student essays and published non-fictional texts.

- Demonstrate competence in standard American English: grammar, usage, and spelling.

- Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.

- Evaluate critically and respond constructively to compositions within a community of writers.

- Course being removed as a requisite to the target course
Mt. San Jacinto College
UC/CSU Prerequisite/Corequisite
Addition/Removal Justification
(one pre- or corequisite or advisory per form)

Submitted By: William Farrar
Date: 08/24/2018

Dept: Administration of Justice

1. Course Title: Introduction to Terrorism and Homeland Security
2. Course Number: AJ 117

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

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

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
3

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

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.
<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/24/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>AJ 118 - Community and the Justice System</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary of Action Item:**

- This course is part of an Instructional Program in the college catalog
- This is a standard 2-year review in order to keep the course in compliance with Title 5.
- Textbooks were also revised and updated.
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 aligns with the department’s program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to community policing.

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 stated in the department’s most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/24/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/28/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 09/03/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: William Farrar Date: 09/19/2018

Department
Subject
Course Number
Title
Administration of Justice
Administration of Justice AJ
118
Community and the Justice System

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
3.00
Lecture Contact Hours
48.00 - 54.00
Lecture Homework Hours
96.00 - 108.00

Total Units
3.00
Total Contact Hours
48.00 - 54.00

280
### 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>
<tbody>
<tr>
<td><strong>Maximum Enrollment Justification:</strong></td>
<td>Justification:</td>
</tr>
<tr>
<td><strong>Grading Method:</strong></td>
<td>Letter Grade or P/NP</td>
</tr>
<tr>
<td><strong>TOP code:</strong></td>
<td>2105.00*</td>
</tr>
</tbody>
</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 examines the complex, dynamic relationship between communities and the justice system in addressing crime, including the conflicts, challenges, and prospects of administering justice within a diverse multicultural population. Topics may include the consensus and conflicting values in culture, religion, and law. |

### 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 explores the connection between the justice system and the community with emphasis on improving relationships and the ethical application of the law. |

### Need for the course:
This course provides a basic understanding of the relationship of the criminal justice system and the community. Cultural diversity, ethics, as well as cultural shifts in society and their relation in the application of law in the community are also examined. This course is crucial to the professional development of an individual choosing criminal justice as a career path. This is a core course and is required for completion in the Administration of Justice Certificate and Associate Degree Programs. In addition, this course meets the requirement for transfer to UC, CSU, as a restricted core course for the AS-T Program and meets the B2 area for the associates' degree.

### 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.
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 and review the strategies for the administration of justice in a law enforcement agency.
2. Analyze the concept of community partnership between the public and the criminal justice system and validate its importance.
3. Investigate the history and evolution of multiculturalism in the U.S. and consider the challenges to the criminal justice system as presented by a multicultural society.
4. Analyze and review key issues that pose potential conflict between diverse communities and the courts, police and corrections and the effect of those issues regarding social tolerance.
5. Evaluate and review the strategies for the administration of justice in a law enforcement agency.
6. Analyze and value the development of the concept of community policing in an effort by law enforcement to develop more effective criminal justice/community partnerships.
7. Differentiate and consider obstacles that may be encountered during the implementation of criminal justice/community partnerships within both law enforcement and the community.
8. Examine and assess the effectiveness of criminal justice/community partnerships in deterring juvenile delinquency in the community.

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

A. The Evolution of Community Policing
   1. What is Community Policing?
   2. History of Community Policing
   3. The Beginnings of Modern Police Forces
      a. Policing in the United States
   4. The Three Eras of Policing
      a. Political Era
      b. Reform Era
      c. Community Era
   5. Features of Community Policing
   6. Essential Elements of Community Policing
      a. Philosophical Dimension
      b. Strategic Dimension
      c. Tactical Dimension
d. Organizational Dimension

B. Inside Police Agencies: Understanding Mission and Culture

1. The Police Mission
   a. Fighting Crime Versus Service to the Public

2. Who are the Police?

3. The Police Culture
   a. Negative Perceptions of the Police Culture
   b. Positive Perceptions of the Police Culture
   c. Researching Officer Attitudes

4. The Police Image

5. Police Descretion

6. Use of Force

7. Ethical Policing
   a. Building Blocks
   b. Ethics in the Field
   c. Police Corruption
   d. Investigative Commissions

C. Understanding and involving the Community

1. Community Defined

2. Social Capital

3. Lack of Community
   a. Bowling Alone
   b. Broken Windows
   c. Other Factors

4. Community and Crime

5. Community Demographics
6. Changing Population

7. Organizations and Institutions

8. The Public-Private Policing Interaction

9. The Power Structure

10. The Criminal Justice System

11. Restorative Justice

12. Citizen involvement in the Law Enforcement Community
   a. Civilian Review Boards
   b. Citizen Patrol
   c. Citizen Police Academies
   d. Citizen Volunteers

D. Problem Solving: Proactive Policing

1. What is Problem Oriented Policing?
   a. Problem Defined
   b. From incidents to Problems
   c. Community Policing and Problem-Oriented Policing
   d. Key Elements

2. The SARA Model
   a. Scanning and Analysis
   b. Response by Law Enforcement
   c. Assessing Responses to Problems
   d. SARA in Action

3. Making Ethical Decisions

4. Using Technology for Problem Solving
   a. Compstat
   b. Crime Mapping
c. GIS

d. Geospatial Analysis

e. Geographic Profiling

5. Common Mistakes

E. Implementing Community Policing

1. Needed Changes

2. Management Styles

3. Creating Vision and Mission Statements

4. Assessing Needs
   a. Analyzing the Department
   b. Analyzing the Community

5. Strategic Planning

6. Developing Strategies

7. Hiring and Training

8. Team Policing

9. Pitfalls to Avoid
   a. Reconciling Expectations and Results
   b. The Specialized Unit Approach
   c. Resisting the Move Toward Community Empowerment

10. Evaluating Progress

F. Communicating with a Diverse Population

1. The Communication Process
   a. Nonverbal Communication and Body Language
   b. Barriers to Communication

2. Ethnic Diversity
   a. The Immigration Issue
b. Communication with New Immigrant Populations

c. Recognizing Prejudice and Discrimination

3. Religious Diversity

4. Socioeconomic Diversity
   a. The Lower Socioeconomic Class
   b. The Powerful and Connected

5. Facing the Challenge of Diversity

6. Persons with Disabilities

7. Age Diversity

8. Victims and Witnesses

G. Building Partnerships: A Cornerstone of Community Policing

1. Why Partnerships?

2. Core Components of Partnerships/Collaborations
   a. Stakeholders
   b. Active Community Involvement
   c. Building Trust
   d. Changing Beat and Shift Assignments
   e. A shared Vision and Common Goals
   f. Partnerships

3. Benefits of Partnerships

4. Criticisms of Partnerships

5. Call Management
   a. 311 System in Baltimore
   b. Online Reporting
   c. Calls for Service

6. Citizen Police Academies
7. Key Collaborators
   a. Community Prosecutors
   b. Community Courts
   c. Community Corrections
   d. Private Security
   e. Volunteers

H. Forming Partnerships with the Media
   1. The Police and the Media
   2. The First Amendment and Freedom of the Press
   3. The Sixth Amendment, Suspect's Rights, and Criminal Investigation
   4. Victims Privacy Rights
   5. Conflict Between the Media and the Police
      a. Sources of Conflict
      b. Benefits of Conflict
   6. Criticisms of the Media
   7. The Media's Impact on the Criminal Justice System
   8. General Policies and Protocol
   9. Understanding and Improving Relations with the Media

I. Crime Prevention and Community Policing Strategies
   1. Traditional Approaches
      a. Street Lighting
      b. Property Identification
      c. Security Surveys
      d. Citizen Patrols
      e. Block Programs
      f. Crime Watch Programs
2. Efforts to Enhance Crime Prevention
   a. National Night Out
   b. Organizations Focused on Crime Prevention
   c. Using Volunteers

3. Traditional Programs
   a. McGruff
   b. PAL
   c. Officer Friendly
   d. Police Explorers
   e. DARE

4. Studies and Programs
   a. Flint Michigan Foot Patrol Program
   b. New Jersey Foot Patrol Program
   c. Oakland Foot Patrol Program
   d. San Diego Community Profile Program
   e. Houston Texas Fear Reduction Project
   f. Boston Foot Patrol Project
   g. Baltimore Citizen / Police Program
   h. The Seattle Program
   i. The potland Program
   j. The Hartford Experiment

J. Safe Neighborhoods - Traffic to Crime Problems
   1. Traffic Enforcement and Safety
   2. Addressing Disorder
   3. Reducing the Fear of Crime
   4. Using Technology to Fight Crime
5. Crime Prevention through Environmental Design
   a. Importance of Place
   b. The Risk Factor Prevention Paradigm

6. The Weed and Seed Program

7. Specific Problems
   a. Preventing Burglary
   b. Preventing Theft from Vehicles
   c. Preventing Robberies at ATM's
   d. Preventing Witness Intimidation
   e. Preventing Domestic Violence
   f. Preventing Identity Theft
   g. Preventing Prostitution
   h. Preventing Human Trafficking

K. Community and Drugs
   1. The Current Drug Problem
   2. The War on Drugs
   3. The Cost of Substance Abuse
   4. Prevention
      a. DARE
      b. Reality Based Approach
      c. Life Skills Training
   5. Treatment
   6. Law Enforcement
      a. Drug Raids
      b. Surveillance
      c. Undercover Assignments
d. Arresting Dealers

e. Arresting Users

f. Improving Intelligence

g. Combating Street Level Narcotics Sales

h. Public Housing

i. Apartment Complexes

j. Meth Labs

k. Prescription Drugs

l. Rave Parties

7. Legislation as a Tool

8. Collaborative Efforts

9. Grants to Implement Strategies

L. Community and Youth

1. Youth and Community Policing

2. Building Personal Relationships

3. Partnerships and Programs

   a. Teens on Target

   b. Youth Advisory Council

4. Recognizing Risk and Protective Factors

5. Key Indicators of Children's Well-Being

6. Federal Initiatives

   a. The Adam Walsh Safety Act

   b. America's Promise Alliance

   c. Project Safe Childhood

   d. Safe Start Initiative

7. Partnerships to Prevent Juvenile Delinquency
8. The Importance of Parental involvement

9. The Importance of Schools

10. Crime and Violence in Schools
    a. The School Resource Officer

11. After School Programs

12. Creating Safe Schools

M. The Challenge of Gangs

1. Understanding Gangs and Gang Members
    a. Gangs Defined
    b. Types of Gangs
    c. Demographics
    d. Subculture

2. Gang Activities

3. Gangs Impact on the Community

4. Why Youths Join Gangs

5. Preventing Gangs
    a. Early Response
    b. GREAT Program
    c. GRIP Program
    d. COPS and Kids

6. Recognizing the Presence of Gangs

7. Identifying Gang Members

8. The Police Response

9. Evolution of Strategies
    a. Suppression
    b. Gang Units
c. Federal Efforts

d. Comprehensive Gang Model

e. Gang Injunctions

10. Local Strategies

11. The Gang's Place within the Community

12. Providing Alternatives

N. Preventing Violence

1. Violent Crime Rates

2. Causes of Violence

3. Preventing Violence

4. Hate Crimes
   a. Hate Crime Numbers
   b. Hate Crime Groups
   c. Addressing Hate Crime
   d. Preventing Hate Crime

5. Gun Violence
   a. Gun Crimes
   b. Illegal Guns
   c. Strategies to Deter Illegal Gun Possession
   d. COPS Office Programs

6. Comprehensive Gun Violence Strategies
   a. Reducing access to Firearms
   b. Teaching Gun Safe Behavior
   c. Right-to-carry Laws

7. Sexual Violence

8. Domestic Violence
9. Child Abuse
10. Workplace Violence

O. Terrorism

1. Overview
   a. Definitions of Terrorism
   b. Motivations for Terrorism

2. Classifications of Terrorist Acts
   a. Domestic
   b. International

3. Terrorists as Criminals

4. Methods used by Terrorists
   a. Explosives
   b. Weapons of Mass Destruction
   c. Technological Terrorism

5. Funding Terrorism

6. The Federal Response to Terrorism

7. The Local Police Response to Terrorism

8. Information gathering and Intelligence Sharing

9. Community Policing and Terrorism

P. The Future

1. The Importance of Research
   a. Research as a Partnership
   b. Action Research
   c. Kinds of Research

2. Research Findings on Community Policing Departments

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, multimedia and PowerPoint), will introduce the concept of criminal justice/community relations throughout the course in order for the student to discover the origins and development of the theory and assess the adaptation of community-based programs in the US Criminal Justice System.

- **Method:** Discussion
  **Integration:** Group discussions will examine and evaluate selected topics of the concept of criminal justice and community relations in order to impart skills to the student to allow them to distinguish the involvement of the community and the various participants of the criminal justice process in the implementation of community policing programs.

- **Method:** Film/video Viewing and Discussion
  **Integration:** Media presentations of criminal justice/community issues will be offered during the course in order for the student to dissect and consider the difficulties sometimes encountered when attempting to implement criminal justice/community relations programs.

- **Method:** Homework
  **Integration:** Students will answer the short essay questions at the end of each chapter and be prepared to discuss the topics at the next class meeting in order to reinforce the lecture material on criminal justice/community relations.

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 will be conducted on class lecture and text book reading assignments to measure the student's retention of course material. Students will be evaluated on their understanding of criminal justice/community relations and the concept of community policing.

- **Method:** Research Projects
  **Integration:** Students will be required to submit a research paper describing a current criminal justice/community relations issue. The student will be evaluated on their ability to dissect and judge the conflict between the criminal justice system and the community and identify possible community-based criminal justice applications designed to promote conflict resolution based on improving criminal justice/community relations.

- **Method:** Homework
  **Integration:** The student will provide short essay answers to selected questions found at the end of each chapter in the course book in order to evaluate the student's understanding of the dynamics of criminal justice/community relations and the fundamentals of the community-based criminal justice process.

- **Method:** Group Projects
  **Integration:** Group discussions will be conducted on selected criminal justice/community relations topics. The student will be evaluated on their appraisal and assessment of the effectiveness of criminal justice/community partnerships in deterring crime in the community.

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

A. Answer selected short essay questions found at the end of each chapter in the text book in order
to demonstrate an understanding of criminal justice-community relations and the fundamentals of community-based criminal justice programs. Sample question: “In what ways might the general public be perceived as “customers” of the criminal justice system?” Assignments will be posted in the assignment area of the CMS system and upon completion will be uploaded to assignment area within the CMS system for instructor review.

B. Submit a research paper describing a current police community relations issue describing the conflict between the criminal justice system and the community and identify possible community-based criminal justice applications. Sample topic: “What impact does the growing immigrant populations have on the criminal justice system? What are some cultural barriers facing law enforcement, the courts, and corrections in the application of law? How can community-based criminal justice programs improve relations between the criminal justice system and recent immigrants?” Assignments will be posted in the assignment area of the CMS system and upon completion will be uploaded to assignment area within the CMS system for instructor review.

Textbooks:


Other Resources:

Minimum Qualification

- Administration of Justice

---

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

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/24/2018</th>
</tr>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
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<tr>
<td>Proposed Course:</td>
<td>AJ 118 - Community and the Justice System</td>
<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
ENGL 092
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

or Recommended Preparation
ESL 098W

It is recommended that this requisite be (reviewed).

Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/24/2018 (Submitter)
2. William Farrar 08/28/2018 (MVC Department Chair)
3. Joyce Johnson 09/03/2018 (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 FA19 (2019-20 Catalog)

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

Form E2

Submitted By: William Farrar Date: 08/24/2018
Dept: Administration of Justice
1. Course Title: Community and the Justice System
2. Course Number: AJ 118

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

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student 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.

Organize and compose essays in a clear, unified, and coherent manner using critical thinking skills. At least 5 essays will total at least 4,000 words/15 typed pages. At least
one essay must be written in-class with time constraints, and one essay must be a research essay of no more than 5 pages and no fewer than 3 outside sources. (No literary analysis in essays)

- Evaluate and select the appropriate rhetorical mode(s), audience, and the steps to completion for a given writing situation.
- Compose and predict effective thesis statements.
- Compose paragraphs with a focused topic sentence, which indicates main idea, author's claim, and a roadmap, supporting points presented in a logical order, and a summarizing conclusion.
- Evaluate and analyze the limitations of the "5 paragraph essay" structure and investigate and validate (through examples and original composition) other organizational structures.
- Create, examine, analyze, and document metacognitive responses to written texts, both student essays and published non-fictional texts.
- Demonstrate competence in standard American English: grammar, usage, and spelling.
- Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.
- Evaluate critically and respond constructively to compositions within a community of writers.

- Course being removed as a requisite to the target course
# Mt. San Jacinto College
## UC/CSU Prerequisite/Corequisite
### Addition/Removal Justification

**Form E3**

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<td><strong>Date:</strong></td>
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</table>

**It is recommended that the following Course:** ENGL 098

**be reviewed as an Advisory**

### Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary reading comprehension and writing skills that will better ensure student success.

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. [ ]
   3. [ ]

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

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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.

This is a standard 2-year review in order to keep the course in compliance with Title 5. Textbooks were also revised and updated.

**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 aligns with the department’s program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws related to narcotics and undercover operations, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

**Relation to Program Review:**
As stated in the department’s most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: William Farrar Date: 09/19/2018

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<thead>
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<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Administration of Justice</td>
<td>Administration of Justice</td>
<td>125</td>
<td>Vice and Narcotics Control</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>
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<table>
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<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
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<tr>
<td>48.00 - 54.00</td>
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<table>
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<tr>
<th>Lecture Homework Hours</th>
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<tr>
<td>96.00 - 108.00</td>
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</table>

Stand Alone:
Program Applicable

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

General Education Justification:
**Maximum Enrollment:**

**Maximum Enrollment Justification:** 
Justification: This course can accommodate 40 students per section. Each student will receive sufficient attention from the instructor. Lecture hours will not be affected by this change.

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

**TOP code:** 2105.00*

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

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

This course examines the history and statutory case laws relating to narcotic and vice enforcement. The identification and definitions of narcotic drugs and addiction, gambling, prostitution, pornography and alcohol violations will be analyzed. This course also researches the relationship linking narcotics and vice to organized crime and the negative impact on the community.

**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 analyzes narcotics and vice crimes, their relationship to organized crime, and law enforcement efforts to reduce the problem.

**Need for the course:**
This course provides a basic understanding of the history, development of law and enforcement of narcotic and vice crimes. This course is crucial to the professional development of an individual choosing criminal justice as a career path. This course is an elective in the Administration of Justice certificate and associate's degree program.

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

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

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

- ENGL 092 or
- ENGL 098 or
- ESL 098W

**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. Differentiate and compare crimes such as robbery, auto theft and organized crime to "victim-less" crimes such as...
prostitution, lewd conduct, pornography, gambling, and narcotics use crimes. Examine and assess the differing law enforcement strategies and responses to each classification of criminal behavior.

2. Classify and appraise the laws that concentrate on narcotic and vice related criminal activity in the various California codes (Penal, Evidence and Health and Safety).

3. Contrast and evaluate the different types of evidence necessary for a successful prosecution of a narcotic offense versus a vice-related arrest.

4. Analyze and consider the legal information required to create an affidavit in support of a narcotic and/or vice-related Search Warrant.

5. Examine and assess the legal, social and political ramifications of “victim-less” crimes such as personal narcotics use and/or prostitution and their effects today's society.

6. Question and judge the various law enforcement resources used in the detection and arrest of narcotic and vice offenders.

7. Investigate and evaluate the legal, moral, and ethical concerns involving the use of confidential informants in the enforcement of narcotic and vice-related crimes.

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

1. Narcotic and Drug Control (Controlled substances)
   A. History of Narcotics
      1. Drugs in Early Times
      2. Drugs in Middle Ages
      3. Drugs in the Nineteenth Century
      4. Present Day
      5. Looking Ahead
   B. Community Issues
   C. Relationship to Organize Crime
      1. International in Scope
      2. Finance and Banking
   D. Source Countries
      1. Columbia
      2. Mexico
      3. Canada
      4. Drug Trafficking
   E. Efforts to suppress
      1. Harrison Act of 1914
      2. Marijuana Tax Act of 1937
      4. Control 2001 to Present

2. Defining a controlled substance
   A. Central Nervous System Depressants
      1. Opioids
      2. Heroin
      3. Morphine
      4. Codine
      5. Barbiturates
   B. Central Nervous System Stimulants
      1. Cocaine
      2. Amphetamines
      3. Methamphetamine
   C. Hallucinogens
      1. LSD
      2. PCP
      3. Psilocybin
      4. MDMA
      5. MDA
   D. Cannabis
      1. History
      2. Hashish
      3. THC
      4. Challenges
      5. Gateway Theory

3. Drug Taking Behavior
   A. Oral
   B. Injection
C. Inhalation
D. Absorption
E. Tolerance
F. Psychological Factors
G. Dependence

4. Narcotics Laws
   A. Overview of Federal Laws
   B. Overview of State Laws (Health and Safety Code)
   C. Overview of International Law
   D. Physical Symptoms of Controlled Substance Abuse
   E. Possession of Controlled Substances - Evidence Required

5. Investigation of Controlled Substance Sell & Distribution
   A. Transfer of Controlled Substance from Seller to Buyer
   B. On Sight Arrests
   C. Search/Arrest Warrant Arrests
   D. Surveillance Issues
      1. Definition
      2. Purpose
      3. Types
      4. Objectives
   E. Undercover Operations
      1. Definition
      2. Purpose
      3. Qualifications
   F. Use of Confidential Informants
      1. Purpose
      2. Motivational Factors
      3. Restricted Use

6. Asset Forfeiture and Money Laundering
   A. Federal Civil
   B. Criminal
   C. Judicial
   D. Administrative
   E. Advantages
   F. Equitable Sharing
   G. Who Gets What?

7. Search Warrants in Controlled Substance Enforcement
   A. Search Warrant Based upon Probable Cause
      1. Definition of a Search Warrant
      2. Parts to the Warrant
   B. Preparation of the Affidavit Supporting the Search Warrant
   C. Search Warrant Service and Controlled Substance Police Raids
      1. Planning
      2. Execution
      3. Types
      4. Briefings

8. Vice Control – Gambling Enforcement
   A. Historic Perspectives – Gambling in America
   B. Federal & California State Laws Regarding Gaming
   C. California Penal Code Section 330
   D. Federal Law & Indian Reservation Gaming
   E. The Three (3) “C’s” of Vice-Related Enforcement

9. Definition of Prostitution - Relation to Organized Crime
   A. Historic Perspectives - Prostitution in America
   B. Mann Act
   C. California State Law Regarding Prostitution
      1. Pimping
      2. Pandering
   D. California Penal Code Section 647 (b) - Soliciting for Prostitution
   E. Street Prostitution Enforcement
   F. Fixed-Location Prostitution Enforcement
   G. Human Trafficking

10. Definition of Lewd Conduct
    A. Laws Regarding the Enforcement of Lewd Conduct
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, multimedia and PowerPoint), to introduce the investigation of vice, narcotics and organized crime in order for the student to identify the origins and development of vice / narcotics laws and their relationship to organized crime. Current law enforcement strategies response to narcotics and vice crime are also examined.

- **Method:** Discussion
  **Integration:** Group discussions to examine and evaluate selected topics of vice, narcotics and organized crime investigations in order to impart skills to the student which will allow them to differentiate the specific investigative techniques required for investigation of each area.

- **Method:** Visiting Lecturers
  **Integration:** Current and former practitioners in the field of law enforcement will present lectures on their experiences working in the criminal justice system in order for the student to appraise and value the factual application of course topics and discussions in the investigation of vice and narcotics violations.

- **Method:** Homework
  **Integration:** Homework will be required for students in the form of answering the short essay questions at the end of each chapter and be prepared for discussion of the topics at the next class meeting in order to reinforce the lecture material.

- **Method:** Papers and Reports
  **Integration:** Research paper to gauge comprehension of course material as well as development of the ability to scrutinize and value elements of the statute vice and narcotics violations and the interlinking of organized crime in order to gauge the student's understanding of the course 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:** Exams/Tests
  **Integration:** Quizzes and examinations on class lecture and text book reading assignments to measure the student's retention of course material. Exams will cover student understanding of vice and narcotics violations and the criminal justice system response to the issue.

- **Method:** Group Projects
  **Integration:** Group projects and presentations in order to encourage group cooperation in order to identify how external and internal factors can influence the investigation of vice and narcotics crimes. Presentation will be evaluated based on analysis and evaluation of the vice / narcotics problem and associated factors as well as demonstration of successful strategies to overcome the factors.

- **Method:** Homework
  **Integration:** Homework in the form of answering the short essay questions at the end of each chapter and preparation for discussion of the topics at the next class meeting in order to reinforce the lecture material.

- **Method:** Papers
**Integration:** Research paper examining and assessing vice and narcotics violations and response by law enforcement in order to evaluate the student's understanding of the course material. The paper will be submitted for instructor review and critique and will be evaluated for required content, accurate description of the scientific research addressing the issue well as discussion on how the criminal justice system process protects and responds to racial, cultural and socioeconomic issues in the enforcement of vice and narcotics laws.

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

A. Write a short essay in which you describe the elements of the crime of prostitution (647b) and give examples on how the elements are proven in court. Sample question: “What are the elements of the crime of prostitution, 647b PC? Is prostitution a “victim-less crime?” What are some negative effects on society as the result of prostitution?” Submit the work to the instructor at the end of the class meeting.

B. Write a research paper on the legalization of Marijuana. What would be the anticipated effects on law enforcement and what changes would occur in society's view on narcotics use?” This assignment must be in APA Format and will be evaluated for content, spelling, grammar and sentence structure.

**Textbooks:**

**Other Resources:**
- Administration of Justice

**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

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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
ENGL 092
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
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1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
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4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

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

Form E2
Submitted By: William Farrar Date: 08/01/2018
Dept: Administration of Justice
1. Course Title: Vice and Narcotics Control
2. Course Number: AJ 125

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

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student 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.

- Organize and compose essays in a clear, unified, and coherent manner using critical thinking skills. At least 5 essays will total at least 4,000 words/15 typed pages. At least one essay must be written in-class with time constraints, and one essay must be a research essay of no more than 5 pages and no fewer than 3 outside sources. (No literary analysis in essays)
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- Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.
- Evaluate critically and respond constructively to compositions within a community of writers.

- Course being removed as a requisite to the target course
**Mt. San Jacinto College**  
**UC/CSU Prerequisite/Corequisite**  
**Addition/Removal Justification**  
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<td><strong>2. Course Number:</strong></td>
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It is recommended that the following Course: **ENGL 098** be reviewed as an **Advisory**

**Justification:**

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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. 
   3. 

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.
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</tr>
</tbody>
</table>
This course aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws relating to traffic enforcement and investigation, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: William Farrar Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Administration of</td>
<td>Administration of</td>
<td>128</td>
<td>Traffic Control, Enforcement and Investigation</td>
</tr>
<tr>
<td>Justice</td>
<td>Justice AJ</td>
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</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
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>
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<th>Lecture Homework Hours</th>
<th>Stand Alone:</th>
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<tr>
<td>96.00 - 108.00</td>
<td>310</td>
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Program Applicable

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: 2105.00*

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 designed to prepare the student to understand the basic concept of traffic flow, traffic index, control and enforcement as well as factors contributing to the problem. The causal factors of accidents, their investigation, proper scene management, relevant factors of prevention, and the study of vehicle code laws including inventory, storage and seizure of vehicles will also be examined.

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 law enforcement involvement and enforcement of issues related to traffic control and accident investigation and the California Vehicle Code.

Need for the course:
This course provides a basic understanding of the California Vehicle Code enforcement, traffic control, and traffic accident investigation and is crucial to the professional development of an individual choosing this area as a career path. This course is an elective in the Administration of Justice Program.

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

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

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

- ENGL 092 or
- ENGL 098 or
- ESL 098W

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 and value the California Vehicle Code statutes and their relationship in traffic enforcement and safety.
2. Categorize and consider the major vehicle code sections and the elements that constitute a violation.
3. Compare and evaluate traffic enforcement strategies employed by the city, county, and state law enforcement agencies.
4. Dissect and validate the duties of a law enforcement officer at the scene of a traffic collision.
5. Scrutinize and value the steps in a field sobriety test and assess the accuracy of each test in determining a person is under the influence while operating a motor vehicle.
6. Differentiate and consider the critical information required for the completion of a traffic investigation report, a traffic citation, and a DUI arrest report.
7. Scrutinize and consider an officer’s knowledge and expertise required for courtroom preparation and testimony in traffic related cases.

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

SECTION 1: TRAFFIC ENFORCEMENT
1. Growth and Development of Motor Vehicles
   A. Introduction
      1. The Early Automobile
      2. Mass Production
      3. World War II and Beyond
      4. Growth of the Japanese Auto Industry
   B. Technological advances
      1. Benefits
      2. Drawbacks
   C. Economic Changes in the Auto Industry
      1. The Interstate Highway System
      2. Benefits to our Society
      3. Costs to our Society
      4. Volume
   D. The Automobile and Law Enforcement
      1. California Vehicle Code
      2. Criminal Activities
      3. Challenges to Law Enforcement
      4. Search and Seizure
   E. Traffic Enforcement
      1. Motorcycle Enforcement
      2. Equipment
      3. Methods of Enforcement
      4. Educational Programs
2. Purposes and Methods of Traffic Enforcement
   A. Managing the Traffic Enforcement Function
      1. Modern Selective Enforcement
      2. Key Elements of Enforcement
      3. Special Categories of Violators
      4. Expectations and Procedures
      5. Traffic Flow
      6. Traffic Safety
   B. Strategies and Tactics in Achieving Enforcement Objectives
      1. Visible Patrol
      2. Visible Line Patrol
      3. Visible Directed Patrol
      4. Stationary Traffic Observation
      5. Unmarked Vehicles
      6. Roadside Safety Checks
   C. Guidelines for Traffic Stops
      1. Best Practices
      2. Observing the Violation
      3. Notification of Violation
      4. Initiation of the Traffic Stop
      5. Positioning of the Stop
      6. One Officer Approach
7. Two Officer Approach
D. Effective Communication
  1. Contact with the Violator
E. Felony or High-Risk Stops
  1. Having a Plan
  2. High-Risk Procedures
F. Pursuits/Emergency Driving
  1. Legal Considerations
  2. Issues and Recommendations
G. Search and Seizure Issues in Traffic Stops
  1. History of Vehicle Searches
  2. Probable Cause
  3. Inventory Searches
  4. Plain View Searches
  5. Consent Searches

3. Discretion, Ethics and Professional Conduct in Traffic Enforcement
A. Ethics and Integrity in Traffic Enforcement
  1. Ethical Dilemmas
  2. Who's Watching?
  3. Letter v. Spirit of the Law
B. Police Discretion
  1. Discretion and Traffic Enforcement
  2. How and When
  3. Discretionary Criteria
  4. Zero Tolerance
  5. Strick Liability
C. Factors that Affect Traffic Enforcement
  1. Nature of the Offense
  2. Characteristics of the Violator
  3. Attitude of the Violator
  4. Values and Beliefs of the Officer
  5. Community Expectations
D. Other Considerations
  1. Role of Management
  2. Traffic Quotas?
  3. Police Conduct
E. Profiling in Policing
  1. Background of Profiling
  2. Present Day Issues

4. Licensing and Registering Drivers and Motor Vehicles
A. Motor Vehicle Licensing and Registration
  1. Driver’s License
  2. General Requirements
  3. Requirement Exclusions
  4. Insurance Requirements
  5. License Requirements and Registration
  6. License Suspension and Revocation
B. License Plates
  1. Esthetics and Costs
  2. Exceptions to Registration Requirements
  3. Special Plates

5. Traffic Law
A. Crimes
  1. Infraction
  2. Misdemeanor
  3. Felony
  4. Definitions and Key Terms
  5. Rules of the Road
  6. Speed Restrictions
  7. Accidents
B. Traffic Rules
  1. Registration Laws
  2. Vehicle Insurance
  3. Lost or Stolen
4. Removal of Vehicles

C. Driver’s License Laws
   1. License or Permits
   2. Classifications or Special Licenses
   3. Examinations
   4. Restricted Licenses
   5. Unlawful Use
   6. Suspended License
   7. Under the Influence
   8. Failure to Pay Fines

SECTION II—DUI INVESTIGATION AND ENFORCEMENT

6. Alcohol: Its Historical Background and the Present Day Struggle Against the Impaired Driver
   A. Important Facts About Alcohol and Impaired Driving
      1. Alcohol and the Brain
      2. General Information
      3. Costs of Alcohol-Related Crashes
      4. BAC Levels
   B. What is Alcohol and How Does it Work
      1. Absorption and Elimination
      2. Short Term Effects
      3. Other Effects of Alcohol
      4. Public Attitude and the Law
   C. Background of Alcohol and Drinking
      1. History of Alcohol Use
      2. Biblical References
      3. Greeks and Romans
      4. Alcohol in European History
      5. Alcohol Comes to America
      6. Alcohol in America Today
   D. Legal Aspects of Driving Under the Influence
      1. Case Laws
      2. Statutes
      3. Zero Tolerance
      4. Implied Consent
      5. Procedural and Investigative Issues
      6. Reasonable Suspicion
      7. Checkpoints
      8. Penalties
      9. MADD
      10. Stricter DUI Legislation

7. Detection and Enforcement Action Against the Impaired Driver
   A. Introduction
      1. Overview of the Problem
      2. Deterrence
   B. Detecting the Impaired Driver: Investigative Considerations
      1. Probable Cause
      2. Reasonable Suspicion
      3. Acting on Tips
      4. Sobriety Checkpoints
   C. Detecting the Impaired Driver: Initial Observations
      1. Visual Cues
      2. Lane Position
      3. Speed
      4. Vigilance Problems
      5. Judgement Problems
      6. Post-Stop Cues
   D. Personal Contact
      1. Pre-Exit Questioning
      2. Questioning Techniques
      3. Exit Sequence
      4. Variations in Procedures
      5. Exit Observations
      6. Camcorder Evidence

8. Field Sobriety Testing
A. Background of Standardized Field Sobriety Tests
B. Nystagmus
   1. Horizontal Gaze Nystagmus
   2. Vertical Gaze Nystagmus
   3. Officer Safety
   4. Evaluating HGN Results
C. Testing and Evaluation
   1. Walk and Turn
   2. One Leg Stand
   3. Preliminary Breath Test
D. Decision to Arrest
E. Drugged Driving
   1. Frequency of Drug Use
   2. CNS Depressants
   3. CNS Stimulants
   4. Hallucinogens
   5. Narcotic Analgesics
   6. Inhalants
   7. Cannabis
   8. Combinations
   9. DRE
9. Arrest and Processing of DUI Offenders
   A. Processing the Arrested Suspect
      1. Typical Tasks
      2. Taking into Custody
      3. Transporting the Suspect
      4. Booking Process
      5. Blood Test
      6. Breath Test
      7. Urine Test
      8. Miranda Warning
      9. Interview
10. Reporting, Preparing, and Testifying
   A. Writing Police Reports
      1. Accuracy
      2. Thoroughness
      3. Structure
      4. Content
      5. Grammar
   B. Testifying in Court
      1. Self-Preparation
      2. Pretrial Conference
      3. Direct Examination
      4. Direct Testimony
      5. Cross Examination
SECTION III: CRASH INVESTIGATIONS
11. Responding to a Crash scene
   A. Legal Requirements for Reporting Crashes
   B. Common Types of Crashes
   C. Process and Levels of Traffic Crashes
      1. Investigations
      2. Crash Components
      3. Levels of Crash Investigation
   D. Responding to Crash Scene
      1. Safe Vehicle Operation
      2. EnRoute to the Scene
      3. Securing the Scene
      4. First Responder
      5. Response Tasks
   E. Fact Gathering at the Scene
      1. Officer in Charge
      2. Securing Drivers and Passengers
      3. Signs of Alcohol
      4. Exchanging Information
5. Witnesses
6. Transfer Evidence

F. Information from the Roadway
  1. Skid Marks
  2. Deflated Tires
  3. Speed
  4. Evidence
  5. Note Taking
  6. Interviews

12. Recording and Reporting
   A. Recording the Crash
      1. Background of Investigative Photography
      2. Digital Imaging
      3. Digital Video
      4. Sketching
      5. Measurements
      6. Diagrams
   B. Cause of a Crash
      1. Driver Behavior
      2. Roadway Design
      3. Roadway Maintenance
      4. Equipment Failure
      5. Brakes
      6. Tires
   C. Types of Crash
      1. Injury
      2. Non-Injury
      3. Pedestrians
      4. Bicyclist

   A. Technology
   B. Speed Measuring Devices
      1. How does Radar Work?
      2. Doppler Effect
      3. Moving Radar
      4. Calibration
      5. Photo Radar
      6. LIDAR
      7. Red Light Cameras
   C. Community Involvement
      A. Partners
         1. Website
         2. Local Cable
         3. Radio Media
         4. Banners and Signs
         5. Speed trailers
         6. Flyers
         7. Citizens Police Academy
         8. MADD
         9. Click it or Ticket

**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, multimedia and PowerPoint), to introduce the student to the California Vehicle Code, traffic accident investigations, traffic enforcement, writing a citation, DUI arrests and the importance of preparation for courtroom testimony in order for the student to comprehend the complexity of traffic enforcement.

- **Method:** Activity
  
  **Integration:** Expose students to various traffic related scenarios where they will be required to write a citation, investigate a traffic accident, conduct witness interviews and complete a written report in order for the student to gain practical experience.
Method: Visiting Lecturers
Integration: Lectures by current and former practitioners on their experiences in traffic enforcement in order for the student to examine and value the practical application by a law enforcement agency.

Method: Discussion
Integration: Group discussions to examine and evaluate selected topics on traffic enforcement in order to impart skills to the student to allow them to examine the relationship between traffic control issues and public safety.

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: Quiz and examinations on class lecture, text book reading assignments and scenario participation in order to measure the student's retention of course material. Exams will cover student understanding of traffic enforcement and documentation.

Method: Simulation
Integration: Student participation in scenarios where the student will perform field sobriety tests, witness interviews and traffic investigations in order to observe and measure the student's practical application of course material.

Method: Homework
Integration: Completion of short essay answers to selected questions found at the end of each chapter in the textbook in order to evaluate the student's comprehension of course material. The instructor will critique and evaluate the student's knowledge of the course material.

Method: Papers
Integration: A research paper describing the relationship of traffic enforcement programs and the positive effect enforcement has on lowering the crime rate. The student will dissect the concept of increased traffic enforcement in order to examine the deterring effect on criminal activity. This paper will be graded on content, grammar, punctuation and reference material used.

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

A. Participate in a traffic accident investigation scenario and complete a written report. Determine causal factors of the accident, interview witnesses and document statements, conduct necessary measurements, determine any applicable vehicle code violations and submit an accurate written report. Performance in the scenario and the accuracy of the report will be reviewed and critiqued by the instructor.

B. Prepare a paper describing courtroom testimony preparation for a 23152 VC, driving under the influence, traffic hearing. The paper will include presentation of probable cause for the traffic stop, description of objective symptoms of intoxication by the driver, discussion of field sobriety tests administered and presentation of evidence. The paper will also include consideration of anticipated defense strategies in disputing the investigation and arrest. The paper will be submitted to the instructor for review and critique. This assignment must be in APA Format and will be evaluated for content, spelling, grammar and sentence structure.

Textbooks:


**Other Resources:**

**Minimum Qualification**

- Administration of Justice

---

**Mt. San Jacinto College**

Request for Placement on Curriculum Committee Agenda

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

**Form A2**

**Submitted by:** William Farrar  
**Date:** 08/01/2018

**Catalog:** 2019 - 2020  
**Proposed Course:** AJ 128 - Traffic Control, Enforcement and Investigation  
**Proposal Type:** CTE 2 Year Review

**Rationale:**

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

**Recommended Preparation**

ENGL 092
It is recommended that this requisite be (reviewed).

Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or

Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or

Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).

Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

**Approval Signatures Required on all lines before submittal to Curriculum Office**
Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

| Form E2 |
|---|---|
| Submitted By: | William Farrar |
| Date: | 08/01/2018 |
| Dept: | Administration of Justice |
| 1. Course Title: | Traffic Control, Enforcement and Investigation |
| 2. Course Number: | AJ 128 |

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

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student 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.

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

☐ Course being removed as a requisite to the target course
It is recommended that the following Course: ENGL 098 be reviewed as an Advisory

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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.
   3.

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.
# Mt. San Jacinto College

## Request for Placement on Curriculum Committee Agenda

### COURSE

<table>
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<th>Submitted by:</th>
<th>Roddy Rampersad</th>
<th>Date:</th>
<th>08/28/2018</th>
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<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
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<td>Proposed Course:</td>
<td>AUME 089 - Basic Maintenance Light Repair I (MLR)</td>
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<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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### 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.

This is the first in a 3 part course preparing the student for entry level employment as a general service technician.

### 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 is the first in a 3 part course preparing the student for entry level employment as a general service technician.

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

1. Roddy Rampersad  
   08/28/2018  
   (Submitter)

2. Robert Pensiero  08/30/2018  
   (SJC Department Chair)

3.  
   (MVC Department Chair)

4. Jeffrey Holmes  08/31/2018  
   (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Integrated Course Outline of Record

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<th>Roddy Rampersad</th>
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<td>Automotive Transportation Tech</td>
<td>Automotive Transportation Tech AUME</td>
<td>089</td>
<td>Basic Maintenance Light Repair I (MLR)</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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Stand Alone:
Stand Alone

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

General Education Justification:
Course has safety or compliance factors which influence the enrollment cap – check all that apply:
* Course has specific standards outside of the college calling for a specific or capped class size.
* Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.

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Maximum Enrollment Justification: Course has safety or compliance factors which influence the enrollment cap – check all that apply:
* Course has specific standards outside of the college calling for a specific or capped class size.
* Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.

Justification: NATEF requirement is 16 students for a course section. Title 5 requirement is 25.

Grading Method: Letter Grade or P/NP

TOP code: 0948.00*

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 is designed to prepare today's technician for entry level employment in Vehicle Maintenance and Light Repair (MLR) as identified by the Automotive Industry. This is part one of three parts in the General Technician Training Program. (G1-NATEF Certification)

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 theory and operation of gasoline powered vehicles with an emphasis on maintenance and light repair (MLR).

Need for the course:
Industry Advisory and NATEF recommendation for the General Technician (G1) certification. This course also will meet the need for High School articulation.

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. Apply clean and orderly work habits and identify the safe use of chemicals, tools and fire protection equipment.
2. Construct a work order according to Bureau of Automotive Repair (BAR) standards.
3. Classify vehicles and their components.
4. Examine the desirable aspects of a professional automotive technician.
5. Assess and compare typical auto repair businesses, their procedures and the related laws of California including hazardous materials control.
6. Examine the eight basic systems of a vehicle, including V-Tech and Hybrids.
7. Identify the components of the eight areas of inspection.
8. Select common shop tools to perform basic maintenance operations.
9. Evaluate local job openings and career opportunities.
10. Review the SP2 online safety presentation and pass the final exam.

Course Content:
(please number the outline of main topics and subtopics)
Course Content:
(please number the outline of main topics and subtopics)
1. Safety.
   a) Personal Safety and Behaviors
   b) Shop Safety
   c) Chemical
2. Shop Orientation.
   a) Orientation
b) Technician Tools
c) Shop Tools
d) Vehicle Lifting and Jacking
e) Locating Vehicle Information
f) Service Orders

3. Basic Technician Skills.
   a) Employability Skills
   b) Communication Skills
   c) Math Skills
d) Science Skills
e) Computer Literacy

   a) Wheel Bearings
   b) Purpose and Operation of Wheels and Tires
c) Wheel and Tire Diagnosis and Service
d) Wheel Bearing Principles and Operation

5. Suspension System Principles.
   a) Functions and Basic Principles
   b) Springs and Types of Suspension Systems
c) Tires, Wheels, and Bearings as Part of the Suspension
d) How the Tires, Wheels, and Bearings Affect the Suspension
e) Front and Rear Suspension System Design and Components
f) Electronic Suspension Systems

   a) Functions and Basic Principles
   b) Wheels, Tires, and Wheel Bearings as Part of the Steering System
c) Steering Columns
d) Steering Operation

7. Brake System Principles
   a) Brake Pedals and Leverage
   b) Hydraulics and Pascal’s Law
c) Hydraulic System and Components
d) Other Factors Involved in Brake System Design and Operation

8. Brake System Service
   a) Determining Brake System Concerns
   b) Brake Pedals and Hydraulic System

9. Drum Brake System Principles, System Inspection and Service
   a) Drum Brake Systems and Operation
   b) Parking Brake System

10. Disc Brake System Principles, Inspection and Service
    a) Disc Brake Systems and Components
    b) Disc Brake Types and Operation
c) Brake Rotor Inspection

    a) ABS/VSC Principles and Operation
    b) Traction Control and Vehicle Stability Control Systems
c) Power Assist Types and Components

12. Electrical/Electronic System Principles
    a) Principles of Electricity
    b) AC and DC
c) Circuits, Components, and Operation
d) Circuit Protection
e) Electrical Measurement
f) Electromagnetism and the Vehicle
g) Automotive Wiring
h) Electronics

13. Electrical/Electronic Systems service
    a) Electrical Measurements
    b) Schematic
c) Circuit Faults Testing and Wiring Repair

14. Starting and Charging System Principles
    a) Battery Principles
    b) Starting and Charging System Principles and component operation
c) Hybrid Vehicle Starting and Charging Systems
15. Starting and Charging System Service
   a) Battery Inspection
   b) Battery Service and Testing

16. Lighting System and Electrical Accessories
   a) Driver Information Systems
   b) Common Accessories

   a) Engine Principles
   b) Internal Combustion Engines
   c) Engine Design and Construction
   d) Basic Engine Operation

   a) Engine Testing Tools
   b) Engine Testing Safety Precautions
   c) Basic Tests
   d) Test Analysis

   a) Engine Performance Service
   b) On board Diagnostic Systems
   c) Trips & Drive Cycles
   d) Using the Different Global OBD II Modes

   a) Automatic Transmissions Parts ID
   b) Manual Transmission Parts ID

   a) The HVAC System
   b) Servicing the HVAC System

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

- Setup a Series and parallel circuit on a test simulator.
- Calculate voltage, current and resistance using Ohm's Law.
- Measure the thickness of the rotor on the braking system using a caliper.
- Evaluate the condition of the tires by comparing the tire appearance to a diagnostic chart.
- Validate battery condition by performing a visual inspection and a diagnostic test using an ED18 (test instrument.)
- Assess circuit protection devices using a digital multimeter.
- Examine the condition of the drivebelt and determine repair procedure.

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

- **Method:** Lecture
  **Integration:** Lecture will be conducted with the integration of multimedia and online streaming video on four-stroke cycle engine operation.

- **Method:** Lab Activities
  **Integration:** Supervised lab activities will be incorporated that provide practical application of theories such as adjusting the intake and exhaust valves on a cylinder head.

- **Method:** Activity
  **Integration:** Activity will involve students working as a cooperative teams in the lab performing compression testing.

- **Method:** Textbook assignments
  **Integration:** Textbook assignments are used to the student's comprehension of materials in their reading assignment with a written responses to each question.

- **Method:** Writing assignments
  **Integration:** One research project the subject determined by student's interest or need. Results of research to be demonstrated by paper, and presented to the class.

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: Demonstration
Integration: Demonstration on the use of the phunumatic (air) gun and torque wrench for removing and replacing wheels (R&R.) The student will be evaluated on their ability to properly demonstrate the correct steps during R & R.

Method: Class Participation
Integration: Class participation will involve each student navigation the automotive database, Mitchell and Alldata. The student will be evaluated on the completeness in compiling a work order using the database.

Method: Simulation
Integration: Simulation will involve the use of an Atech test board on which the student will build a simple electrical circuit. The student will be evaluated on the completeness of the circuit using the five (5) required components.

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:

Assignments that demonstrate critical thinking:

A. Compare and contrast the function of various electrical & electronics systems used in the automotive industry.

B. Analyze and correct timing belts failures.

C. Analyze and correct the cause of undercar systems failures.

D. Test and verify various fault codes.

E. Demonstrate the proper use of micrometers and dial indicators to measure brake rotors and drums and engine major parts (bore, piston, head clearance, endplay, etc.)

F. Disassemble, clean inspect and adjust cylinder head valve component and timing belts and evaluate the need for repair or replacement of faulty components.

G. Measure and analyze ignition systems for Voltage, resistance and continuity.

Textbooks:


Other Resources:

Minimum Qualification

- Automotive Technology
<table>
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<tr>
<th>Submitted by:</th>
<th>Roddy Rampersad</th>
<th>Date:</th>
<th>08/28/2018</th>
</tr>
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<tbody>
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<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
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<tr>
<td>Proposed Course:</td>
<td>AUME 089 - Basic Maintenance Light Repair I (MLR)</td>
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<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale:</td>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

1. Roddy Rampersad 08/28/2018 (Submitter)
2. Robert Pensiero 08/30/2018 (SJC Department Chair)
3. (MVC Department Chair)
4. Jeffrey Holmes 08/31/2018 (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 FA19 (2019-20 Catalog)

---

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

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Roddy Rampersad</th>
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<tr>
<td>Proposed Course:</td>
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<td>Proposal Type:</td>
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**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 is the 2nd part of a 3 part course designed to prepare the student for entry level employment as a general service technician.

**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 is the 2nd part of a 3 part course designed to prepare the student for entry level employment as a general service technician.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Roddy Rampersad 08/28/2018 (Submitter)
2. Robert Pensiero 08/30/2018 (SJC Department Chair)
3. (MVC Department Chair)
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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 FA19 (2019-20 Catalog))

---

**Mt. San Jacinto College**

**Integrated Course Outline of Record**

**Form B**

**Submitted by:** Roddy Rampersad **Date:** 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tbody>
<tr>
<td>Automotive Transportation Tech</td>
<td>Automotive Transportation Tech AUME</td>
<td>090</td>
<td>Basic Maintenance Light Repair II (MLR)</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>Lab Units</th>
<th>Total Units</th>
<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Total Contact Hours</th>
<th>Lab Homework Hours</th>
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</thead>
<tbody>
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<td>96.00 - 108.00</td>
<td>128.00 - 144.00</td>
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</table>

**Stand Alone:**
Stand Alone

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

-None-
**General Education Justification:**

<table>
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<th>Maximum Enrollment:</th>
<th>25</th>
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<tbody>
<tr>
<td>Maximum Enrollment Justification:</td>
<td>Course has safety or compliance factors which influence the enrollment cap – check all that apply:</td>
</tr>
<tr>
<td></td>
<td>* Course has specific standards outside of the college calling for a specific or capped class size.</td>
</tr>
<tr>
<td></td>
<td>* Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.</td>
</tr>
<tr>
<td>Justification:</td>
<td>The National Automotive Technicians Education Foundation (NATEF) recommendation is 16 students for a course section. Title 5 requirement is 25.</td>
</tr>
</tbody>
</table>

**Grading Method:** Letter Grade or P/NP  
**TOP code:** 0948.00*

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

**Catalog Description:**  
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (75 words or less in gray box below).  
This course covers the repair of scheduled services on common road vehicles. Basic automotive systems are explored with an emphasis on maintenance and light repair (MLR) as recommended by industry. An overview of automotive technology as a career choice is emphasized.

**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 operation and service repairs of gasoline powered passenger vehicles and light trucks with an emphasis on maintenance and light repair.

**Need for the course:**  
Course is designed to provide students the skills to enter the workforce as a light repair tech in an independent auto repair shop or auto dealership. The MLR program update of the General Technician (G1) is setup for a cohort of students migrating from one class to the other sequentially, leading to an ECC of completion. The advisory committee recommended that there be three parts to the MLR and this class be one of the three parts.

**Prerequisite(s):**  
Prerequisites go through a separate approval process. See Forms E1-E6 for details.  
(For further clarification, contact the Prerequisite Subcommittee)  
- AUME 089 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.

**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. Detect all safety devices in the Auto Shop.
2. Analyze vehicle information using the vehicle identification number and under hood label.
3. Construct a Repair/Work Order as mandated by state law.
4. Recognize and select basic or specialized hand tools.
5. Navigate vehicle service repair information to research the Parts and Labor requirements for repair services.
6. Assess minor repair and maintenance service to the eight basic systems (ASE areas/G1) of a vehicle.
7. Access the Library and learning Resource Center (LRC) resources, Ebscohost, ProQuest and Lexus nexus for automotive data research.
8. Disseminate students with Identifix and International Automotive Technicians Network (iATN) online databases.

**Course Content:**
(please number the outline of main topics and subtopics)
Course content consist of the following and also includes Online video tutorials which includes the SP2 (Safety & Pollution) testing.

A. Introduction to auto service
   1. Its impact on the vehicle owner, environment, and career opportunities.

B. Safety in the work place
   1. Working safely and developing a secure environment

C. Equipment, tools, fasteners
   1. Identification of proper test equipment and tools safety as applied to use of tools and equipment
   2. Check for Clutch Freeplay

D. Engines and their systems
   1. Application of engine operation to other engine types
   2. Nomenclature and principles of operation to other engine types, Cooling System Flush.
   3. Timing Belt/Chain replacement.
   4. Transmission Flush

E. Electrical: Batteries, starting, charging, ignition
   1. Study the principles of basic electricity as applied to ground transportation
   2. Using basic test meters/equipment – ED-18
   3. Perform voltage drop testing using the DMM
F. Fuel systems and emission controls
   1. Remove and replace Fuel, and Air filter.
   2. Service and maintenance to common emission control systems.

G. Suspension, steering
   1. Remove and install of drive shaft(s)
   2. Setup and prepare a vehicle for wheel alignment.
   3. Struts and Spring removal and replacement.
   4. TPMS initialization

H. Power train
   1. Fluid replacement - Oil Change and Top-off all fluids.
   2. Use a scan tool for accessing data from the computer network.

I. Accessories
   1. Perform maintenance and service of SRS, stero and Navi systems.
   2. Remove and replacement of Air Bag.

J. Heating and Air conditioning
   1. Check system performance by monitoring system pressures.

K. Engine repair and service
   1. Compression testing to validate compression leakage

L. Brake systems
   1. Resurfacing of rotors and drums. Installing Brake pads and lining.

M. Electricity/electronics

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

- Identify parts of the braking system, steering and suspension system.
- Show the various systems and sub systems on the automobile
- Illustrate the operation of the four stroke cycle engine.
- Operate a twin post and four post lift.
- Illustrate the use of a floor jack and stands.
- Sketch a series and parallel circuit using a circuit simulator.
- Calculate volts, resistance and current using ohms law.
Identify the various types of ignition system.
List the various type of computer systems in the automotive industry.
Acquire the SP2 shop safety.

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

- **Method:** Lecture and Discussion
  **Integration:** Lecture presentation and discussions on the theory and operation of Automotive systems function and operation.

- **Method:** Team work
  **Integration:** Students will work in cooperative teams in the classroom and in the shop focusing on data retrieval, and soldering creating jumper test leads.

- **Method:** Textbook assignments
  **Integration:** Complete assigned chapters and provide written responses to problems.

- **Method:** Research assignments
  **Integration:** Write an essay using industry periodicals, handouts, Library resources and instructor recommend websites.

- **Method:** Lab assignments
  **Integration:** Following instructor demonstration, each team to perform the related lab assignment.

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 assessment will be done by completing the end of chapter review questions and a grade point is assigned for each chapter.

- **Method:** Class Participation
  **Integration:** Interactive participation during lecture and group/team discussion is accomplished by monitoring each group and their responses to questions.

- **Method:** Exams/Tests
  **Integration:** End of lecture quiz to evaluate concepts discussed during lecture.

- **Method:** Research Projects
  **Integration:** Evaluate the student ability to find information related to repairs using various media.

- **Method:** Simulation
  **Integration:** Access student's ability to perform compression and vacuum testing on any shop vehicle. Student will be evaluated on their ability to follow correct test procedures.

- **Method:** Portfolios
  **Integration:** Student must prepare a portfolio for job interview following the guideline in the syllabus and will be evaluated on their presentation.

- **Method:** Lab Performance
  **Integration:** Students will be evaluated on their ability to safely access and perform service tasks on each segment of the curriculum including maintenance and repairs on vehicle systems during lab.

- **Method:** Projects
  **Integration:** The student will visit automotive dealerships, four (4), obtaining job exposure, compile a job application and request an internship. Students will be evaluated during their classroom presentation relating their experience as the instructor do a follow-up with the auto repair dealer.

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:

Assignments that Demonstrate Critical Thinking:
A. Compare series and parallel circuits, their function and application of ohms law.

B. Analyze the sound produced by various moving parts (belts, chains, pistons, etc.,) detecting failures.

C. Examine undercar systems, suspension, brakes, steering, components for failures.

D. Deduce failure from the data accessed by a scan tool.

E. Distinguish tools application and test procedures such as micrometers and dial indicators. Measure brake rotors and drums.

F. Inspect, clean, torque cylinder head and install timing belts.

G. Measure and analyze ignition systems waveforms using a lab scope and ignition analyzer.

H. Demonstrate use of on and off car lathe.

I. Torque fastners (lug nuts) in the proper sequence.

J. Navigate a schematic for diagnosing electrical circuit.

Textbooks:


Other Resources:

Minimum Qualification

- Automotive Technology
It is recommended that this requisite be (reviewed).

Justification:
Second course in a series of three.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Roddy Rampersad
   08/28/2018
   (Submitter)

2. Robert Pensiero
   08/30/2018
   (SJC Department Chair)

3. (MVC Department Chair)

4. Jeffrey Holmes
   08/31/2018
   (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 FA19 (2019-20 Catalog)

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

Form E2

Submitted By: Roddy Rampersad
Dept: Automotive Transportation Tech

1. Course Title: Basic Maintenance Light Repair II (MLR)
2. Course Number: AUME 090

It is recommended that the following course be reviewed as a Prerequisite:

Course: AUME 089

Justification:
Second course in a series of three.

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.

- Apply clean and orderly work habits and identify the safe use of chemicals, tools and fire protection equipment.
- Construct a work order according to Bureau of Automotive Repair (BAR) standards.
- Classify vehicles and their components.
- Examine the desirable aspects of a professional automotive technician.
- Assess and compare typical auto repair businesses, their procedures and the related laws of California including hazardous materials control.
- Examine the eight basic systems of a vehicle, including V-Tech and Hybrids.
- Identify the components of the eight areas of inspection.
- Select common shop tools to perform basic maintenance operations.
Evaluate local job openings and career opportunities.
Review the SP2 online safety presentation and pass the final exam.

Course being removed as a requisite to the target course
Dept: Automotive Transportation Tech

1. Course Title: Basic Maintenance Light Repair II (MLR)
2. Course Number: AUME 090

It is recommended that the following Course: AUME 089 be reviewed as a Prerequisite.

Justification:

Second course in a series of three.

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
   3

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

COURSE

<table>
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<tr>
<th>Submitted by:</th>
<th>Roddy Rampersad</th>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
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<tr>
<td>Proposed Course:</td>
<td>AUME 091 - Maintenance Light Repair III (MLR)</td>
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<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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This course is Stand Alone

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

2 Year 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.

| Prepares the student for entry level employment as a general service technician. |

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")

| Prepares the student for entry level employment as a general service technician. |

Approval Signatures Required on all lines before submittal to Curriculum Office

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5. (MVC Instructional Dean)

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Mt. San Jacinto College
Integrated Course Outline of Record

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<tr>
<td>Date:</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.

<table>
<thead>
<tr>
<th>Lecture Units</th>
<th>Lab Units</th>
<th>Total Units</th>
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<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
<th>Total Contact Hours</th>
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<td>32.00 - 36.00</td>
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<tr>
<th>Lecture Homework Hours</th>
<th>Lab Homework Hours</th>
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</table>

### Stand Alone:

Stand Alone

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

- none -

### General Education Justification:

<table>
<thead>
<tr>
<th>Maximum Enrollment:</th>
<th>25</th>
</tr>
</thead>
</table>

**Maximum Enrollment Justification:**

Course has safety or compliance factors which influence the enrollment cap – check all that apply:

* Course has specific standards outside of the college calling for a specific or capped class size.
* Course has an advisory panel or an external accreditor which recommends or requires a specific teacher to student ratio.

**Justification:** The accrediting body for the automotive program, National Automotive Technicians Education Foundation (NATEF) recommendation is 16 students for a course section. Title 5 requirement is 25.

<table>
<thead>
<tr>
<th>Grading Method:</th>
<th>Letter Grade or P/NP</th>
</tr>
</thead>
</table>

**TOP code:** 0948.00*

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 is specifically designed to meet industry standard requirements for car care service technicians. Students wishing to become employed as an Express Service technician must successfully complete 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, Maintenance Light Repair, provides the student with manufacturer-specific car care knowledge that would gain him/her entry-level job placement in the automotive service industry.

### Need for the course:

Request from auto manufactures and independent auto repair shops to schools to offer Express Service as part of their program. Meets the Requirements for the new concentration area for dealer Technicians (Maintenance Light Repair. MLR.) Also meets the current NATEF requirements. The MLR program update of the General Technician (G1) is setup for a cohort of students migrating from one class to the other sequentially,(MLRI, MLRII,MLRIII) leading to an ECC completion. The advisory recommended that there be three parts to the MLR and this class be the last phase.

### Prerequisite(s):
Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)

- AUME 090 with a Grade of C or better.

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

- none-

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

- none-

### Other Enrollment Criteria:
- none-

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

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

1. Analyze and describe the resources available to properly perform an Express Service inspection, navigate scan tool for accessing trouble codes and scan data, and reset maintenance minder light.
2. Compare and contrast the two types of braking systems used on today’s vehicles and how they operate.
3. Examine the operation of the vehicle horn, parking brake, and interior and exterior lights and document findings.
4. Decide if automotive batteries and cables show signs of damage through the inspection process and document findings.
5. Demonstrate the procedure for filling the engine with oil and determining the correct oil level.
6. Assess the exhaust system, identifying leaks or malfunctioning components and document findings.
7. Demonstrate the correct procedures to perform an under car inspection, identify leaks and malfunctioning components, and document findings.
8. Assess tire wear patterns to determine factors such as improper inflation and incorrect alignment.

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

1. Express Service Choreography
   1.  Choreography overview
2. Express Service
3. Express Service Resources
4. 7,500 Mile Express Service—Solo Technician
5. 30,000 Mile Express Service—Two Technicians

B. Braking System Inspection
   1. Hydraulic Braking system Overview
   2. Braking System Components—Disc and Drum Brakes
   3. Braking System Inspection—Fluid level, Brake Pad or Lining Thickness
   4. Disc Brake or Drum Brake Measurements

C. Torque Procedure
   1. Understanding Torque—What it is and why it is Important
   2. Torque Wrenches—Click-type, Beam-type, and Dial-type
   3. Insuring Accurate Readings
   4. Torque Sticks
   5. Preset Torque Wrenches

D. Initial Checks
   1. Horn
   2. Parking Brake
   3. Lights—Exterior and Interior
   4. Wiper Blade Function and Wear
   5. Wiper Blade Replacement and Nozzle Check

E. Clutch Operation and Inspection
   1. Clutch Function
   2. Clutch components
   3. Hydraulic Clutch Release
   4. Mechanical Clutch Release
5. Clutch Inspection Procedure

6. Clutch Pedal Height and Free Play Inspection

F. Battery Inspection and Testing

1. Battery Functions and Construction

2. Battery Safety—Connections, Jump-starting, Charging, Replacing

3. Inspecting the Battery

4. Battery Clean-up

5. Checking Charge Indicators

6. Checking Electrolyte Levels

7. Refilling Battery Fluid

8. Battery Testing

G. Fluid Level Checks

1. Vehicle Fluids Overview—Fluids, Reservoirs, Fluid Checks

2. Engine Coolant—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks

3. Brake Fluid—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks

4. Clutch Master Cylinder Fluid—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks

5. Power Steering Fluid—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks

6. Automatic Transmission Fluid—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks

7. Windshield Washer fluid—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks
H. Drive Belt and Cooling System Hose Inspection
   1. Drive Belt Function
   2. Drive Belt Inspection—Tension, Damage
   3. Cooling System Components and Function
   4. Cooling System Hose Inspection and Damage

I. Hydraulic Lift Operation
   1. Express Service Lifts and Controls
   2. Positioning of Vehicle
   3. Raising and Lowering the Vehicles
   4. Surface Mounted and In-ground Lifts
   5. Non-Express Service Hydraulic Lifts

J. Oil and Oil Filter Replacement
   1. Oil Grades and Viscosity
   2. Oil Viscosity Recommendations and Oil Change Interval
   3. Replacing the Oil, Oil Filter and Checking Oil Levels
      a. Drain Bolt and Oil Removal
      b. Drain Bolt Inspection
      c. Oil Filter Removal and Filter Selection and Installation
   4. Maintenance Indicator Light
   5. Rechecking Oil Level

K. Under Vehicle Inspection
   1. Exhaust System Components and Inspection—Muffler, Exhaust Pipes, Resonator, Catalytic Converter, Oxygen Sensors
   2. Suspension System Inspection—Springs, Shock Absorbers, Suspension Arms, Connecting Hardware, Rubber Bushings
   3. Check Fluid Lines—Gas, Brake, Coolant, Power Steering, Air Conditioning

L. Tire Inspection
1. Tire Construction and Function—Radial Tires, Tire Traction
2. Tire Inspection—Wear Damage
3. Tire Inflation—Under Inflation, Over Inflation
4. Tire Tread Depth Measurement and Thread wear Indicators
5. Tire Rotation

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

A. Shop safety
   1. Fire exits
   2. Fire blankets
   3. Material Safety Data Sheet (MSDS)
   4. In ground and above ground exhaust systems
   5. Eye wash systems and showers
   6. First aid kits

B. Research and navigate databases
   1. MSJC Portal and Library
   2. Ebscohost
   3. LexusNexus
   4. Proquest
   5. Mitchell Ondemand
   6. All Data

C. Equipment
   1. Twin post lift and a floor jack
   2. Torque wrenches and air tools
   3. Common service and repair diagnostic tools
   4. Scan tool and lab scope
   5. ED18 Tester and Snap-on DTAC tester
D. Identification of vehicle and service order

1. VIN
2. Under hood Label.
4. Repair Order
5. State law

E. Vehicle Inspection

1. Under hood fluid levels and lubrication systems
2. Brake system
3. Tire rotation
4. Battery testing
5. Exhaust system
6. Clutch free-play
7. Air Conditioning systems
8. Maintenance Minder data and reset procedure
9. Indicator light codes

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

- **Method**: Lecture and discussion
  **Integration**: Lecture presentation and classroom discussion will include current procedures utilized to perform express servicing of vehicles.

- **Method**: Online Activity/Discussion
  **Integration**: Online PowerPoint media from Factory training materials will be used to illustrate testing and inspection procedures for express service of vehicles including, mechanical, electrical, thermal, and fluid systems.

- **Method**: Hands-on activities
  **Integration**: Hands-on activities during lab will be used to demonstrate the correct use of equipment, such as torque sticks and wrenches, scan tools and pneumatic tools, necessary to perform Express service.

- **Method**: In-class group discussions
  **Integration**: In-class group discussions will be used to assist students in the research process including analyzing a variety of vehicle case situations.

- **Method**: Group Projects
  **Integration**: Group projects will be used to perform brake inspections, oil changes, battery inspections, fluid inspection and recommendations for repair where needed.

- **Method**: Homework
  **Integration**: Homework will be used to prepare students for class lecture, group discussion, and online learning.
modules covering vehicle mechanical, electrical, thermal, and fluid systems.

**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:** Students will be assessed on their contributions during class discussions and participation in problem solving activities, lab demonstrations, simulated exercises and group projects.

- **Method: Quizzes**
  - **Integration:** Quizzes at the end of online training modules and in-class quizzes will be given to assess for terminology and subject matter.

- **Method: Lab performance**
  - **Integration:** Students will be evaluated on their ability to safely assess and perform Express Services tasks in each segment of the curriculum including inspections and testing of vehicles systems during lab.

- **Method: Final hands-on Performance**
  - **Integration:** Students must complete a final hands-on performance exam that includes a complete Express Service on a vehicle with 100% accuracy. This is a requirement for certification.

- **Method: Simulation**
  - **Integration:** Students will be evaluated on their ability to accurately complete an Express Service on a "Bugged" vehicle within 15 minutes.

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

A. Prepare, with a group, a written and oral description of the resources available to help a technician properly perform an Express Service inspection and service. Document the procedure to perform a 7,500 & 30,000-mile Express Service Inspection and service.

B. Complete an exhaust system inspection, identifying leaks or malfunctioning components. Record your findings on a multipoint vehicle inspection form.

C. Describe in writing the function and construction of a tire. Locate the correct specifications and procedures for the inflation of tires on a sample vehicle, and identify tire wear characteristics due to improper inflation and incorrect alignment on this vehicle.

D. Visit four auto repair shops/dealership requesting internships and get a tour of the facility. Then respond by email to the person thanking him/her. Return for a follow-up visit.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Automotive Technology
# 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>Roddy Rampersad</th>
<th>Date:</th>
<th>08/28/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>AUME 091 - Maintenance Light Repair III (MLR)</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**

AUME 090

It is recommended that this requisite be (reviewed).

**Justification:**

AUME091 is the third course in the series and the second course, AUME090 is the prerequisite.

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

1. Roddy Rampersad 08/28/2018 (Submitter)
2. Robert Pensiero 08/30/2018 (SJC Department Chair)
3. (MVC Department Chair)
4. Jeffrey Holmes 08/31/2018 (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 FA19 (2019-20 Catalog))

---

# Mt. San Jacinto College

## Skills Analysis

(One pre- or corequisite or advisory per form)

**Form E2**

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Roddy Rampersad</th>
<th>Date:</th>
<th>08/28/2018</th>
</tr>
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<tbody>
<tr>
<td>Dept:</td>
<td>Automotive Transportation Tech</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Maintenance Light Repair III (MLR)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>AUME 091</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that the following Course: AUME 090 be reviewed as a Prerequisite.
Justification:
AUME091 is the third course in the series and the second course, AUME090 is the prerequisite.

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.

- Detect all safety devices in the Auto Shop.
- Analyze vehicle information using the vehicle identification number and under hood label.
- Construct a Repair/Work Order as mandated by state law.
- Recognize and select basic or specialized hand tools.
- Navigate vehicle service repair information to research the Parts and Labor requirements for repair services.
- Assess minor repair and maintenance service to the eight basic systems (ASE areas/G1) of a vehicle.
- Access the Library and learning Resource Center (LRC) resources, Ebscohost, ProQuest and Lexus nexus for automotive data research.
- Disseminate students with Identifix and International Automotive Technicians Network (iATN) online databases.

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)

<table>
<thead>
<tr>
<th>Submitted By:</th>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that the following Course: AUME 090 be reviewed as a Prerequisite.

**Justification:**

AUME091 is the third course in the series and the second course, AUME090 is the prerequisite.

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. 
   3. 

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

Submitted by: Linda Middleton
Date: 08/24/2018

Catalog: 2019 - 2020

Proposed Course: CDE 126 - Administration and Supervision of Early Childhood Education Programs I

Proposal Type: CTE 2 Year Review

This course is Stand Alone

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the “what” and the “why” i.e., Program review, Policy Changes.

This is a 2 year revision to keep our CTE course in compliance. The textbook is the most current edition available covering this topic.

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 coursework meets the following PLOs for the TEDS department: 1. Develop and effectively communicate a philosophy of education based on research and developmental theories that demonstrate a commitment to developmentally appropriate and responsive practice. 2. Become permit and/or transfer eligible and thus prepared to enter the workforce. 3. Demonstrate a commitment to lifelong learning including personal and professional development and responsibility. 4. Demonstrate an understanding of and advocate for the diverse needs of children and families within the context of a rapidly changing and
5. Demonstrate professionalism based upon the NAEYC Code of Ethics.

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")

In our 2018 Program review we supported the importance of this course. "This course is the first in a 2-course requirement for Administration. There is a recommendation that students have some experience working in childcare before taking this course. Those who come in with experience tend to have better course outcomes." We are continuing to support completion of courses that lead to higher level permits with the California department of education. This course is required for anyone seeking the permit of Site Supervisor or Director.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Linda Middleton 08/24/2018 (Submitter)
2. Lorraine Slattery-Farrell 08/29/2018 (SJC Department Chair)
3. Michelle Harper 08/28/2018 (MVC Department Chair)
4. Jeffrey Holmes 08/31/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Linda Middleton  Date: 09/19/2018

Department  Subject  Course Number  Title
Child Development & Education  Child Development & Education CDE  126  Administration and Supervision of Early Childhood Education Programs I

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: Stand Alone

351
### General Education Justification:

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<th>Maximum Enrollment</th>
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<tr>
<td>Maximum Enrollment Justification</td>
<td></td>
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<tr>
<td>Grading Method</td>
<td>Letter Grade or P/NP</td>
</tr>
<tr>
<td>TOP code</td>
<td>1305.80*</td>
</tr>
</tbody>
</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 is designed to introduce students and administrators in Early Childhood Education to the principles of organizing and administering programs. Emphasis is placed on developing a program philosophy, as well as considering budgeting and staffing issues, and compliance with state regulations. This course meets Title 22 licensing regulations for center directors and it applies towards the Child Development Site Supervisor and Program Director Permits issued by the California Commission on Teacher Credentialing.

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

This course is the study of organizing and administering Early Childhood Education programs regarding budgeting, staffing, and compliance with state regulations.

### Need for the course:

This course meets Title 22 licensing regulations for center directors and it applies towards Title 5 regulations and the Child Development Site Supervisor and Program Director Permits issued by the California Commission on Teacher Credentialing.

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

- CDE 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.

- CDE 103 and
- CDE 110 and
- CDE 111

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

1. Describe the roles and responsibilities of a director of a center designed for young children.
2. Demonstrate knowledge of compliance with Title 5 and Title 22 licensing standards for childcare and education programs.
3. Compare and contrast various program structures, philosophies and curriculum models.
4. Identify strategies to ensure equity and respect for children, families, staff and colleagues.
5. Summarize systems and methods to support sound fiscal operations in a variety of ECE settings.
6. Assess various methods and tools of evaluation of the environment, programming and staff.
7. Evaluate effective policies and strategies for staffing and scheduling teaching and support staff in the center.

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

A. Responsibilities of Administrator
   1. Policies, procedures and handbooks
   2. Staffing and scheduling
   3. Hiring, review and evaluation
   4. Use of technology
   5. Working with boards, families and community
   6. Advocacy and public policy
   7. Strategic Planning
      a. Start up
      b. Needs assessment
      c. Evaluation
      d. Marketing
   8. Finances
      a. Budget
      b. Record keeping
      c. Fundraising and grant writing

B. Regulations
   1. Title 22, Title 5, Education Code
   2. Health and safety codes
   3. Mandating reporting
   4. ADA
   5. Emergency preparedness
   6. Accreditation
   7. Food services

C. Program Development
   1. Mission, philosophy, values
   2. Culture and climate of program
   3. Program models
   4. Diversity and inclusion
   5. Managing the environment
   6. Facilities
   7. Curriculum
   8. Routines and schedules
   9. Program evaluation tools

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

- **Method:** Lecture
  **Integration:** Lecture and audio-visual presentations examining the different types of early childhood education programs, the roles and responsibilities of the director, and Title 5/Title 22 licensing standards

- **Method:** Discussion
  **Integration:** Large and small group discussions used to develop a program planning guide, including appropriate responsibilities and qualifications of teachers and support staff

- **Method:** Role Playing/Simulation
  **Integration:** Students will role play director/parent scenarios in order to understand effective communication and
family relationship skills

- **Method:** Quizzes, exams
- **Integration:** Quizzes, exams and individual learning activities used to demonstrate student comprehension of the roles and responsibilities of program directors and to develop professional philosophies of education.

**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:** Projects
- **Integration:** Projects will be completed in which students will be evaluated on their understanding of licensing regulations as they relate to program planning, staffing, management, and facility planning.

- **Method:** Exams/Tests
- **Integration:** Exams/Tests comprised of multiple choice, short answer or essay questions will be used to determine whether or not the student comprehends the various types of early childhood education programs, the roles and responsibilities of the director, and Title 5 and Title 22 licensing standards.

- **Method:** Research Projects
- **Integration:** Students will be evaluated on their ability to do internet research assignments connecting to web-sites that provide program directors with licensing requirements and resources for the families they serve.

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

A. Shadow and interview a director of an early childhood educational program.

B. Develop a sample budget for an early childcare program.

C. Develop an indoor and outdoor early childcare center facility plan that meets California State Licensing Regulations.

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Child Development/Early Childhood Education (Masters Required) or
- Early Childhood Education (Masters Required)
Catalog: 2019 - 2020

Proposed Course: CDE 126 - Administration and Supervision of Early Childhood Education Programs I
Proposal Type: CTE 2 Year Review

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
CDE 101

It is recommended that this requisite be (reviewed).

Justification:
Students should understand the basics of child development and education in order to plan and understand the administration practices in appropriate early childhood programs. These are covered in CDE 101. This introductory course familiarizes students with early childhood and early intervention programs, environments and curricula.

Recommended Preparation
CDE 103

It is recommended that this requisite be (reviewed).

Justification:
Students should have a thorough knowledge of appropriate curriculum before planning the administration of an early childhood program

and Recommended Preparation
CDE 110

It is recommended that this requisite be (reviewed).

Justification:
Students should have a thorough understanding of Child Development theories when planning and administering early childhood program

and Recommended Preparation
CDE 111

It is recommended that this requisite be (reviewed).

Justification:
Students should have an understanding effective health and safety and nutrition practices in order to plan and administer an effective early childhood program

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Linda Middleton 08/24/2018 (Submitter)

2. Lorraine Slattery-Farrell 08/29/2018 (SJC Department Chair)

3. Michelle Harper 08/28/2018 (MVC Department Chair)

4. Jeffrey Holmes 08/31/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College  
Skills Analysis  
(one pre- or corequisite or advisory per form)  

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<tr>
<td>Dept:</td>
<td>Child Development &amp; Education</td>
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<tr>
<td>1. Course Title:</td>
<td>Administration and Supervision of Early Childhood Education Programs I</td>
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<tr>
<td>2. Course Number:</td>
<td>CDE 126</td>
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**It is recommended that the following**  
**Course**: CDE 110  
**be reviewed as an**  
**Advisory**

**Justification:**

Students should have a thorough understanding of Child Development theories when planning and administering and early childhood 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.

- [X] Examine the reasons for studying developmental processes, including scientific processes used for developmental study, ethics and culture for application of own professional and personal life context.
- Compare and contrast the perspectives of various developmental theorists, including but not limited to: Piaget, Erikson, Freud, Gesell, Maslow, Vygotsky, Bronfenbrenner, Skinner, Watson, Pavlov, and Bandura.
- [X] Analyze cultural, economic, political, historical and environmental contexts that affect a child's development from conception to adolescence.
- [X] Classify the typical and atypical major developmental milestones from conception through adolescence in the areas of physical, cognitive, language, and social/emotional development.
- Apply developmental theory to observations, surveys and/or interviews using investigative research methods, analyzing information drawing objective conclusions affecting one's understanding of development.
- Analyze and evaluate historical contexts about children, human development and resulting childrearing practices.
- [X] Examine how developmentally appropriate childrearing and educational practices can work to prevent problems.
- Formulate developmental theory into a sequential human developmental lifeline from birth through adulthood.
- [ ] 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: Linda Middleton
Date: 08/24/2018
Dept: Child Development & Education

1. Course Title: Administration and Supervision of Early Childhood Education Programs I
2. Course Number: CDE 126

It is recommended that the following Course: CDE 110 be reviewed as an Advisory

Justification:

Students should have a thorough understanding of Child Development theories when planning and administering an early childhood 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.

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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.
### Mt. San Jacinto College

**Request for Placement on Curriculum Committee Agenda**

**Form A8**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
<th><strong>COURSE</strong></th>
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<tbody>
<tr>
<td>Linda Middleton</td>
<td>08/24/2018</td>
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</table>

**Catalog:**

2019 - 2020

**Proposed Course:**

CDE 128 - Administration and Supervision of Early Childhood Education Programs II

**Proposal Type:**

CTE 2 Year Review

This course is Stand Alone

**Summary of Action Item:**

We are completing this 2 year review in order to maintain compliance with Title 5 for CTE programs.

**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 meets the following PLO’s for the TEDS department: 1. Develop and effectively communicate a philosophy of education based on research and developmental theories that demonstrate a commitment to developmentally appropriate and responsive practice. 2. Become permit and/or transfer eligible and thus prepared to enter the workforce. 3. Demonstrate a commitment to lifelong learning including personal and professional development and responsibility. 4. Demonstrate an understanding of and advocate for the diverse needs of children and families within the context of a rapidly changing and highly diverse society. 5. Demonstrate professionalism based upon the NAEYC Code of Ethics.

**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 is a required course for the Program Director Permit for the State of California. In our Program review we discussed the need to maintain job eligibility for our students by having them eligible for the Permits.

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

1. Linda Middleton 08/24/2018 (Submitter)
2. Lorraine Slattery-Farrell 08/29/2018 (SJC Department Chair)
3. Michelle Harper 08/28/2018 (MVC Department Chair)
4. Jeffrey Holmes 08/31/2018 (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 FA19 (2019-20 Catalog)

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### Mt. San Jacinto College

**Integrated Course Outline of Record**

**Form B**

<table>
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<tr>
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<th>Date:</th>
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<tbody>
<tr>
<td>Linda Middleton</td>
<td>09/19/2018</td>
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<tr>
<th><strong>Department</strong></th>
<th><strong>Subject</strong></th>
<th><strong>Course Number</strong></th>
<th><strong>Title</strong></th>
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<tbody>
<tr>
<td>Child Development &amp; Education</td>
<td>Child Development &amp; Education CDE</td>
<td>128</td>
<td>Administration and Supervision of Early Childhood Education Programs II</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>
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<th>Lecture Homework Hours</th>
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<td>96.00 - 108.00</td>
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### General Education Justification:

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<th>Maximum Enrollment:</th>
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<th>Grading Method:</th>
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<td>Letter Grade or P/NP</td>
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### Schedule Description:

This course provides an in-depth study of the components of high quality early education programs and the director’s role in administering such programs. This course meets Title 22 requirements for center directors and it applies toward the Child Development Site Supervisor and Program Director Permits.
**Need for the course:**
This course meets Title 22 licensing regulations for directors, as well as satisfying the requirements for the Child Development Site Supervisor and Program Director Permits issued by the Commission on Teacher Credentialing.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
- CDE 126 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 factors needed to create a diverse and inclusive environment.
2. Identify components of hiring practices, observation and evaluation practices of staff.
3. Describe the legal requirements and ethical responsibilities of administering an early care and education program.
5. Evaluate the needs and interests of staff to develop responsive professional training opportunities.
6. Summarize essential practices for collaboration with staff, families and community.
7. Design a philosophical framework incorporating the various aspects of high quality programming that includes the importance of professional integrity and confidentiality.
8. Analyze and interpret current trends and legislation affecting early childhood programs
9. Identify the components of high quality early childhood programs and apply to aspects of program development (including, but not limited to, planning, organizing, managing resources, managing space, child and program evaluations and staffing issues)
10. Identify and organize fiscal resources to implement a high quality program.
11. Examine the administrator's responsibilities related to relationship based practices, including professionalism, ethics and advocacy.

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

**A. Administrator Responsibilities**
1. Legal requirements and responsibilities
2. Ethics – Professional behaviors
3. Reflective Practice
4. Time Management
5. Working with colleagues and families
   a. Creating a diverse and inclusive environment
   b. Team building strategies
   c. Establishing professional relationships and boundaries
   d. Communication strategies
   e. Dealing with conflict
6. Working with stakeholders
   a. Boards (i.e. Parents, Governing, Advisory)
   b. Community agencies
   c. Other professionals who support the field
   d. Seeking and incorporating new ideas

**B. Hiring, Evaluation and Termination**
1. Job descriptions
2. Hiring and termination procedures
3. Observations and evaluations
   a. Formal and informal
   b. Use of evaluation
### Methods of Instruction:

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

- **Method:** Lecture  
  **Integration:** Lecture and audio-visual presentations will examine the principals of organizing, administrating and advocating for high quality early childhood programs.

- **Method:** Discussion  
  **Integration:** Large and small group discussions will be used to analyze components of high quality programs and develop program policy and parent handbooks.

- **Method:** Role Playing/Simulation  
  **Integration:** Role playing will be used to develop effective communication skills for managing change, enhancing staff teambuilding, resolving conflict, and for creating partnerships with families.

- **Method:** Quizzes/Exams  
  **Integration:** In class discussion and review of quizzes/exams and individual learning activities will be used to reinforce student comprehension of the processes and strategies involved in administrating and managing high quality early childhood programs.

### Methods of Evaluation:

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

- **Method:** Class Participation  
  **Integration:** Class participation will be observed and evaluated on the students' understanding of the principles of organizing, administrating and advocating for high quality early childhood programs as they participate in large and small group in-class activities.

- **Method:** Projects  
  **Integration:** Projects will be assigned that will assess the Students’ understanding of high quality policies and procedures when developing parent and staff handbooks.

- **Method:** Exams/Tests  
  **Integration:** Exams/Tests comprised of multiple choice, short answer or essay questions will be used to determine whether or not the student comprehends the processes and strategies involved in administrating and managing high quality early childhood programs (including knowledge of personnel policies, working with parents, the development of leadership skills, and the effects of current trends and legislation).

- **Method:** Research Projects  
  **Integration:** Students will be evaluated on their ability to use Internet research in order to identify and organize fiscal resources to implement a high quality program.

### Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:
A. Develop program policies and parent and staff handbooks based on a program’s philosophy of early childhood education.
B. Develop a comprehensive plan for staff development based on course concepts related to program philosophy.
C. Conduct Internet research where they will identify current trends and legislation affecting the field of early childhood education and, based on these findings, define ways to advocate for children and families.

Textbooks:


Other Resources:

Minimum Qualification

- Child Development/Early Childhood Education (Masters Required) or
- Early Childhood Education (Masters Required)

Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
PREREQUISITE/Corequisite/Recommended Preparation

Form A2

Submitted by: Linda Middleton Date: 08/24/2018
Catalog: 2019 - 2020
Proposed Course: CDE 128 - Administration and Supervision of Early Childhood Education Programs II
Proposal Type: CTE 2 Year Review
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
CDE 126
It is recommended that this requisite be (reviewed).
Justification:
CDE 126 introduces students to the licensing requirements of Title 22 and Title 5 and gives an overview of the role of an administrator of an early childhood program. CDE builds on this knowledge

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Linda Middleton 08/24/2018 (Submitter)
2. Lorraine Slattery-Farrell 08/29/2018 (SJC Department Chair)
3. Michelle Harper 08/28/2018 (MVC Department Chair)
### Mt. San Jacinto College

**Skills Analysis**  
(One pre- or corequisite or advisory per form)

| Form E2 |
|------------------|------------------|
| **Submitted By:** | Linda Middleton  |
| **Dept:**         | Child Development & Education |
| **1. Course Title:** | Administration and Supervision of Early Childhood Education Programs II |
| **2. Course Number:** | CDE 128 |

**It is recommended that the following** Course: CDE 126
be reviewed as a Prerequisite.

**Justification:**

CDE 126 introduces students to the licensing requirements of Title 22 and Title 5 and gives an overview of the role of an administrator of an early childhood program. CDE builds on this knowledge.

**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.

- [ ] **Describe the roles and responsibilities of a director of a center designed for young children.**
- [ ] Demonstrate knowledge of compliance with Title 5 and Title 22 licensing standards for childcare and education programs
- [ ] Compare and contrast various program structures, philosophies and curriculum models.
- [ ] Identify strategies to ensure equity and respect for children, families, staff and colleagues.
- [ ] Summarize systems and methods to support sound fiscal operations in a variety of ECE settings.
- [ ] Assess various methods and tools of evaluation of the environment, programming and staff.
- [ ] Evaluate effective policies and strategies for staffing and scheduling teaching and support staff in the center.

- [ ] Course being removed as a requisite to the target course
Submitted By: Linda Middleton
Date: 08/24/2018

Dept: Child Development & Education

1. Course Title: Administration and Supervision of Early Childhood Education Programs II
2. Course Number: CDE 128

It is recommended that the following Course: CDE 126 be reviewed as a Prerequisite.

Justification:
CDE 126 introduces students to the licensing requirements of Title 22 and Title 5 and gives an overview of the role of
an administrator of an early childhood program. CDE builds on this knowledge.

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.

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2. **Attach Photocopies** of the UC and/ or CSU course descriptions from the respective catalogs. Identify the campus and catalog year on each photocopy.

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

<table>
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<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/01/2018</th>
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<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
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<tr>
<td>Proposed Course:</td>
<td>CORR 101 - Introduction to Correctional Science</td>
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<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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<tr>
<td>This course is part of an Instructional Program in the college catalog</td>
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**Summary of Action Item:**
This is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

This course is part of an Instructional Program in the college catalog.

**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 aligns with the department’s program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws related to corrections, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

**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 stated in the department’s most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

**Approval Signatures Required on all lines before submittal to Curriculum Office**
1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog))
## 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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### Stand Alone:
Program Applicable

### 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:
2105.10*

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

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

This course provides an overview of the history and trends of corrections. It focuses on the legal issues, statutory law, and general operations in correctional institutions. The relationship between corrections and other components of the Criminal Justice System are examined as well as employment opportunities and entry requirements in the Correctional Science field.

### 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 history and trends of corrections including legal issues, general laws, and operations in correctional institutions.
Need for the course:
The field of Correctional Science needs a more in-depth introduction than is provided in an Introduction to Administration of Justice course. The California Association of Administration of Justice Educators (CAAJE) provides uniformity throughout the State in the field of Administration of Justice. This course is part of a sequence of courses towards a certificate in criminal justice and conforms to CAAJE recommendations as adopted by the Department during Program Review. This course not only fulfills the requirement for a certificate, but it also meets the transfer needs of students since it is a course that transfers to a CSU.

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.

- ENGL 092 or
- ENGL 098 or
- ESL 098W

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. Examine and evaluate the conflicting sentencing philosophies of punishment versus rehabilitation.
2. Compare and evaluate the alternatives to incarceration such as diversion, probation, and community corrections.
3. Investigate and assess the purpose, development, and history of jails from the first jail in the United States to present architecture and inmate management.
4. Appraise and judge the current prison system including stages of development, demographics of inmates in both state and federal custody, prisoner programs, organization and administration of the facilities.
5. Examine and compare corrections staff rank structure, duties and assignments as well as staff issues such as stress, safety, job satisfaction, and professionalism.
6. Analyze and value the need and development of prisoner’s rights in the prison system and the direct relationship of inmate rights and Constitutional guarantees.
7. Compare and consider special inmate population issues in the prison system such as substance abusers, the mentally challenged, elderly inmates, as well as medical issues (STD, HIV) and mental illness treatment.

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

A. Corrections: An Overview
   1. The corrections explosion (historical roots and employment opportunities).
   3. Corrections and the Criminal Justice System.
   4. Professionalism in corrections (Rank structure, duties, and training).
   5. Hiring requirements, retention, job satisfaction.
   6. Stress and stressors (Stress management techniques).
B. Punishments: A Brief History
   1. Punishments in ancient times (Greece, Israel, and Rome).
   2. Incarceration as punishment (House of Corrections 1550-1700, emergence of the prison).
   3. Reformers (William Penn, Cesare Beccaria, Jeremy Bentham, etc.).

C. Sentencing: Punishment versus Reform
   2. Sentencing models (intermediate, determinate, guideline sentencing, etc.).
   3. Three-Strike models – Washington and California (impact on local courts, jails and on the state prison systems).
   4. Issues in sentencing (proportionality, equity, social debt, truth in sentencing).

D. Diversion and Probation: How Offenders are Punished
   1. Overview of diversion and probation.
   2. Diversion (rationales, process, and policy issues).
   3. Probation (reasons and goals of probation, history, characteristics of adults on probation).
   4. Probation Officer job descriptions (case investigation, supervision).

E. Intermediate Sanctions: Between Probation and Incarceration
   1. Intermediate sanctions (value, varieties, policy versus program centered approach).
   2. Community corrections.

F. Jails
   1. Purpose of jails.
   3. Characteristics of jail inmates, facilities, and staff.
   4. Jail issues (privatization, overcrowding, accreditation, staff as professionals).

G. Prisons Today
   1. Inmates (privately operated facilities, state and federal, gender, race, age, most serious offense).
   2. Programs for prisoners (classification, orientation, unit management, daily routine, work assignments, education and recreation programs, and health care).
Prison organization and administration (state versus federal prison systems).

Effectiveness of incarceration.

H. Parole: Early Release and Reentry
1. Parole as part of the criminal justice system (historical overview).
2. Characteristics of parolees (trends, effectiveness).
3. Issues in parole (reintegration, legal decisions affecting parole, etc.).

I. Prisoner’s Rights
1. The hands-off doctrine
4. Female inmates and the courts.

J. Special Prison Populations (Elderly, Mentally Challenged, HIV/AIDS)
1. Special needs inmates (substance abusers, HIV/AIDS, mental illness, older inmates).
2. Sexually transmitted diseases in jail.
3. Legal issues (inmates with disabilities, HIV/AIDS, mental illness treatments).

K. Prison Issues and Concerns: Security, Privatization, Technology, and Accreditation
1. Overcrowding (reasons, solutions, and consequences).
2. Prison security (prison and jail gangs, riots and disturbances).
3. Probation and Parole Officers (recruitment and training).
4. Accreditation.
5. Privatization (arguments pro and con, community supervision, trends).

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, multimedia and PowerPoint), will introduce the Criminal Justice System throughout the course in order for the student to identify the origins and development of correctional science and process such as history of the US Correctional System, theories of incarceration (punishment versus rehabilitation), as well as prisoner’s rights and ethics.

- **Method:** Discussion
  **Integration:** Group discussions which examine and evaluate selected topics of correctional science in order to
impart skills to differentiate the involvement of the various elements of corrections such as the courts, correctional staff, probation and parole, and the US Constitution.

- **Method:** Visiting Lecturers  
  **Integration:** Current and former practitioners in the law enforcement field will present lectures on their experiences working in the criminal justice system in order for the student to evaluate the inner workings of the criminal justice process.

- **Method:** Homework  
  **Integration:** Completion of the short essay questions at the end of each chapter and detailed discussion of the topics at the next class meeting in order to reinforce the lecture material.

- **Method:** Directed Study  
  **Integration:** Evaluation and discussion of a current event related to correctional science for an oral presentation to the class in order to assess knowledge of the course material.

- **Method:** Papers and Reports  
  **Integration:** Written assignments in order to apply important concepts and skills in analyzing the correctional system as it responds to racial and cultural issues encountered during the administration of corrections.

### 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:** Quiz, midterm and final examinations will be conducted on class lecture and text book reading assignments to measure retention of course material.

- **Method:** Group Projects  
  **Integration:** Completion of a group project and presentation in order to identify how external and internal factors can influence the correctional process and rehabilitative strategies. Presentation will be evaluated based on the demonstration of successful strategies to overcome the factors.

- **Method:** Homework  
  **Integration:** Completion of short essay answers to selected questions found at the end of each chapter in the course book in order to demonstrate that the student has an understanding of correctional science and the fundamentals of the corrections process. Evaluation based on content, reasoning, and writing mechanics.

- **Method:** Oral Presentation  
  **Integration:** Verbal presentation examining and validating a correctional science theory through presentation of positive and negative aspects of the theory and its affect on the rehabilitation process. Evaluation will include presentation skills, organization, and research abilities.

### Examples of Assignments:

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

A. Write a response to the end of chapter questions such as describe and evaluate the different types of programs that come under intermediate punishments.

B. Write an essay response to a test question such as "Which Supreme Court decisions are most significant to corrections today?" What effect has each had on correctional institutions?"

C. Write a research paper on topics such as: "What are some of the management problems associated with special offender populations, such as those who are elderly, those serving long sentences, or those who have contracted AIDS? Identify and examine programs within the California Prison System that attempt to address these problems."

### Textbooks:


**Other Resources:**

**Minimum Qualification**

- Administration of Justice

---

**Mt. San Jacinto College**

Request for Placement on Curriculum Committee Agenda

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>William Farrar</th>
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<th>08/01/2018</th>
</tr>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>CORR 101 - Introduction to Correctional Science</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.

**Recommended Preparation**

**ENGL 092**

It is recommended that this requisite be (reviewed).

Justification:

This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

**or Recommended Preparation**

**ENGL 098**

It is recommended that this requisite be (reviewed).

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

**or Recommended Preparation**

**ESL 098W**

It is recommended that this requisite be (reviewed).

Justification:

This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

---

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

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
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 FA19 (2019-20 Catalog)

---

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

<table>
<thead>
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<tbody>
<tr>
<td>Dept:</td>
<td>Correctional Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Introduction to Correctional Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>CORR 101</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

**Justification:**

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student 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.

<table>
<thead>
<tr>
<th>Skill Description</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize and compose essays in a clear, unified, and coherent manner using critical thinking skills. At least 5 essays will total at least 4,000 words/15 typed pages. At least one essay must be written in-class with time constraints, and one essay must be a research essay of no more than 5 pages and no fewer than 3 outside sources. (No literary analysis in essays)</td>
<td></td>
</tr>
<tr>
<td>Evaluate and select the appropriate rhetorical mode(s), audience, and the steps to completion for a given writing situation.</td>
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<tr>
<td>Compose and predict effective thesis statements.</td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>Evaluate and analyze the limitations of the “5 paragraph essay” structure and investigate and validate (through examples and original composition) other organizational structures.</td>
<td></td>
</tr>
<tr>
<td>Create, examine, analyze, and document metacognitive responses to written texts, both student essays and published non-fictional texts.</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate competence in standard American English: grammar, usage, and spelling.</td>
<td>X</td>
</tr>
<tr>
<td>Examine and evaluate library and internet sources and integrate quotations from college-level sources in an essay as concrete support for an idea or topic in a persuasive essay.</td>
<td></td>
</tr>
<tr>
<td>Evaluate critically and respond constructively to compositions within a community of writers.</td>
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</tbody>
</table>
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: William Farrar
Date: 08/01/2018
Dept: Correctional Science
1. Course Title: Introduction to Correctional Science
2. Course Number:  CORR 101

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

Justification:

This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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
   3

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

#### COURSE

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<td>Proposed Course:</td>
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<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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**This course is Stand Alone**

#### Summary of Action Item:

Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

This is a standard 2-year review in order to keep the course in compliance with Title 5. Textbooks were also revised and updated.

#### 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 aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues including leadership and laws within a correctional setting, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

#### 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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

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

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

---

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

<table>
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<tr>
<td>Title:</td>
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</table>

378
Correctional Science  
CORR 102  
Control and  
Supervision in  
Corrections

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

<table>
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<tr>
<th>Lecture Homework Hours</th>
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<tbody>
<tr>
<td>96.00 - 108.00</td>
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</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: 2105.10*

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

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

This course provides an overview of the methods, practices, and theory related to custodial supervision of incarcerated persons in Federal, State, and local correctional facilities. The course examines and considers the issues of custodial control and the interaction between the offender and the correctional employee. Other topics include the effects of violence, overcrowding, gangs, and substance abuse within the correctional system.

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 methods, theory and practices of custodial supervision of incarcerated persons in Federal, State, and local correctional facilities.

Need for the course:
A student who has interest in the field of corrections needs a more in depth introduction to the process of control and supervision of incarcerated persons than is provided in an Introduction to Administration of Justice Course. This course examines the requirements, training, and duties required to supervise incarcerated individuals and assist in their rehabilitation.
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.

- CORR 101 and
- ENGL 092 or
- ENGL 098 or
- ESL 098W

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 and evaluate the procedure for processing of inmates into and out of prison such as receiving (intake), classification, housing, special needs, and discharge / parole.
2. Evaluate and analyze the methods used by correctional employees to maintain control of incarcerated persons (inmate accountability, searches, special housing, inmate discipline and use-of-force issues).
3. Scrutinize and value procedures and regulations regarding inmate entitlements such as inmate telephone use, correspondence, visiting regulations, grievance procedures and self-representation activities.
4. Inspect inmate programs and services and measure the effectiveness on rehabilitation regarding inmate employment, education, vocational training, recreation activities, religious activities and organizations.
5. Analyze and consider medical and psychological issues in relation to inmate control and supervision such as infectious disease management, suicide prevention, and sexual assault prevention.

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

A. Processing Inmates In and Out of Prison
   1. Receiving and Discharge Operations.
   2. Admission and Orienttion.
   3. Classification.

B. Supervision and Security
   1. Inmate Accountability (headcounts, security checks).
   2. Searches (contraband, weapons).
   3. Special Housing (disruptive inmates, protective custody).

C. Inmate Discipline
   1. Institution Policy.

3. Use of Firearms (training, policy).

D. Inmate Entitlements
   1. Inmate Telephone Use Policy.
   2. Inmate Mail Policy.
   3. Visitation Policy.

E. News Media
   1. Institution Policy.
   2. Inmate Contact Policy.
   3. Public Information Officer.

F. Programs and Services
   1. Inmate Employment, Education, and Training.
   2. Recreational Activities.

G. Inmate Organizations
   1. Recreational.
   2. Social.

H. Community Corrections
   1. Parole.
   2. Supervision.
   3. Counselling.

I. Medical and Psychological Issues
   1. Infectious Disease Management.
   2. Suicide Prevention Programs.

**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, multimedia and PowerPoint), will introduce Control and Supervision in Corrections throughout the course in order for the student to identify the duties of the corrections professional including theories of incarceration (punishment versus rehabilitation), inmate control, and prisoner's rights and ethics.

- **Method:** Discussion
  - **Integration:** Group discussions which examine and evaluate selected topics of control and supervision of inmates in order to impart skills to differentiate the involvement of the various staff members in corrections such as the correctional staff, medical personnel, counselors, and parole.

- **Method:** Visiting Lecturers
  - **Integration:** Current and former practitioners in the corrections field will present lectures on their experiences working in the correctional system in order to evaluate practical application of control and supervision of inmates.

- **Method:** Homework
  - **Integration:** Completion of the short essay questions at the end of each chapter and detailed discussion of the topics at the next class meeting in order to reinforce the lecture 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:** Exams/Tests
  - **Integration:** Quiz, midterm and final examinations will be conducted on class lecture and text book reading assignments to measure retention of course material.

- **Method:** Projects
  - **Integration:** Completion of a group project and presentation in order to identify how external and internal factors can influence inmate supervision and rehabilitative strategies. Presentation will be evaluated based on the demonstration of successful strategies to overcome the factors.

- **Method:** Papers
  - **Integration:** Completion of short essay answers to selected questions found at the end of each chapter in the course book in order to demonstrate an understanding of control and supervision of inmates and the fundamentals of the corrections process. Evaluation based on content, reasoning, and writing mechanics.

- **Method:** Oral Presentation
  - **Integration:** Verbal presentation examining and validating an inmate supervision and control policy through presentation of positive and negative aspects of the policy and its affect on the rehabilitation 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:

A. Write an essay response to the end of chapter questions such as "Describe "discretionary release" and justify its claim that the inmate will be better prepared to transition back into the community through participation in the program."

B. Write essay response to test questions such as "What 1964 Supreme Court decision ruled that state prisoners are entitled to the protections of the Civil Rights Act of 1871 and may challenge their confinement in the federal courts? Analyze and validate the following court decisions and their effect on prisoner's rights.

   1. Miranda v. Arizona
2. Cooper v. Pate
3. Ruffin v. Commonwealth
4. Procurier v. Martinez

C. Write a research paper examining and assessing contemporary control and supervision topics such as: "In a correctional institution, there are usually five situations in which the use of force is legally acceptable. Analyze and validate the legality of the use of force in each situation. Obtain a copy of the use-of-force policy of a nearby correctional institution and compare and evaluate the policy to the legal justifications in the five identified use-of-force situations."

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Administration of Justice

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

**Submitted by:** William Farrar **Date:** 08/01/2018

**Catalog:** 2019 - 2020

**Proposed Course:** CORR 102 - Control and Supervision in Corrections

**Proposal Type:** CTE 2 Year Review

**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**
CORR 101
It is recommended that this requisite be (reviewed).

**Justification:**
CORR 101 is recommended as a preparation in order to successfully complete the course. CORR 102, Control and Supervision of Corrections, will require a basic understanding of
Correctional Science such as history, corrections theory, and correctional institution structure and operations.

and Recommended Preparation
ENGL 092
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog))
be reviewed as an Advisory

Justification:

CORR 101 is recommended as a preparation in order to successfully complete the course. CORR 102, Control and Supervision of Corrections, will require a basic understanding of Correctional Science such as history, corrections theory, and correctional institution structure and operations.

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.

- Examine and evaluate the conflicting sentencing philosophies of punishment versus rehabilitation.
- Compare and evaluate the alternatives to incarceration such as diversion, probation, and community corrections.
- Investigate and assess the purpose, development, and history of jails from the first jail in the United States to present architecture and inmate management.
- Appraise and judge the current prison system including stages of development, demographics of inmates in both state and federal custody, prisoner programs, organization and administration of the facilities.
- Examine and compare corrections staff rank structure, duties and assignments as well as staff issues such as stress, safety, job satisfaction, and professionalism.
- Analyze and value the need and development of prisoner’s rights in the prison system and the direct relationship of inmate rights and Constitutional guarantees.
- Compare and consider special inmate population issues in the prison system such as substance abusers, the mentally challenged, elderly inmates, as well as medical issues (STD, HIV) and mental illness treatment.

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: William Farrar  Date: 08/01/2018
Dept: Correctional Science

1. Course Title: Control and Supervision in Corrections
2. Course Number: CORR 102

It is recommended that the following Course: CORR 101, be reviewed as an Advisory

Justification:

CORR 101 is recommended as a preparation in order to successfully complete the course. CORR 102, Control and Supervision of Corrections, will require a basic understanding of Correctional Science such as history, corrections theory, and correctional institution structure and operations.

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
3

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.
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<td>Catalog:</td>
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<td>Proposed Course:</td>
<td>CORR 103 - Correctional Interviewing and Counseling</td>
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<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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This course is Stand Alone

**Summary of Action Item:**

Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

This is a standard 2-year review in order to keep the course compliant with Title 5. Textbooks were also revised and updated.

**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 aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws within a correctional setting, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

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 stated in the department’s most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office

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2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: William Farrar  Date: 09/19/2018

Department  Subject  Course Number  Title
Correctional Science  Correctional Science  CORR  103  Correctional Interviewing and Counseling

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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<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>
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<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>
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<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:

<table>
<thead>
<tr>
<th>Maximum Enrollment: 40</th>
</tr>
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<tbody>
<tr>
<td>Maximum Enrollment Justification:</td>
</tr>
<tr>
<td>Grading Method: Letter Grade or P/NP</td>
</tr>
<tr>
<td>TOP code: 2105.10*</td>
</tr>
</tbody>
</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 offers the fundamentals of interviewing and counseling in the correctional science field. This course provides the formula for both informal and structured interview techniques in order to maximize the opportunity for investigations, information, and intelligence gathering.

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 overview of interviewing and counseling techniques in order to acquire the skill to maximize the opportunity for investigations, information, and intelligence.

Need for the course:
The ability to obtain information either informally or during structured interviews is crucial to the professional development of an individual choosing this area as a career path.

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

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

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

- ENGL 092 or
- ENGL 098 or
- ESL 098W and
- CORR 101

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. Examine and value the historical context for correctional treatment as well as key concepts and terms.
2. Investigate and appraise the purpose of correctional counseling and treatment including goals, types of counseling and effectiveness of treatment.
3. Scrutinize and evaluate the procedure for diagnosing and assessing criminal offenders including the role of correctional staff, techniques of assessment, and legal issues involving mental health assessment.
5. Investigate and validate the counseling and treatment of sex offenders including assessment (initial interview, classification process), treatment approaches (behavior, cognitive strategies, relapse prevention), and the effectiveness of treatment programs.
6. Analyze and value the counseling and treatment of substance abuse in the offender population including models of substance abuse (moral, temperance, and disease models), social learning and cognitive behavior approaches, family therapy approaches, and the effectiveness of abuse interventions.

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

A. Correctional Treatment
   1. Historical context for treatment
   2. Key concepts and terms

B. Purpose of Correctional Counseling and Treatment
   1. Goals of offender counseling and treatment
   2. The counseling process
   3. Types of correctional counseling
   4. Effectiveness of offender counseling and treatment
   5. Correctional counseling versus psychotherapy

C. Diagnosis and Assessment of Criminal Offenders
   1. The role of the correctional staff
   2. The DSM-IV (Diagnostic and Statistical Manual of Mental Disorders, 4th Edition)
   3. Techniques of assessment and diagnosis
   4. Legal issues and mental health assessment

D. Psychoanalytic Therapy
   1. Psychoanalytic / Psychodynamic Theory
   2. Psychoanalytic Therapy
   3. Psychoanalytic approaches to crime
4. Implications for treatment

5. Psychoanalysis for criminals

E. Radical Behavior Interventions
   1. Classical conditioning
   2. Operant conditioning
   3. Radical behavior approaches with offenders

F. Social Learning Models
   1. The process of observational learning
   2. Social learning interventions in corrections
   3. Case study: social learning approach

G. Cognitive Therapies
   1. Cognitive restructuring approaches (rational emotive therapy)
   2. Cognitive skills approaches (direct discussion, moral education approaches)

H. Group and Milieu Therapy
   1. Applying standard systems of psychotherapy to group counseling
   2. Systems of group counseling (psychodrama, milieu therapy, working with addicts)
   3. Recent trends (evaluation of programs, group work with particular offenders)

I. Family Therapy
   1. History and overview of family therapy
   2. Psychodynamic family therapy
   3. Communications family therapy
   4. Family therapy and criminal justice applications

J. Treating Sex Offenders
   1. Assessment (initial interview, classification of sex offenders)
   2. Treatment approaches (behavior, cognitive strategies, relapse prevention)
   3. Effectiveness of treatment programs
K. Treating Substance Abuse in Offender Populations
   1. Models of substance abuse (moral, temperance, disease models)
   2. Social learning and cognitive behavioral approaches (therapeutic communities, coping and social skills)
   3. Family Therapy approaches
   4. Effectiveness of substance abuse interventions

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, multimedia and PowerPoint), will introduce the Correctional Interviewing and Counseling techniques throughout the course in order for the student to identify the origins, development, and purpose of correctional counseling and treatment including goals, type of counseling, and effectiveness of treatment.

- **Method: Discussion**
  Integration: The class will discuss current issues that relate to counseling and rehabilitation in the field of correctional science including discussions on the effectiveness of treatment for sex offenders.

- **Method: Visiting Lecturers**
  Integration: Current and former practitioners in the correctional science field will present lectures on their experiences working in correctional institutions as correctional counselors in order for the student to examine and value the practical application of the correctional interview process and counseling.

- **Method: Role Playing/Simulation**
  Integration: Role playing scenarios involving learned techniques of interviewing and counseling will be utilized to determine the best treatment for an admitted substance abuser in the prison population.

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: Quizzes, midterm and final examinations will be conducted on class lecture and textbook reading assignments to measure retention of course material.

- **Method: Simulation**
  Integration: Students will participate in scenarios involving learned techniques of interviews and counseling such as interviewing and determining the best treatment for an admitted substance abuser in the prison population. Class participants will be evaluated on the use of techniques taught in this course and in their success in obtaining the goal of the interview (classification, behavioral issues such as aggressiveness, sexual deviance, substance abuse, and appropriate counseling and treatment).

- **Method: Group Projects**
  Integration: The students will complete a group project and presentation in order to identify how external and internal factors can influence the successful outcome of correctional interview and counseling strategies. Group projects and presentations will be evaluated based on the demonstration of successful strategies to overcome these factors.

- **Method: Homework**
  Integration: The students will complete short essay questions taken from the textbook in order to demonstrate their understanding of correctional science and the fundamentals of the interview and counseling process. The evaluation of the essay will be based on content, reasoning, and writing mechanics.

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

A. Write 2-3 page essay appraising "victim-offender mediation" in the treatment process and validate the effectiveness of the method in the sense of ownership by both offender and victim, restitution, rehabilitation, and cost effectiveness in the criminal justice process.

B. Participate in scenario and experiential training in order to utilize the techniques of interviews and counseling in a mock scenario such as, "The assessment student will use the Jail Screening Assessment Tool (JSAT) in an evaluation to identify the mental disorder as portrayed in the scenario as well as appropriate treatment options."

C. Participate in a group project and presentation on a project such as, "Examine and evaluate the concept of "treatment integrity" in relation to drug treatment in the correctional environment including the problems associated with treatment programs such as non-segregation of participants, incentives and rewards in treatment, and the value of coerced treatment."

Textbooks:


Other Resources:

Minimum Qualification

- Administration of Justice

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>William Farrar</th>
<th>Date:</th>
<th>08/01/2018</th>
</tr>
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<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>CORR 103 - Correctional Interviewing and Counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rationale:</td>
<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>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommended Preparation</td>
<td>ENGL 092</td>
<td>It is recommended that this requisite be (reviewed).</td>
<td></td>
</tr>
<tr>
<td>Justification:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

393
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

and Recommended Preparation
CORR 101
It is recommended that this requisite be (reviewed).
Justification:
CORR 101 is recommended as a preparation in order to successfully complete the course. CORR 103, Correctional Counseling and Interviewing, will require a basic understanding of Correctional Science such as history, corrections theory, and correctional institution structure and operations.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

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

Submitted By: William Farrar
Date: 08/01/2018
Dept: Correctional Science
1. Course Title: Correctional Interviewing and Counseling
2. Course Number: CORR 103
It is recommended that the following Course: ESL 098W be reviewed as an Advisory

Justification:

This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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] 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.

[X] Compose effective thesis statements.

[X] 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.

[X] 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.

[X] 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.

[X] 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.

[X] 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
UC/CSU Prerequisite/Corequisite
Addition/Removal Justification
(one pre- or corequisite or advisory per form)

Submitted By: William Farrar

Date: 08/01/2018

Dept: Correctional Science

1. Course Title: Correctional Interviewing and Counseling

2. Course Number: CORR 103

It is recommended that the following Course: ESL 098W
be reviewed as an Advisory

Justification:

This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

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

3

2. Attach Photocopies of the UC and/or CSU course descriptions from the respective catalogs. Identify the campus and catalog year on each photocopy.

378 of 497 9/19/2018, 9:43 AM
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.

<table>
<thead>
<tr>
<th>Mt. San Jacinto College</th>
<th>Request for Placement on Curriculum Committee Agenda</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COURSE</strong></td>
<td><strong>Form A8</strong></td>
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<td>Submitted by: William Farrar</td>
<td>Date: 08/01/2018</td>
</tr>
<tr>
<td>Catalog: 2019 - 2020</td>
<td>Proposed Course: CORR 104 - Legal Aspects of Corrections</td>
</tr>
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</table>

http://www.curricunet.com/MSJC/reports/curr_comm_report.cfm
Proposal Type: CTE 2 Year Review

Summary of Action Item:
Rationale behind submittal - this is the place to summarize the "what" and the "why" i.e., Program review, Policy Changes.

This is a standard 2-year review in order to keep the course in compliance with Title 5. Textbooks were also revised and updated.

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 aligns with the department's program learning outcomes as it not only requires critical thinking in the examination of complex issues and laws within a correctional setting, but also the fair application of these laws to include social, ethical, and cultural considerations. Moreover, this course stresses the importance of effective communication both oral and written and the need for civic responsibility as it relates to policing.

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 stated in the department's most recent program review, one goal of the Administration of Justice program is to prepare students for entry into various careers within the criminal justice field. The program provides students with a basic understanding of a variety of criminal justice positions at the federal, state, and local level. This course is of importance to ensure students are receiving up-to-date and relevant instruction in this field of study.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (MVC Instructional Dean)

Mt. San Jacinto College
Integrated Course Outline of Record
Form B

Submitted by: William Farrar Date: 09/19/2018

Department Subject Course Number Title
Correctional Science Correctional Science CORR 104 Legal Aspects of Corrections

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
398
**Lecture Contact Hours**
3.00

**Total Contact Hours**
3.00

**Lecture Homework Hours**
48.00 - 54.00

**Stand Alone:**
Stand Alone

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

**General Education Justification:**

**Maximum Enrollment:**
40

**Maximum Enrollment Justification:**

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

**TOP code:**
2105.10*

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

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

**Catalog Description:**
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course. (75 words or less in gray box below).
This course provides students with an awareness of the historical framework, concepts, and case law that direct correctional science practice. The course material gives the student a perspective of the correctional environment in relation to security issues, search and seizure, plea-bargaining, prisoner religious issues, as well as the responsibilities and liabilities of correctional staff.

**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 historical framework, concepts, and case law in correctional science practice. Inmate civil rights and correctional staff responsibilities and liabilities are also examined.

**Need for the course:**
This course provides students with an awareness of the historical framework, concepts, and case law specific in the application of correctional science practice. This course provides more complete corrections-related information than found in AJ 101. This course is a core course in the field of study recommended by the California Department of Corrections and Rehabilitation Education Committee.

**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.

- AJ 101 and
- AJ 103 and
- ENGL 092 or
- ENGL 098 or
- ESL 098W

**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 the correctional process including the history and philosophy of punishment, the judicial process, prison discipline and prisoner’s rights.
2. Separate and compare the court system including court structure, individuals involved, trial process as well as sentencing and plea bargaining procedures.
3. Examine and assess freedom of association, freedom to exercise religious rights, freedom of speech and legal visitation issues in the prison system.
4. Scrutinize and judge search and seizure 4th Amendment concerns regarding prison security, ‘Legal Mail’ issues, searches of prisoners, and searches of visitors.
5. Appraise and consider the 8th Amendment and its application in the prison setting regarding disproportionate punishment, mandatory sentences, death penalty cases and medical treatment issues.
6. Examine and validate the 4th Amendment and its application regarding justification and application of use-of-force in the prison setting.
7. Investigate and evaluate civil actions in the prison setting such as Habeas Corpus (unlawful detention), criminal liability, tort issues, and Section 1983 (civil liability for public officials).

**Course Content:**

(please number the outline of main topics and subtopics)

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<thead>
<tr>
<th>A. The Correctional Process</th>
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<tbody>
<tr>
<td>1. History of punishment.</td>
</tr>
<tr>
<td>2. Philosophy of punishment.</td>
</tr>
<tr>
<td>4. Alternative sentencing and diversion.</td>
</tr>
<tr>
<td>5. Prison discipline (hearing procedures, grievances, rules of conduct).</td>
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<tr>
<td>6. Prisoner’s Rights (due process, torts).</td>
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<table>
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<tr>
<th>B. The Court System</th>
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</thead>
<tbody>
<tr>
<td>1. Court structure (State system versus Federal system).</td>
</tr>
<tr>
<td>2. Individuals involved in the court process (victim, defendant, law enforcement, etc.).</td>
</tr>
<tr>
<td>3. Trial process (pretrial procedures, trial procedures).</td>
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<thead>
<tr>
<th>C. Sentencing and Plea Bargaining</th>
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</thead>
</table>

400
1. Plea Bargaining (negotiated pleas, due process requirements, statutory requirements).

2. Breaches of plea bargains (consequences).


D. Freedom of Association

1. First Amendment guarantees.

2. Inmate union membership.

3. News media contact.

4. Visitation (pretrial detainees, conjugal visits, exclusion of certain visitors).

E. Exercise of Religious Rights

1. Restrictions on the exercise of religion (defining religion, economics, discretion).

2. Security of the institution.

3. Diet (religious prohibited food issues).

4. Grooming.

F. Mail

1. Prison Security

2. Regulation of mail (obscene material, nude photographs).

3. Case summaries ('Legal Mail' issues).

G. Search and Seizure

1. Searches of prisoners.

2. Random pat-down searches.


4. Strip searches.

5. Search of visitors.

H. Eighth Amendment: Cruel and Unusual Punishment

1. Disproportionate punishment.

2. Mandatory sentences as cruel and unusual punishment.
3. Death penalty as cruel and unusual punishment.

I. Fourth Amendment: Use of Force
1. Justification for use of force.
2. Use of restraints.
3. Failure to protect prisoners.
4. Corporal punishment.
5. Suicide.

J. Civil Actions
1. Habeas Corpus (unlawful detention).
2. Criminal liability.
3. Tort.

K. Civil Liability Defenses
1. Immunity (Doctrine of Sovereign Immunity, Absolute Immunity, Qualified Immunity).
2. Double Jeopardy.
4. Self-defense.
5. Defense of others.

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, multimedia and PowerPoint), will introduce Legal Aspects in Corrections throughout the course in order for the student to identify the duties of the corrections professional with regard to Civil Rights issues in relation to inmate control, counseling and investigations, prisoner’s rights, and ethics.

- **Method:** Discussion
  **Integration:** Group participation in discussions that examine and evaluate the legal aspects of control and supervision of inmates in order to impart skills to accurately apply constitutional concerns in the prison setting.

- **Method:** Visiting Lecturers
  **Integration:** Current and former practitioners in the corrections field will present lectures on their experiences working in the correctional system in order to evaluate practical application of constitutional concerns in the prison.
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:** Quiz, midterm and final examinations will be conducted on class lecture and textbook reading assignments to measure the student's retention of course material. Exams will cover student understanding of the legal aspects of corrections.

- **Method:** Homework
  - **Integration:** Completion of the short essay questions at the end of each chapter and discussion at the next class meeting in order to reinforce the lecture material. Work will be submitted to the instructor at the end of each class for critique and evaluation.

- **Method:** Papers
  - **Integration:** Written assignments will apply important concepts and skills to the student's experience outside the classroom. The focus might be on analyzing the constitutionality of an inmate management process as it responds to racial and cultural issues encountered during the application of the program.

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

A. Write a research paper on a legal facet of corrections such as, "Is it cruel and unusual punishment to refuse to provide medical treatment to an inmate? Include research and assessment of the U.S. Supreme Court decision Estelle v. Gamble. Discuss the decision and how the 8th Amendment applies to this decision."

B. Write an essay response to test questions such as, "What is the most compelling justification that an institution can give for regulating an inmate’s religious activities? List the justifications in order of importance and discuss each justification."

C. Participate in a verbal presentation assignment on legal issues in the correctional setting such as, "Correctional officers are legally authorized to use force against an inmate under certain conditions. Examine and assess the conditions and reasons as listed in the text in order of importance and justify the use of force under each circumstance."

Textbooks:


Other Resources:

Minimum Qualification

- Administration of Justice
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION

Form A2

Submitted by: William Farrar
Date: 08/01/2018

Catalog: 2019 - 2020

Proposed Course: CORR 104 - Legal Aspects of Corrections

Proposal Type: CTE 2 Year Review

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
AJ 101
It is recommended that this requisite be (reviewed).

Justification:
AJ 101 is recommended as a preparation in order to successfully complete the course. CORR 104, Legal Aspects of Corrections, will require that students understand the history, philosophy, constitutional provisions of law, and the classification of crimes. This course also examines the application of criminal law to the criminal justice system through review of case law, methodology, and concepts of law in society. Knowledge of the direct correlation of criminal law and its application in the correctional setting is critical for the successful completion of this course.

and Recommended Preparation
AJ 103
It is recommended that this requisite be (reviewed).

Justification:
AJ 103 is recommended as a preparation in order to successfully complete the course. CORR 104, Legal Aspects of Corrections, will require that students understand the fundamental information about kinds and degrees of evidence and the rules governing the admissibility of evidence in court, including rules of evidence, presumptions and inferences; character or reputation, proof of other acts and offenses; hearsay evidence, res gestae; statements; admissions and confessions, conspiracy; documentary and best secondary evidence. Knowledge of the identification of evidence in criminal cases and the collection and preservation of evidence is critical for the successful completion of this course.

and Recommended Preparation
ENGL 092
It is recommended that this requisite be (reviewed).

Justification:
This recommended course (ENGL 092) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ENGL 098
It is recommended that this requisite be (reviewed).

Justification:
This recommended course (ENGL 098) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

or Recommended Preparation
ESL 098W
It is recommended that this requisite be (reviewed).
Justification:
This recommended course (ESL 098W) has been reviewed and is still relevant as it will help develop necessary writing skills that will enhance student success.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. William Farrar 08/01/2018 (Submitter)
2. (SJC Department Chair)
3. William Farrar 08/22/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

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

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>William Farrar</th>
<th>Date:</th>
<th>08/01/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Correctional Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>Legal Aspects of Corrections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>CORR 104</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It is recommended that the following Course: AJ 103 be reviewed as an Advisory

Justification:
AJ 103 is recommended as a preparation in order to successfully complete the course. CORR 104, Legal Aspects of Corrections, will require that students understand the fundamental information about kinds and degrees of evidence and the rules governing the admissibility of evidence in court, including rules of evidence, presumptions and inferences; character or reputation, proof of other acts and offenses; hearsay evidence, res geste; statements; admissions and confessions, conspiracy; documentary and best secondary evidence. Knowledge of the identification of evidence in criminal cases and the collection and preservation of evidence is critical for the successful completion of 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.

X Classify and evaluate the various types of evidence usually found at a crime scene and appraise and select appropriate methods of collection.
X Examine and assess the role of the judge and jury concerning the analysis of evidence presented in the courtroom.
X Scrutinize the importance of the admissibility of evidence in the various court processes and evaluate each court proceeding regarding evidentiary issues in the adjudication process.
Distinguish and validate through critical analysis what constitutes relevant and admissible evidence in specific criminal investigations.

Survey and evaluate the types of scientific criminal evidence currently allowed in both Federal and State Courts.

Analyze and value the basic concepts of the admissibility of criminal evidence, the Fourth Amendment, and the accused right to the ethical application of due process.

Analyze and consider critical evidence-related topics such as the “Best Evidence Rule,” or the U.S. Patriot Act as they apply to the admissibility of criminal evidence.

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)

**Form E3**

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>William Farrar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dept:</strong></td>
<td>Correctional Science</td>
</tr>
<tr>
<td><strong>1. Course Title:</strong></td>
<td>Legal Aspects of Corrections</td>
</tr>
<tr>
<td><strong>2. Course Number:</strong></td>
<td>CORR 104</td>
</tr>
</tbody>
</table>

### It is recommended that the following Course: AJ 103 be reviewed as an Advisory

**Justice:***

AJ 103 is recommended as a preparation in order to successfully complete the course. CORR 104, Legal Aspects of Corrections, will require that students understand the fundamental information about kinds and degrees of evidence and the rules governing the admissibility of evidence in court, including rules of evidence, presumptions and inferences; character or reputation, proof of other acts and offenses; hearsay evidence, res gestae; statements; admissions and confessions, conspiracy; documentary and best secondary evidence. Knowledge of the identification of evidence in criminal cases and the collection and preservation of evidence is critical for the successful completion of this course.

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. 
   3. 

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.
Mt. San Jacinto College  
Request for Placement on Curriculum Committee Agenda  
COURSE  
Form A8

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>08/13/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>CSIS 113A - C++ Programming - Level 1</td>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
</tr>
</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.

CTE 2-year update review. Reviewed curriculum for currency - no changes made. No newer textbook is available.

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.

C++ teaches students how to use integrated development environments to develop business solutions based on references models, best practices, and analysis of technical information in addition to systems and data concepts.

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”)

C++ remains one of the flagship computer programming languages taught by the CIS department. C++ level 1 is a required course in the CIS AS-T Computer Science degree program as well as the CIS Programming degree program and state-level certificate.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Bill Bennett 08/13/2018 (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Bill Bennett
Date: 09/19/2018

<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>
<th>Lecture Homework Hours</th>
</tr>
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<tbody>
<tr>
<td>3.00</td>
<td>3.00</td>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
<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:

Grading Method: Letter Grade or P/NP

TOP code: 0707.10

Can be Taken: 1 time(s) for credit
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
- Intercollegiate athletics course
**Catalog Description:**
(Where 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 principles of object-oriented programming using the C++ programming language. Students will investigate and evaluate various programming design methodologies and apply them to programming problems in C++. C++ features that will be covered include language syntax, class definitions, control structures, function definitions, and basic data structures. No prior programming experience required.

**Schedule Description:**
(Where 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 first semester programming course using the C++ programming language.

**Need for the course:**
This course is required for the AS-T degree in Computer Science. It is also an optional course in the CIS degree pattern programming track. In addition, this course will provide students with experience in an industry-standard programming language.

**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.

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

**Other Enrollment Criteria:**
-no-

**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. Design and create algorithms for solving simple problems.
2. Consider the language translation phases of compiling, interpreting, linking and executing, and differentiate the error conditions associated with each phase.
3. Compare and contrast the primitive datatypes of the C++ programming language; describe how each is stored in memory; and identify the criteria for selection.
4. Apply the program development process to problems that are solved using fundamental C++ programming constructs and predefined data structures.
5. Derive program correctness through the development of sound test plans and the implementation of comprehensive test cases.
6. Analyze and trace the execution of C++ computer programs.
7. Decompose a program into subtasks and use parameter passing to exchange information between the subparts.
8. Differentiate between object-oriented, structured, and functional programming methodologies.
9. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
10. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
11. Evaluate 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. Introduction to the C++ Language and Development Environment
   a. Background of language
   b. C++ Syntax
   c. Development Environment
2. Program design methodologies and C++
   a. Algorithms
   b. Pseudocode
   c. Functional decomposition

3. C++ language elements: Control Structures
   a. If
   b. If / else
   c. Do / while
   d. For
   e. Break
   f. Continue

4. C++ Language elements: Functions
   a. function header
   b. function body
   c. function prototypes
   d. pass-by-value

5. C++ data structures: Arrays
   a. Overview
   b. Declaring and allocating
   c. Passing arrays
   d. Sorting arrays

6. C++ Pointers and Strings

7. C++ Style Guidelines
   a. Variable naming
   b. Code layout
   c. Naming classes

8. Simple File Processing

9. Function Design

10. Life-Long Learning
    a. Web resources
    b. Relevant publications
    c. Other educational opportunities

11. 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 coding and implementing for, while, and do while constructs; implementing if, if else, conditional, and switch decision constructs; the development of algorithms that implement arrays for data storage and retrieval; demonstrate the use of primitives to develop complex types; develop algorithms that show the appropriate creation and use of pointers.

- **Method**: Discussion
  **Integration**: Weekly discussion will be conducted as a means to compare and contrast the use and implementation of the for, while, and do while looping constructs; the if, if else, conditional, and switch decision constructs; efficiency of algorithms that implement arrays for storage and data retrieval; debate the correct use of pointers and abstract data types.

- **Method**: Observation and Demonstration
**Integration:** Guided practice and demonstration will illustrate lecture principles and reading assignments with a focus on fundamental C++ programming concepts and applying them to problem solving and potential solutions to homework assignments. Guided practice will include coding and implementing for, while, and do while constructs; implementing if, else, conditional, and switch decision constructs; the development of algorithms that implement arrays for data storage and retrieval; demonstrate the use of primitives to develop complex types; the development of algorithms that show the appropriate creation and use of pointers.

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

- **Method: Exams/Tests**
  - **Integration:** A midterm and final exam composed of short answer questions and small programming examples will be given. The exams will be designed to evaluate the mastery of such topics as looping constructs; decision structures; data storage and retrieval with arrays; the appropriate use of pointers. Exams will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method: Homework**
  - **Integration:** Weekly programming assignments will be given that apply important concepts and skills to the student's experience outside the classroom. The focus might be on the development and correct implementation of abstract data types; correct usage of the different looping constructs; the implementation of the various decision constructs; the use of arrays to implement storage and data retrieval algorithms. Weekly assignments will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method: Discussion / Guided Practice**
  - **Integration:** Discussion and guided practice consisting of C++ syntax and logic problems; looping structures (for, while, do-while); decision structures (if, if else, switch, conditional); the use of arrays to solve storage and retrieval problems; the development of algorithms that demonstrate the proper use of pointers; the development and proper use of abstract data type problems will be required. Guided practice / discussion projects will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

**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: Loops and Decisions**
Write a simple calculator program. Your program should ask for three things two whole numbers and an operator in the form of an expression like:

3 * 2

Use a select case structure to determine what operation needs to be performed on the two numbers. Your program should handle the arithmetic functions Add, Subtract, Multiply, and Divide (Depending on the operator entered). Watch out for division. I want you to check to make sure you don't allow a divide by zero. Use an if else to do the checking. This check should only be done if the operation is division.

Also, you must have a default statement to handle when an invalid operator has been entered.

Hint - Be careful on what you are switching on. Remember, literal characters need to be enclosed in single quotes 'a'

This assignment will be evaluated as follows:

30% if all directions are followed.
30% if the program compiles and runs to completion.
30% if program produces the proper output.
10% if code is properly formatted.

**Example Assignment 2: References**
Write a function called breakApart that will accept a 2-digit integer and returns each of the numbers individually. This function will take three parameters. The first parameter is the two digit number to break apart. Parameters 2 and 3 are passed by reference and will be used to return each of the numbers back to main.

You should make sure that the input into the function is a two-digit number. If it is not a two digit number the breakApart function should simply return false. If it is a two-digit number the breakApart function should break the number apart, and store each of the numbers in the parameters passed by reference.

In main you should get the number from input and then output each of the numbers on a separate line.
What not to do
Using any of the following will prevent you from receiving full credit:
- global variables
- cin in breakThree function
- cout in breakThree function
- goto statements

This assignment will be evaluated as follows:
30% if all directions are followed.
30% if the program compiles and runs to completion.
30% if program produces the proper output.
10% if code is properly formatted.

Textbooks:

Other Resources:

Minimum Qualification
- Computer Information Systems or
- Computer Science (Masters Required)
Mt. San Jacinto College  
Request for Placement on Curriculum Committee Agenda

COURSE Form A8  

Submitted by: Bill Bennett  
Date: 08/13/2018

Catalog: 2019 - 2020

Proposed Course: CSIS 113B - Java Programming - Level 1

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.

CTE 2-year update review. Reviewed curriculum for currency - no changes made. No newer textbook is available.

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.

Java teaches students how to use integrated development environments to develop business solutions based on references models, best practices, and analysis of technical information in addition to systems and data concepts.

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”)

Java level 1 is a required course in the the CIS Programming degree program and state-level certificate. It is also an elective course in the Internet Authoring program.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Bill Bennett 08/13/2018  
   (Submitter)

2. (SJC Department Chair)

3. Glenn Stevenson 08/21/2018  
   (MVC Department Chair)

4. (SJC Instructional Dean)

5. Joyce Johnson 08/23/2018  
   (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 FA19 (2019-20 Catalog)
# Mt. San Jacinto College Integrated Course Outline of Record

**Submitted by:** Bill Bennett  
**Date:** 09/19/2018

### Department
Computer Sci/ Info Systems

### Subject
Computer Sci/ Info Systems CSIS

### Course Number
113B

### Title
Java Programming - Level 1

## 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>
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</tr>
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<tbody>
<tr>
<td>3.00</td>
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</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:

### Maximum Enrollment:
40

### Maximum Enrollment Justification:

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

### TOP code:
0707.10

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

## Catalog Description:

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

415
This course introduces the principles of object-oriented programming using the Java programming language. Students will investigate and evaluate various programming design methodologies and apply them to programming problems in Java. Java features that will be covered include language syntax, class definitions, control structures, function definitions, and basic data structures. No prior programming experience required.

**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 object-oriented programming using the Java programming language.

**Need for the course:**
This course is a core required course in the AS-T degree pattern in Computer Science. In addition it is a core elective course for the CIS degree in Computer Programming.

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

- none -

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

- none -

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

- none -

**Other Enrollment Criteria:**
- none -

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

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

1. Analyze the basic structure of a Java application and be able to document, debug, compile, and run a simple application.
2. Create, name, and assign values to variables.
3. Use common control statements to implement flow control, looping, and exception handling.
4. Create methods (functions and subroutines) that can return values and take parameters.
5. Create, initialize, and use arrays to solve data storage and retrieval problems.
6. Explain the basic concepts and terminology of object-oriented programming.
7. Use common objects and references types.
8. Create common GUI components and modify their properties at both run time and design time.
9. Differentiate between object-oriented, structured, and functional programming methodologies.
10. Analyze and trace the execution of Java computer programs.

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

A. Java Basics
   1. Data Types
   2. Operators and expressions.
   3. Introduction to objects.

B. Control Structures
   1. Relational Operators
   2. If / If else statements
3. While Loops
4. For Loops
5. Switch Statements
6. Do while loops
7. Break and continue statements

C. Methods
1. Built in Methods
2. Programmer defined methods
3. Passing Parameters by reference and value
4. Scope Rules
5. Recursion
6. Overloading

D. Arrays
1. Creating and allocating arrays
2. Built in array operations
3. Arrays as arguments
4. Multi-dimensional arrays

E. Object Based Programming
1. Introduction to classes
2. Variables and method scope
3. Constructors
4. Overloaded constructors

F. Exception handling
1. Exception fundamentals
2. Re-throwing exceptions
3. Custom exception classes
G. GUI Applications

1. Introduction to Swing
2. JLabels
3. JButton
4. JTextFields
5. ActionEvents
6. MouseEvents
7. GridLayout
8. FlowLayout

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 coding and implementing for, while, and do while constructs; implementing if, if else, conditional, and switch decision constructs; the development of algorithms that implement arrays for data storage and retrieval; demonstrate the use of primitives to develop complex types; develop algorithms that show the appropriate creation and use of abstract data types.

- **Method**: Discussion
  **Integration**: Weekly discussion will be conducted as a means to compare and contrast the use and implementation of the for, while, and do while looping constructs; the if, if else, conditional, and switch decision constructs; efficiency of algorithms that implement arrays for storage and data retrieval; debate the correct use of primitives to create abstract data types.

- **Method**: Observation and Demonstration
  **Integration**: Guided practice and demonstration will illustrate lecture principles and reading assignments with a focus on fundamental Java programming concepts and applying them to problem solving and potential solutions to homework assignments. Guided practice will include coding and implementing for, while, and do while constructs; implementing if, if else, conditional, and switch decision constructs; the development of algorithms that implement arrays for data storage and retrieval; demonstrate the use of primitives to develop complex types; the development of algorithms that show the appropriate creation and use of abstract data types.

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

- **Method**: Exams/Tests
  **Integration**: A midterm and final exam composed of short answer questions and small programming examples will be given. The exams will be designed to evaluate the mastery of such topics as looping constructs; decision structures; data storage and retrieval with arrays; and the creation of abstract data types. Exams will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method**: Homework
  **Integration**: Weekly programming assignments will apply important concepts and skills to the student’s experience outside the classroom. The focus might be on the development and correct implementation of abstract data types, correct usage of the different looping constructs like the for, while and do-while loops, the implementation of if, else if, switch, and conditional decisions, and storage and data retrieval techniques using arrays. Weekly assignments will be evaluated based on the program running to completion without error or warning; how well directions are...
followed; program correctness; proper input and output.

- **Method:** Guided Practice / Discussion
  - **Integration:** Discussion and guided practice consisting of Java syntax and logic problems; looping structures (for, while, do-while); decision structures (if, if else, switch, conditional); the use of arrays to solve storage and retrieval problems; the development of algorithms that demonstrate the proper use primitives to create complex types; the development and proper use of abstract data type problems will be required. Guided practice / discussion projects will be evaluated based on program completeness and how well directions are followed.

**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 1. Loops and Decisions**

Write a simple calculator program. Your program should ask for three things two whole numbers and an operator in the form of an expression like:

3 * 2

Use a select case structure to determine what operation needs to be performed on the two numbers. Your program should handle the arithmetic functions Add, Subtract, Multiply, and Divide (Depending on the operator entered).

Watch out for division. I want you to check to make sure you don’t allow a divide by zero. Use an if else to do the checking. This check should only be done if the operation is division.

Also, you must have a default statement to handle when an invalid operator has been entered.

Hint - Be careful on what you are switching on. Remember, literal characters need to be enclosed in single quotes ‘a’

This assignment will be evaluated as follows:

- 30% if all directions are followed.
- 30% if the program compiles and runs to completion.
- 30% if program produces the proper output.
- 10% if code is properly formatted.

**Example 2. Method Overloading**

Write overloaded sumNumber method, one of which takes a single 3-digit integer, the second which takes two 3-digit integers. These methods should return the sum of the individual numbers. For instance if the method is given a value like:

123

The method should return 6 because 1 + 2 + 3 = 6.

One of the nice things about overloaded methods is that many times one of the methods solves a smaller version of the larger problem. That is exactly the case for this assignment. Since the sumNumber method solves the problem for one number you should use it to solve the problem for two numbers. What I am getting at here is that you should avoid duplicating the code in each one of these methods. You should simply call one function from within another.

**What not to do**

Using any of the following will drop your grade for this assignment by 70%:

- Field variables
- Console out in sumNumber method
- Console in int sumNumber function

You will also get marked down for duplicating code and failing to use the smaller function to solve the problem of the larger one.

This assignment will be evaluated as follows:

- 30% if all directions are followed.
- 30% if the program compiles and runs to completion.
- 30% if program produces the proper output.
- 10% if code is properly formatted.

**Textbooks:**


**Other Resources:**
Minimum Qualification

- Computer Information Systems or
- Computer Science (Masters Required)

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

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>08/13/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2019 - 2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed Course:</td>
<td>CSIS 113B - Java Programming - Level 1</td>
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<tr>
<td>Proposal Type:</td>
<td>CTE 2 Year Review</td>
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Rationale:
Rationale behind submission 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. Bill Bennett 08/13/2018 (Submitter)
2. Glenn Stevenson 08/21/2018 (MVC Department Chair)
3. Joyce Johnson 08/23/2018 (MVC Instructional Dean)
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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda

COURSE

Submitted by: Bill Bennett
Date: 08/13/2018

Catalog: 2019 - 2020

Proposed Course: CSIS 116D - PHP Web Development

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.

CTE 2-year update review. Reviewed curriculum for currency - no changes made. No newer textbook is available.

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 CSIS 116D course teaches students how to use integrated development environments to develop business solutions based on references models, best practices, and analysis of technical information in addition to systems and data concepts.

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")

CSIS 116D 1 is an elective course in the CIS Internet Authoring degree program and state-level certificate.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Bill Bennett 08/13/2018 (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (MVC Instructional Dean)

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Bill Bennett
Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Sci/ Info</td>
<td>Computer Sci/ Info</td>
<td>116D</td>
<td>PHP Web Development</td>
</tr>
<tr>
<td>Systems</td>
<td>Systems CSIS</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Units/ Hours
Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.
This course is designed to teach students how to configure and code using one of the web design community’s most popular open-source web server extensions, PHP Hypertext Processor. Students will also learn how to create dynamically generated web pages using PHP and database connectivity.

Schedule Description:
This course is designed to teach students how to configure and code for dynamic websites using the very popular open-source product PHP.

Need for the course:
Modern day web design companies expect potential employees to have skills in creating dynamic websites using web server extensions like ASP & PHP. In order to have dynamic websites designers must also be able to configure and connect to an enterprise tested database system like Oracle, MS SQL, and/or MySQL. This course will be a required course in the CIS department’s Internet Authoring certificate.

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

- CSIS 115A with a Grade of C or better.

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

**Other Enrollment Criteria:**

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

1. Compose an embedded PHP web page.
2. Differentiate client-side scripting from server-side scripting and apply those principles appropriately in the development of a dynamic web page.
3. Examine data storage and retrieval methods using PHP and apply those principles to your website design.
4. Formulate an array dynamically using PHP methods.
5. Examine advanced PHP techniques and determine the usefulness of each in a web production environment.

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

A. Using PHP
   1. Embedding PHP in HTML
      a. Using PHP Tags
      b. PHP Tag Styles
      c. PHP Statements
      d. Whitespace
      e. Comments
   2. Adding Dynamic Content
      a. Calling Functions
      b. The date() Function
   3. Accessing Form Variables
      a. Form Variables
      b. String Concatenation
      c. Variables and Literals
   4. Identifiers
   5. User-Declared Variables
   6. Assigning Values to Variables
   7. Variable Types
A. PHP's Data Types
   a. Type Strength
   b. Type Casting
   c. Variable Variables

8. Constants

9. Variable Scope

10. Operators
   a. Arithmetic
   b. String
   c. Assignment
   d. Comparison
   e. Logical
   f. Bitwise
   g. Other

11. Precedence and Associativity

12. Variable Functions

13. Control Structures

14. Decision Making with Conditionals

15. Iteration

B. Storing and Retrieving data
   1. Opening a File
   2. Writing to a File
   3. Closing a File
   4. Reading From a File
   5. Other Useful File Functions
      a. file_exists()
C. Using Arrays
   1. What Is an Array?
   2. Numerically Indexed Arrays
   3. Associative Arrays
   4. Multidimensional Arrays
   5. Sorting Arrays
   6. Reordering Arrays
   7. Loading Arrays From Files
   8. Other Array Manipulations
      a. Navigating Arrays
      b. Counting Elements In An Array
      c. Converting Arrays to Scalar Variables

D. String Manipulation and Regular Expressions
   1. Formatting Strings
   2. Joining and Splitting Strings with String Functions
   3. Comparing Strings
   4. Matching and Replacing Substrings with String Functions
   5. Regular Expressions
      a. Character Sets and Classes
      b. Repetition
      c. Sub-expressions
      d. Branching
E. Reusing Code and Writing Functions
   1. Why Reuse Code?
      a. Cost
      b. Reliability
      c. Consistency
   2. Using require() and include()
   3. Using require() for Website Templates
   4. Using Functions in PHP
   5. Why Should You Define Your Own Functions?
   6. Basic Function Structure
      a. Naming a Function
   7. Parameters
   8. Scope
  10. Returning From Functions
  11. Returning Values From Functions
  12. Recursion

F. Object-Oriented PHP
   1. OOP Concepts
      a. Classes and Objects
      b. Polymorphism
      c. Inheritance
   2. Creating Classes, Attributes, Operations in PHP
      a. Structure of a Class
      b. Constructors
3. Instantiation
4. Using Class Attributes
5. Calling Class Operations
6. Implementing Inheritance in PHP
   a. Overriding
   b. Multiple Inheritance
7. Designing Classes
8. Writing the Code for Your Own Classes

G. Advanced PHP Techniques
1. Interacting with the File System and the Server
2. Using Network and Protocol Functions
3. Managing Date and Time
4. Generating Images
5. Using Session Control in PHP

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

- **Method:** Lecture
  - **Integration:** Lecture complimented with accessible audio-visual materials including Internet-based resources that illustrate conceptual and practical aspects of PHP programming. Lectures will emphasize the role of server-side scripting to access database resources and create dynamically generated web pages.

- **Method:** Guided Practice
  - **Integration:** Guided practice will illustrate lecture principles and reading assignments, with a focus on scripting and programming elements required for homework assignments. Guided practice will include creation of PHP Server Scripts, dynamically generated web pages, and database integration.

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

- **Method:** Exams/Tests
  - **Integration:** A midterm and a final exam composed of short answer questions and small programming examples will be used to evaluate each student's understanding of PHP, server-side scripting, database access methods, and dynamically generated Web pages presented in-class and in their reading materials. Each student will be scored based on the number of questions they answer correctly. Exams may also include hands-on web page production tests. In this case each student will be evaluated for their understanding of PHP principles, Server-side scripts, database access methods, and dynamically generated web pages based on how well the student's page(s) meets the requirements of the page production test specifications. Students will also be evaluated on their ability to utilize common problem solving principles and to create proper solution algorithms.

- **Method:** Homework
Integration: Weekly programming assignments will be used to evaluate the student’s understanding of PHP, Server-side scripts, database access, and dynamically generated web pages based on how well the student’s homework meets the requirements of the homework specifications. Student will also be evaluated on their ability to utilize common problem solving principles and create proper solution algorithms.

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

A. Create a Web page which dynamically displays the current time to the view using PHP. Publish the completed Web page to the student assigned Web server and submit the correct URL for the assignment to your instructor via email.

B. Using PHP embedded in an HTML Web page create a simple guest book that will hold information about people visiting your web site. You should provide two web forms; one form should contain fields that will allow the visitor to leave their name, email address, and comments. In addition, you should also provide a field in the database table that will hold a timestamp when the user entered his information (Use built in PHP Date and Time functions for this). The second form will be used for administrator to display all of the information in the guest book. This information should be displayed using a standard HTML table. Use style sheets to make the display appealing. Publish the completed Web page to the student assigned Web server and submit the correct URL for the assignment to your instructor via email.

C. Create a Web form which allows its user to select a date from a calendar control and record appointment information in it which will be stored in a MySQL database table. Publish the completed Web page to the student assigned Web server and submit the correct URL for the assignment to your instructor via email.

Textbooks:


Other Resources:

Minimum Qualification

- Computer Information Systems

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

Submitted by: Bill Bennett  Date: 08/13/2018
Catalog: 2019 - 2020
Proposed Course: CSIS 116D - PHP Web Development
Proposal Type: CTE 2 Year Review

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
CSIS 115A

It is recommended that this requisite be (reviewed).

Justification:
CSIS 115A teaches students knowledge and skills that are needed to be successful in the CSIS 116D class. This includes but is not restricted to the following: the ability to compose cascading style sheets (CSS) rules and apply them appropriately to HTML elements, the ability to create and apply CSS layers for page structure, knowledge of methods commonly used to enhance an HTML-based web page, the ability to compose an HTML document consisting of business form elements, the ability to employ FTP for publishing Web pages to a Web server, and an understanding how to construct a uniform resource locator (URL) which correctly locates and loads a published assignment into a Web browser.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Bill Bennett 08/13/2018 (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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.

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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)
Form E2
Submitted By: Bill Bennett Date: 08/13/2018
Dept: Computer Sci/ Info Systems
1. Course Title: PHP Web Development
2. Course Number: CSIS 116D

It is recommended that the following Course: CSIS 115A be reviewed as a Prerequisite

Justification:
CSIS 115A teaches students knowledge and skills that are needed to be successful in the CSIS 116D class. This includes but is not restricted to the following: the ability to compose cascading style sheets (CSS) rules and apply them appropriately to HTML elements, the ability to create and apply CSS layers for page structure, knowledge of methods commonly used to enhance an HTML-based web page, the ability to compose an HTML document consisting of business form elements, the ability to employ FTP for publishing Web pages to a Web server, and an understanding how to construct a uniform resource locator (URL) which correctly locates and loads a published assignment into a Web browser.
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 text-based HTML editors to GUI-based HTML editors.
☐ Examine basic HTML markup and contrast markup languages to programming languages.
☐ Compose Cascading Style Sheets (CSS) and apply styles to HTML elements.
☐ Compare the methods of applying CSS layers for page structure versus using HTML tables.
☐ Evaluate methods used to enhance an HTML-based web page.
☐ Compose an HTML document consisting of business form elements.
☐ Employ FTP to publish Web pages to a Web server.
☐ Construct a Uniform Resource Locator (URL).

☐ 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: Bill Bennett               Date: 08/13/2018

Dept: Computer Sci/ Info Systems

1. Course Title: PHP Web Development
2. Course Number: CSIS 116D

It is recommended that the following Course: CSIS 115A
be reviewed as a Prerequisite

Justification:
CSIS 115A teaches students knowledge and skills that are needed to be successful in the CSIS 116D class. This includes but is not restricted to the following: the ability to compose cascading style sheets (CSS) rules and apply them appropriately to HTML elements, the ability to create and apply CSS layers for page structure, knowledge of methods commonly used to enhance an HTML-based web page, the ability to compose an HTML document consisting of business form elements, the ability to employ FTP for publishing Web pages to a Web server, and an understanding how to construct a uniform resource locator (URL) which correctly locates and loads a published assignment into a Web browser.

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
3

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

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

Form A8

Submitted by: Bill Bennett Date: 08/13/2018

Catalog: 2019 - 2020

Proposed Course: CSIS 116E - Python Programming - Level 1

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.

CTE 2-year update review. Reviewed curriculum for currency - no changes made. No newer textbook is available.

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.

CSIS 116E teaches students how to use integrated development environments to develop business solutions based on references models, best practices, and analysis of technical information in addition to systems and data concepts.

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")

CSIS 116E is an elective course in the CIS Programming degree program and state-level certificate. It is also an elective course in the Internet Authoring state level certificate.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Bill Bennett 08/13/2018 (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 FA19 (2019-20 Catalog))

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Mt. San Jacinto College
Integrated Course Outline of Record

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<th>Submitted by:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>09/19/2018</th>
</tr>
</thead>
</table>

**Department**  | Computer Sci/ Info Systems

**Subject**  | Computer Sci/ Info Systems CSIS

**Course Number**  | 116E

**Title**  | Python Programming - Level 1

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

<table>
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<tr>
<th>Lecture Homework Hours</th>
<th>96.00 - 108.00</th>
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</table>

**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 requires students to analyze, identify, develop and test solutions to computer programming problems(GELO2). In addition, the course focuses on promoting critical thinking using computer (programming) languages to logically solve problems in technology and business (GELO1).

**Maximum Enrollment:**
30

**Maximum Enrollment Justification:**
Course requires significant response to written materials - check all that apply:
* Course requires an unusually large amount of written work to be responded to individually by the instructor per semester.
Course requires significant individualized instruction or assessment – check all that apply:

* Course requires graded class discussion and graded class participation.
* Course requires that each student be evaluated individually on a set of skills more than twice per semester.

Justification: This class has 20 assignments and 24 written Discussion / Guided Practice Assignments that need to be graded. In addition, this course has 4 exams that are of essay type. Finally, the course could have several discussion board topics that need to be graded.

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<thead>
<tr>
<th>Grading Method:</th>
<th>Letter Grade or P/NP</th>
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<tbody>
<tr>
<td>TOP code:</td>
<td>0707.10*</td>
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</tbody>
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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

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<tr>
<th>Catalog Description:</th>
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<tbody>
<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>
</tr>
<tr>
<td>This course introduces the principles of object-oriented programming using the Python programming language. Students will investigate and evaluate various programming design methodologies and apply them to programming problems in Python. Python features that will be covered include language syntax, class definitions, control structures, function definitions, and basic data collections. No prior programming experience required.</td>
</tr>
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<table>
<thead>
<tr>
<th>Schedule Description:</th>
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</thead>
<tbody>
<tr>
<td>(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).</td>
</tr>
<tr>
<td>This is an introductory course in object-oriented programming using the Python programming language</td>
</tr>
</tbody>
</table>

Need for the course:

This course is a required course in the Programming Certificate and is an elective course as part of the Internet Authoring Certificate.

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 basic structure of a Python application and be able to document, debug, compile, and run a simple application.
2. Create, name, and assign values to variables.
3. Use common control statements to implement flow control, looping, and exception handling.
4. Create methods (functions and subroutines) that can return values and take parameters.
5. Create, initialize, and use arrays to solve data storage and retrieval problems.
6. Explain the basic concepts and terminology of object-oriented programming.
7. Use common objects and references types.
8. Create common GUI components and modify their properties at both run time and design time.
9. Differentiate between object-oriented, structured, and functional programming methodologies.
10. Analyze and trace the execution of Python computer programs.

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

A. Python Basics
   1. Data Types
   2. Variables
   3. Math operators
   4. Tuples

B. Control Structures
   1. Relational Operators
   2. If / else / elif statements
   3. For loops
   4. While loops
   5. Break and Continue Statements

C. Functions
   1. Built in functions
   2. Programmer defined functions
   3. Parameter passing
   4. Scope rules
   5. Default parameters
   6. Built in functions
   7. Programmer defined functions.

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

- Method: Discussion
**Integration:** Weekly discussion will be conducted as a means to compare and contrast the use and implementation of the for and while looping constructs; the if, if else, conditional, and elif decision constructs; efficiency of algorithms that implement lists and dictionaries for storage and data retrieval; debate the correct use of primitives to create abstract data types.

**Method:** Observation and Demonstration

**Integration:** Guided practice and demonstration will illustrate lecture principles and reading assignments with a focus on fundamental Python programming concepts and applying them to problem solving and potential solutions to homework assignments. Guided practice will include coding and implementing for and while constructs; implementing if, if else, conditional, and elif decision constructs; the development of algorithms that implement dictionaries and lists for data storage and retrieval; demonstrate the use of primitives to develop complex types; the development of algorithms that show the appropriate creation and use of abstract data types.

**Method:** Lecture

**Integration:** Lecture, with supporting visual materials (PowerPoint presentation or multimedia) will introduce conceptual and practical skills such as coding and implementing for and while constructs; implementing if, if else, conditional, and elif decision constructs; the development of algorithms that implement lists and dictionaries for data storage and retrieval; demonstrate the use of primitives to develop complex types; develop algorithms that show the appropriate creation and use of abstract data types.

**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:** Up to four essay style exams will be given. The exams will be designed to evaluate the mastery of such topics as looping constructs; decision structures; data storage and retrieval with lists; and the creation of abstract data types. Exams will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method:** Homework
  **Integration:** Several weekly programming assignments will apply important concepts and skills to the student’s experience outside the classroom. The focus might be on the development and correct implementation of abstract data types, correct usage of the different looping constructs like the for and while loops, the implementation of if, else if, elif, and conditional decisions, and storage and data retrieval techniques using lists and dictionaries. Weekly assignments will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method:** Guided Practice / Discussion
  **Integration:** Discussion and written guided practice which consists of Python syntax and logic problems; looping structures (for, while); decision structures (if, if else, elif, conditional); the use of lists to solve storage and retrieval problems; the development of algorithms that demonstrate the proper use primitives to create complex types; the development and proper use of abstract data type problems will be required. Guided practice / discussion projects will be evaluated based on program completeness and how well directions are followed.

**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 1. Loops and Decisions**

Write a simple calculator program. Your program should ask for three things two whole numbers and an operator in the form of an expression like:

```
3 * 2
```

Use a if elif structure to determine what operation needs to be performed on the two numbers. Your program should handle the arithmetic functions Add, Subtract, Multiply, and Divide (Depending on the operator entered).

Watch out for division. I want you to check to make sure you don't allow a divide by zero. Use an if else to do the checking. This check should only be done if the operation is division.

Also, you must have a default statement to handle when an invalid operator has been entered.

Hint - Be careful on what you are switching on. Remember, literal characters need to be enclosed in single quotes 'a'

This assignment will be evaluated as follows:

- 30% if all directions are followed.
- 30% if the program compiles and runs to completion.
- 30% if program produces the proper output.
10% if code is properly formatted.

Example 2. Default Arguments
Write a sumNumber method which takes a single 3-digit integer as one argument and second 3-digit integer as a default argument. This methods should return the sum of the individual numbers. For instance if the method is given a value like:
123
The method should return 6 because 1 + 2 + 3 = 6.

What not to do
Using any of the following will drop your grade for this assignment by 70%
- global variables
- print in sumNumber method
- input in int sumNumber function

This assignment will be evaluated as follows:
- 30% if all directions are followed.
- 30% if the program compiles and runs to completion.
- 30% if program produces the proper output.
- 10% if code is properly formatted.

Textbooks:
- Slatkin, Brett (2016). Effective Python Addison-Wesley. ISBN: 0134034287

Other Resources:

Minimum Qualification
- Computer Information Systems

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

Form A2

Submitted by: Bill Bennett
Date: 08/13/2018

Catalog: 2019 - 2020

Proposed Course: CSIS 116E - Python Programming - Level 1

Proposal Type: CTE 2 Year Review

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. Bill Bennett 08/13/2018 (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE
Form A8
Submitted by: Bill Bennett
Date: 08/13/2018
Catalog: 2019 - 2020
Proposed Course: CSIS 123A - C++ Programming - Level 2
Proposal Type: CTE 2 Year Review
Summary of Action Item:
This course is part of an Instructional Program in the college catalog
CTE 2-year update review. Reviewed curriculum for currency - no changes made. No newer textbook is available.
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.
CSIS 123A teaches students how to use integrated development environments to develop business solutions based on references models, best practices, and analysis of technical information in addition to systems and data concepts.
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")
CSIS 123A remains one of the flagship computer programming languages taught by the CIS department. CSIS 123A is a required course in the CIS AS-T Computer Science degree program as well as the CIS Programming degree program and state-level certificate.
Approval Signatures Required on all lines before submittal to Curriculum Office
1. Bill Bennett 08/13/2018 (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
Mt. San Jacinto College
Integrated Course Outline of Record

<table>
<thead>
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<th>Date:</th>
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<tr>
<td>Bill Bennett</td>
<td>09/19/2018</td>
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<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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</thead>
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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.

<table>
<thead>
<tr>
<th>Lectures Units</th>
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<tr>
<td>3.00</td>
<td>3.00</td>
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<table>
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<tr>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
</tr>
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<tbody>
<tr>
<td>48.00 - 54.00</td>
<td>48.00 - 54.00</td>
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<table>
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<tr>
<th>Lecture Homework Hours</th>
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<tbody>
<tr>
<td>96.00 - 108.00</td>
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</tbody>
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**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>
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<tbody>
<tr>
<td>Maximum Enrollment Justification:</td>
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<td>Grading Method:</td>
<td>Letter Grade or P/NP</td>
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<td>TOP code:</td>
<td>0707.10</td>
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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 presents advanced programming concepts in the C++ programming language. Advanced aspects of program design methodologies will be studied, evaluated, and applied in the design of complex C++ programs. C++ features that will be covered include classes and data abstraction, operator overloading, inheritance, polymorphism, templates, exception handling, and file structures.

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 second semester programming course using the C++ programming language.

Need for the course:
This course is part of the CIS certificate in programming and is a required course for transfer to several UC schools.

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

- CSIS 113A 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. Consider, analyze, and evaluate information systems in terms of their key components: hardware, software, data, procedures, and people.
2. Apply systems concepts in the investigation, evaluation, and resolution of information technology problems.
3. Design, implement, and evaluate an appropriate and secure computer-based system, process, component, or program to satisfy required specifications.
4. Construct O-O C++ programming solutions for re-use that incorporate encapsulation, data abstraction, and information hiding.
5. Verify program correctness through the development of sound test plans and the implementation of comprehensive test cases.
6. Construct multiple-file, or multiple-module C++ programming solutions that use class hierarchies, inheritance, and polymorphism to reuse existing design and code.
7. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
8. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
9. 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. Review of Object-Oriented Principles
   a. Introduction
   b. Objects
   c. Classes
   d. Abstract class
2. Extending Classes and Inheritance
   a. Data abstraction
<table>
<thead>
<tr>
<th>3.</th>
<th>Advanced Data Structures</th>
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<tr>
<td>4.</td>
<td>Exception Handling</td>
</tr>
<tr>
<td>a.</td>
<td>Types of exceptions</td>
</tr>
<tr>
<td>b.</td>
<td>Dealing with exceptions</td>
</tr>
<tr>
<td>c.</td>
<td>Exception objects</td>
</tr>
<tr>
<td>5.</td>
<td>Streaming I/O</td>
</tr>
<tr>
<td>a.</td>
<td>Defining a file</td>
</tr>
<tr>
<td>b.</td>
<td>Character output streams</td>
</tr>
<tr>
<td>c.</td>
<td>Byte output streams</td>
</tr>
<tr>
<td>d.</td>
<td>Character input streams</td>
</tr>
<tr>
<td>e.</td>
<td>Byte input streams</td>
</tr>
<tr>
<td>6.</td>
<td>Utility Classes</td>
</tr>
<tr>
<td>a.</td>
<td>Collection classes</td>
</tr>
<tr>
<td>b.</td>
<td>Data structures</td>
</tr>
<tr>
<td>7.</td>
<td>Using Preprocessor Directives</td>
</tr>
<tr>
<td>a.</td>
<td>Including files</td>
</tr>
<tr>
<td>b.</td>
<td>Conditional compilation</td>
</tr>
<tr>
<td>c.</td>
<td>Using macros</td>
</tr>
<tr>
<td>8.</td>
<td>Testing Strategies</td>
</tr>
<tr>
<td>9.</td>
<td>Advanced Object-oriented design principles</td>
</tr>
<tr>
<td>a.</td>
<td>Templates</td>
</tr>
<tr>
<td>10.</td>
<td>Standard Template Library</td>
</tr>
<tr>
<td>11.</td>
<td>Life-Long Learning</td>
</tr>
<tr>
<td>a.</td>
<td>Web resources</td>
</tr>
<tr>
<td>b.</td>
<td>Relevant publications</td>
</tr>
<tr>
<td>c.</td>
<td>Other Educational opportunities</td>
</tr>
<tr>
<td>12.</td>
<td>Career Options</td>
</tr>
<tr>
<td>a.</td>
<td>How this course relates to standard job classifications</td>
</tr>
<tr>
<td>b.</td>
<td>Relation to industry and vendor certification paths</td>
</tr>
<tr>
<td>c.</td>
<td>Overview of technical skills</td>
</tr>
<tr>
<td>d.</td>
<td>Overview of soft skills</td>
</tr>
</tbody>
</table>

**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 reading and writing from data files, demonstrate the proper use of data abstraction and encapsulation, using inheritance to produce a class that has an "isa" relationship, and create programs that use operator overloading as public interfaces to private data.

- **Method:** Discussion
  **Integration:** Weekly discussion will be conducted as a means to compare and contrast the use and implementation of inheritance and an "isa" relationship, development of programs that use operator overloading as a public interface to private data, and the proper uses for encapsulation and data abstraction.

- **Method:** Observation and Demonstration
  **Integration:** Guided practice and demonstration will illustrate lecture principles and reading assignments, with a focus on fundamental C++ object oriented programming concepts and applying them to problem solving and potential solutions to homework assignments. Guided practice will include coding and implementing programs to
read and write from data files, using inheritance to form an "isa" relationship between classes, the proper use of data abstraction and encapsulation, and using operator overloading to create public interfaces to private data.

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

- **Method:** Exams/Tests  
  **Integration:** A midterm and final exam will be given. The exams will be composed of short answer questions and small programming examples designed to evaluate the mastery of such topics as reading and writing from data files; using data abstraction and encapsulation; use of operator overloading to create public interfaces to private data; and the proper use of inheritance to form an "isa" relationship. Exams will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method:** Homework  
  **Integration:** Weekly programming assignments will be given that apply important concepts and skills to the student's experience outside the classroom. The focus might be on the development and implementation of algorithms that read and write to data files; the proper use of data abstraction and encapsulation; the use of operator overloading to create a public interface to private data; or the implementation of inheritance to form an "isa" relationship. Weekly assignments will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method:** Discussion / Guided Practice  
  **Integration:** Participation in discussion and guided practice will be required. Topics to be covered will include the development and implementation of algorithms that read and write to data files; the proper use of data abstraction and encapsulation; the use of operator overloading to create a public interface to private data; the implementation of inheritance to form an "isa" relationship. Guided practice / discussion projects will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

**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:** Time Clock  
  Design a class named TimeClock. The class should be derived from the MilTime (provided). The class should allow the programmer to pass two times to it: starting time and ending time. The class should have a member function that returns the amount of time elapsed between the two times. For examples, if the starting time is 900 hours (9:00 am), and the ending time is 1300 hours (1:00 pm), the elapsed time is 4 hours.

  Input Validation: The class should not accept hours greater than 2359 or less than 0.

  This assignment will be evaluated as follows:

  - 30% if all directions are followed.
  - 30% if the program compiles and runs to completion.
  - 30% if program produces the proper output.
  - 10% if code is properly formatted.

- **Example Assignment 2:** Card Shuffling and Dealing  
  Create a program to shuffle and deal a deck of cards. The program should consist of class Card, class DeckOfCards and a driver program.

  Class Card should provide:

  - a) Data members face and suit of type int
  - b) A constructor that receives two ints representing the face and suit and uses them to initialize the data members.
  - c) Two static arrays of strings representing the faces and suits.
  - d) A toString function that returns the Card as a string in the form “face of suit.” You can use the + operator to
concatenate strings.

Class DeckOfCards should contain:

a) A vector of Cards named deck to store the Cards.
b) An integer currentCard representing the next card to deal.
c) A default constructor that initializes the Cards in the deck. The constructor should use vector function push_back to add each Card to the end of the vector after the Card is created and initialized. This should be done for each of the 52 Cards in the deck.
d) A shuffle function that shuffles the Cards in the deck. The shuffle algorithm should iterate through the vector of Cards and randomly swap cards at two locations.
e) A dealCard function that returns the next Card object from the deck.
f) A moreCards function that returns a bool value indicating whether there are more Cards to deal.

The driver program should create a DeckOfCards object, shuffle the cards, and then deal the 52 cards.

This assignment will be evaluated as follows:

30% if all directions are followed.
30% if the program compiles and runs to completion.
30% if program produces the proper output.
10% if code is properly formatted.

Textbooks:


Other Resources:

Minimum Qualification

- Computer Information Systems or
- Computer Science (Masters Required)

Mt. San Jacinto College

Request for Placement on Curriculum Committee Agenda

PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION

Form A2

Submitted by: Bill Bennett

Date: 08/13/2018

Catalog: 2019 - 2020

Proposed Course: CSIS 123A - C++ Programming - Level 2

Proposal Type: CTE 2 Year Review

Rationale:

This is a major review of CSIS 123A which is a continuation of CSIS 113A and should be reviewed as a prerequisite.

Prerequisite

CSIS 113A

It is recommended that this requisite be (reviewed).

Justification:

This is a major review of CSIS 123A which is a continuation of CSIS 113A and should be reviewed as a prerequisite.
## Mt. San Jacinto College
### Skills Analysis
(one pre- or corequisite or advisory per form)

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>08/13/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Computer Sci/ Info Systems</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Course Title:</td>
<td>C++ Programming - Level 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Course Number:</td>
<td>CSIS 123A</td>
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<td></td>
</tr>
</tbody>
</table>

**It is recommended that the following Course: CSIS 113A be reviewed as a Prerequisite.**

**Justification:**

This is a major review of CSIS 123A which is a continuation of CSIS 113A and should be reviewed as a prerequisite.

**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] Design and create algorithms for solving simple problems.
- [X] Consider the language translation phases of compiling, interpreting, linking and executing, and differentiate the error conditions associated with each phase.
- [X] Compare and contrast the primitive datatypes of the C++ programming language; describe how each is stored in memory; and identify the criteria for selection.
- [X] Apply the program development process to problems that are solved using fundamental C++ programming constructs and predefined data structures.
- [X] Derive program correctness through the development of sound test plans and the implementation of comprehensive test cases.
- [X] Analyze and trace the execution of C++ computer programs.
- [X] Decompose a program into subtasks and use parameter passing to exchange information between the subparts.
- [X] Differentiate between object-oriented, structured, and functional programming methodologies.
Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.

Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.

Evaluate 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
### Addition/Removal Justification
(one pre- or corequisite or advisory per form)

<table>
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<th>Submitted By:</th>
<th>Bill Bennett</th>
<th>Date:</th>
<th>08/13/2018</th>
</tr>
</thead>
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<tr>
<td>Dept:</td>
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<tr>
<td>1. Course Title:</td>
<td>C++ Programming - Level 2</td>
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</tr>
<tr>
<td>2. Course Number:</td>
<td>CSIS 123A</td>
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</table>

It is recommended that the following **Course:** CSIS 113A be reviewed as a **Prerequisite**.

**Justification:**

This is a major review of CSIS 123A which is a continuation of CSIS 113A and should be reviewed as a prerequisite.

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. 
   3. 

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

<table>
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<th>Submitted by:</th>
<th>Date:</th>
<th>Catalog:</th>
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<th>Proposal Type:</th>
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<tbody>
<tr>
<td>Bill Bennett</td>
<td>08/13/2018</td>
<td>2019 - 2020</td>
<td>CSIS 123B - Java Programming - Level 2</td>
<td>CTE 2 Year Review</td>
</tr>
</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.

CTE 2-year update review. Reviewed curriculum for currency - no changes made. No newer textbook is available.

### 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.

CSIS 123B teaches students how to use integrated development environments to develop business solutions based on references models, best practices, and analysis of technical information in addition to systems and data concepts.

### 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")

CSIS 123B is an optional pathway in the CIS Programming degree program and state-level certificate.

### Approval Signatures Required on all lines before submittal to Curriculum Office
1. Bill Bennett 08/13/2018 (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

---

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

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
<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.
Lecture Units: 3.00
Total Units: 3.00

Lecture Contact Hours: 48.00 - 54.00
Total Contact Hours: 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: 40

Maximum Enrollment Justification:

Grading Method: Letter Grade or P/NP

TOP code: 0707.10

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

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

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

This course introduces advanced concepts of object-oriented programming (OOP) using the Java programming language. Students will investigate and evaluate various program design methodologies and apply them to programming problems using Java. Java features that will be covered include language syntax, encapsulation, inheritance, polymorphism, advanced O-O design principles, and exception handling.

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 second semester course in object-oriented programming using the Java programming language.

Need for the course:
This course is a major elective course as part of the CIS Programming certificate. It is also a required transfer course to several UC schools for Computer Science majors.

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

- CSIS 113B with a Grade of C or better.

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

http://www.curricunet.com/MSJC/reports/curr_comm_report.cfm
**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, analyze, and evaluate information systems in terms of their key components: hardware, software, data, procedures, and people.
2. Design, implement, and evaluate an appropriate and secure computer-based system, process, component, or program to satisfy required specifications.
3. Verify program correctness through the development of sound test plans and the implementation of comprehensive test cases.
4. Construct O-O Java programming solutions for re-use that incorporate encapsulation, data abstraction, and information hiding.
5. Construct multiple-file, or multiple module Java programming solutions that use class hierarchies, inheritance, and polymorphism to reuse existing design and code.
6. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
7. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
8. 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. Review of Object-Oriented Principles
   a. Introduction
   b. Objects
   c. Messages
   d. Classes
   e. Abstract class

2. Extending Classes and Inheritance
   a. Class inheritance
   b. Polymorphism
   c. Abstract classes
   d. Casting objects

3. Streaming I/O
   a. Defining a file
   b. Character Output Streams
   c. Byte Output Streams
   d. Character Input Streams
   e. Byte Input Streams

4. Exception Handling
   a. Types of exceptions
   b. Dealing with exceptions
   c. Exception objects

5. Utility Classes
   a. Collection classes
   b. Data structures

6. Graphical User Interfaces
   a. Containers
   b. Components
   c. Layout managers
7. Threads
8. Testing Strategies
9. Javadoc Facility
   a. Using tags
   b. Running Javadoc
10. Advanced Object-Oriented Design Principles
    a. Patterns
    b. Frameworks
11. Life-Long Learning
    a. Web resources
    b. Relevant publications
    c. Other educational opportunities
12. 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 reading and writing from data files, demonstrate the proper use of data abstraction and encapsulation, using inheritance to produce a class that has an "isa" relationship, the creation of programs that use public interfaces to private data and the creation of applications that implement the latest Java GUI components.

- **Method:** Discussion
  **Integration:** Weekly discussion will be conducted as a means to compare and contrast the use and implementation of inheritance and an "isa" relationship, development of programs that use the common Java GUI components, and the proper uses for encapsulation and data abstraction.

- **Method:** Observation and Demonstration
  **Integration:** Guided practice and demonstration will illustrate lecture principles and reading assignments, with a focus on fundamental Java object oriented programming concepts and applying them to problem solving and potential solutions to homework assignments. Guided practice will include coding and implementing programs to read and write from data files, using inheritance to form an "isa" relationship between classes, the proper use of data abstraction and encapsulation, and the use of the common Java GUI components to build applications.

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

- **Method:** Exams/Tests
  **Integration:** A midterm and final exam will be given. The exams will be composed of short answer questions and small programming examples designed to evaluate the mastery of such topics as: reading and writing from data files, using data abstraction and encapsulation, use of common GUI components to create applications, and the proper use of inheritance to form an "isa" relationship between classes. Exams will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.

- **Method:** Homework
  **Integration:** Weekly programming assignments will be given that apply important concepts and skills to the student's experience outside the classroom. The focus might be on the development of applications that use the common GUI components, the use abstract data types, the implementation of inheritance to create "isa" relationships, reading and writing from data files, and the proper use of encapsulation and data abstraction. Weekly assignments will be evaluated based on the program running to completion without error or warning; how well directions are followed; program correctness; proper input and output.
Method: Discussion / Guided Practice

Integration: Participation in guided practice and discussion will be required. Topics such as reading and writing from data files, proper use of data abstraction and encapsulation, the use of inheritance to form "isa" relationships, and the use of the common Java GUI components will be evaluated. Guided practice / discussion projects will be evaluated based on program completeness and how well directions are followed.

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:
Time Clock

Design a class named TimeClock. The class should be derived from the MilTime (provided). The class should allow the programmer to pass two times to it: starting time and ending time. The class should have a member function that returns the amount of time elapsed between the two times. For examples, if the starting time is 900 hours (9:00 am), and the ending time is 1300 hours (1:00 pm), the elapsed time is 4 hours.

Input Validation: The class should not accept hours greater than 2359 or less than 0.

Example Assignment 2:
Card Shuffling and Dealing

Create a program to shuffle and deal a deck of cards. The program should consist of class Card, class DeckOfCards and a driver program.

Class Card should provide:
   a) Data members face and suit of type int
   b) A constructor that receives two ints representing the face and suit and uses them to initialize the data members.
   c) Two static arrays of strings representing the faces and suits.
   d) A toString function that returns the Card as a string in the form “face of suit.” You can use the + operator to concatenate strings.

Class DeckOfCards should contain:
   a) A vector of Cards named deck to store the Cards.
   b) An integer currentCard representing the next card to deal.
   c) A default constructor that initializes the Cards in the deck. The constructor should use vector function push_back to add each Card to the end of the vector after the Card is created and initialized. This should be done for each of the 52 Cards in the deck.
   d) A shuffle function that shuffles the Cards in the deck. The shuffle algorithm should iterate through the vector of Cards,. For and Card, randomly select another Card in the deck and swap the two cards.
   e) A dealCard function that returns the next Card object from the deck.
   f) A moreCards function that returns a bool value indicating whether there are more Cards to deal.

The driver program should create a DeckOfCards object, shuffle the cards, and then deal the 52 cards.

The assignment will be evaluated using the following criteria:

- 30% - All Directions Are Followed
- 20% - If it compiles and runs without error
- 30% - If it runs to completion with proper input and output
- 20% - Program Correctness

Textbooks:
Other Resources:

Minimum Qualification

- Computer Information Systems or
- Computer Science (Masters Required)

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

| PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION |
|---|---|---|
| **Form A2** | **Submitted by:** Bill Bennett | **Date:** 08/13/2018 |
| **Catalog:** | 2019 - 2020 | |
| **Proposed Course:** | CSIS 123B - Java Programming - Level 2 | |
| **Proposal Type:** | CTE 2 Year Review | |

**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**
CSIS 113B

It is recommended that this requisite be (reviewed).

**Justification:**
This is a major review of CSIS 123B which is a continuation of CSIS 113B and should be reviewed as a prerequisite.

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

1. Bill Bennett 08/13/2018 (Submitter)
2.  
   (SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
4.  
   (SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

Form E2

Submitted By: Bill Bennett  Date: 08/13/2018
Dept: Computer Sci/ Info Systems

1. Course Title: Java Programming - Level 2
2. Course Number: CSIS 123B

It is recommended that the following Course: CSIS 113B be reviewed as a Prerequisite.

Justification:

This is a major review of CSIS 123B which is a continuation of CSIS 113B and should be reviewed as a prerequisite.

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 | Analyze the basic structure of a Java application and be able to document, debug, compile, and run a simple application. |
| X | Create, name, and assign values to variables. |
| X | Use common control statements to implement flow control, looping, and exception handling. |
| X | Create methods (functions and subroutines) that can return values and take parameters. |
| X | Create, initialize, and use arrays to solve data storage and retrieval problems. |
| X | Explain the basic concepts and terminology of object-oriented programming. |
| X | Use common objects and references types. |
| X | Create common GUI components and modify their properties at both run time and design time. |
| X | Differentiate between object-oriented, structured, and functional programming methodologies. |
| X | Analyze and trace the execution of Java computer programs. |

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)

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<tr>
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</table>

1. Course Title: Java Programming - Level 2
2. Course Number: CSIS 123B

It is recommended that the following Course: CSIS 113B
be reviewed as a Prerequisite

Justification:
This is a major review of CSIS 123B which is a continuation of CSIS 113B and should be reviewed as a prerequisite.

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.
   3.

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.

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<tr>
<th>Proposed Course:</th>
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<tr>
<td>CSIS 213 - Discrete Structures</td>
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<tr>
<th>Proposal Type:</th>
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<tr>
<td>CTE 2 Year Review</td>
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</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.

CTE 2-year update review. Reviewed curriculum for currency - no changes made. No newer textbook is available.

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.

CSIS 213 teaches students how to use integrated development environments to develop business solutions based on references models, best practices, and analysis of technical information in addition to systems and data concepts.

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")

CSIS 123 is a required course in the CIS AS-T Computer Science degree program as well as the CIS Programming degree program and state-level certificate.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Bill Bennett 08/13/2018 (Submitter)
2. 
(SJC Department Chair)
3. Glenn Stevenson 08/21/2018 (MVC Department Chair)
4. 
(SJC Instructional Dean)
5. Joyce Johnson 08/23/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

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<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
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<tr>
<td>Systems</td>
<td>CSIS</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.

| Lecture Units | Total Units | Lecture Contact Hours | Total Contact Hours | Lecture Homework Hours | 48.00 - 54.00 | 96.00 - 108.00 |
**Stand Alone:**
Program Applicable

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

**General Education Justification:**

**Maximum Enrollment:** 30

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

**TOP code:** 0706.00

**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 discrete structures used in Computer Science with an emphasis on their applications. Topics covered include: Functions, Relations and Sets; Basic Logic; Proof Techniques; Basics of Counting; Graphs and Trees; and Discrete Probability.

**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 the discrete structures used in Computer Science.

**Need for the course:**
This is a needed course to meet the requirements outlined for the AS-T degree in Computer Science.

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

- CSIS 113A with a Grade of C or better, or
- CSIS 113B with a Grade of C or better.

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

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

**Other Enrollment Criteria:**
- none -

**Learning Objectives:**
(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:
1. Examine how formal tools of symbolic logic are used to model real-life situations, including those arising in computing contexts such as program correctness, database queries, and algorithms.
2. Relate the ideas of mathematical induction to recursion and recursively defined structures.
3. Analyze a problem to create relevant recurrence equations.
4. Demonstrate different traversal methods for trees and graphs.
5. Apply the binomial theorem to independent events and Bayes’ theorem to dependent events.

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

<table>
<thead>
<tr>
<th>I. Functions, Relations and Sets</th>
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<tbody>
<tr>
<td>A. Functions (surjections, injections, inverses, composition)</td>
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<tr>
<td>B. Relations (reflexivity, symmetry, transitivity, equivalence relations)</td>
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<tr>
<td>C. Sets (Venn diagrams, complements, Cartesian products, power sets)</td>
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<tr>
<td>D. Pigeonhole principles</td>
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<tr>
<td>E. Cardinality and countability</td>
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<tr>
<th>II. Basic Logic</th>
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<tbody>
<tr>
<td>A. Propositional logic</td>
</tr>
<tr>
<td>B. Logical connectives</td>
</tr>
<tr>
<td>C. Truth tables</td>
</tr>
<tr>
<td>D. Normal forms (conjunctive and disjunctive)</td>
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<tr>
<td>E. Validity</td>
</tr>
<tr>
<td>F. Predicate logic</td>
</tr>
<tr>
<td>G. Universal and existential quantification</td>
</tr>
<tr>
<td>H. Modus ponens and modus tollens</td>
</tr>
<tr>
<td>I. Limitations of predicate logic</td>
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<tr>
<th>III. Proof Techniques</th>
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<tbody>
<tr>
<td>A. Notions of implication, converse, inverse, contrapositive, negation, and contradiction</td>
</tr>
<tr>
<td>B. The structure of mathematical proofs</td>
</tr>
<tr>
<td>C. Direct proofs</td>
</tr>
<tr>
<td>D. Proof by counterexample</td>
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<tr>
<td>E. Proof by contradiction</td>
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<tr>
<td>F. Mathematical induction</td>
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<tr>
<td>G. Strong induction</td>
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</tbody>
</table>
H. Recursive mathematical definitions

I. Well orderings

IV. Basics of Counting
   A. Counting arguments
   B. Sum and product rule
   C. Inclusion-exclusion principle
   D. Arithmetic and geometric progressions
   E. Fibonacci numbers
   F. The pigeonhole principle
   G. Permutations and combinations
   H. Basic definitions
   I. Pascal’s identity
   J. The binomial theorem
   K. Solving recurrence relations
   L. Common examples
   M. The Master theorem

V. Graphs and Trees
   A. Trees
   B. Undirected graphs
   C. Directed graphs
   D. Spanning trees/forests
   E. Traversal strategies

VI. Discrete Probability
   A. Finite probability space, probability measure, events
   B. Conditional probability, independence, Bayes’ theorem
   C. Integer random variables, expectation
   D. Law of large numbers

Methods of Instruction:
Methods of instruction may include, but are not limited to the following:
Method: Lecture
Integration: Instructor led lectures consisting of appropriate audio-visual materials along with working examples to illustrate concepts such as mathematical induction to recursion, recursively defined structures, problem analysis to create relevant recurrence, traversal methods for trees and graphs, and to apply the binomial and Bayes theorems to their appropriate events.

Method: Observation and Demonstration
Integration: Instructor demonstrations will show students how to apply discrete structure methods such as the binomial and Bayes theorems, different traversal methods for trees and graphs, mathematical induction to recursion, and the use of formal tools of symbolic logic to model real life situations.

Method: Hands On Activities
Integration: Instructors will demonstrate activities using Discrete Structures concepts such as the binomial and Bayes theorems, different traversal methods for trees and graphs, mathematical induction to recursion, and the use of formal tools of symbolic logic to model real life situations. Students will be required to repeat the procedures in hands-on activities.

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: At least three written exams composed of short answer questions and small discrete logic example problems to show the students understanding of the material presented in the lecture will be given. Exams will be administered through the course content management system and evaluated on a rubric that includes: all directions followed, the program compiles and runs to completion, program produces the proper output, and the code is properly formatted.

Method: Homework
Integration: Weekly assignments created from the weekly lecture topic presented will be given. The assignments are intended to demonstrate the students understanding of lecture material through the creation of a practical application. Homework assignments will be administered through the course content management system and evaluated on a rubric that includes: all directions followed, the program compiles and runs to completion, program produces the proper output, and the code is properly formatted.

Method: Quizzes
Integration: At least four quizzes derived from the reading and lecture material will be given that are aimed at demonstrating the student’s understanding of discrete logic concepts outlined in the course objectives. Each quiz question will be multiple choice in nature and worth 2 points each. All quizzes will be administered through the course content management system.

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. Use the given symbols to rewrite the argument in symbolic form:
   p: It is raining
   q: The streets are wet
   A. If it is raining, then the streets are wet.
   B. It is raining.

2. Use a truth table to determine the validity of the argument specified above. If the argument is invalid, interpret the specific circumstances that cause it to be invalid.

3. A survey of 200 people yielded the following information: 94 owned a DVD, 127 owned a microwave oven, and 78 owned both. How many people owned the following:
   A. A DVD or a microwave oven
   B. A DVD but not a microwave oven
   C. A microwave oven but not a DVD
D. Neither a DVD or a microwave oven

**Textbooks:**


**Other Resources:**

**Minimum Qualification**

- Computer Science (Masters Required) or
- Mathematics (Masters Required)

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### Mt. San Jacinto College

**Request for Placement on Curriculum Committee Agenda**

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

**Form A2**

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<td>Bill Bennett</td>
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</table>

**Catalog:**  
2019 - 2020

**Proposed Course:**  
CSIS 213 - Discrete Structures

**Proposal Type:**  
CTE 2 Year Review

**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**

**CSIS 113A**

It is recommended that this requisite be (reviewed).

Justification:
The prerequisite of calculus for this course is not needed. Changing the prerequisite to align with the CID and AS-T degree in Computer Science.

or **Prerequisite**

**CSIS 113B**

It is recommended that this requisite be (reviewed).

Justification:
The prerequisite of calculus for this course is not needed. Changing the prerequisite to align with the CID and AS-T degree in Computer Science.

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

1. Bill Bennett  08/13/2018  (Submitter)
2. (SJC Department Chair)
3. Glenn Stevenson  08/21/2018  (MVC Department Chair)
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 FA19 (2019-20 Catalog))
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>Discrete Structures</td>
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<tr>
<td>2. Course Number:</td>
<td>CSIS 213</td>
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It is recommended that the following course be reviewed as a Prerequisite:

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>CSIS 113A</td>
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Justification:

The prerequisite of calculus for this course is not needed. Changing the prerequisite to align with the CID and AS-T degree in Computer Science.

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] Design and create algorithms for solving simple problems.
- [X] Consider the language translation phases of compiling, interpreting, linking and executing, and differentiate the error conditions associated with each phase.
- [X] Compare and contrast the primitive datatypes of the C++ programming language; describe how each is stored in memory; and identify the criteria for selection.
- [X] Apply the program development process to problems that are solved using fundamental C++ programming constructs and predefined data structures.
- [X] Derive program correctness through the development of sound test plans and the implementation of comprehensive test cases.
- [X] Analyze and trace the execution of C++ computer programs.
- [X] Decompose a program into subtasks and use parameter passing to exchange information between the subparts.
- [X] Differentiate between object-oriented, structured, and functional programming methodologies.
- Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
- Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
- Evaluate 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
UC/CSU Prerequisite/Corequisite
Addition/Removal Justification
(one pre- or corequisite or advisory per form)

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1. Course Title: Discrete Structures
2. Course Number: CSIS 213

It is recommended that the following Course: CSIS 113A be reviewed as a Prerequisite.

Justification:

The prerequisite of calculus for this course is not needed. Changing the prerequisite to align with the CID and AS-T degree in Computer Science.

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.
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: Tracy Francis  
Date: 05/16/2018

Catalog: 2019 - 2020

Proposed Course: DMS 103 - Patient Care Techniques for Sonographers

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.

2 year 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.

This course is consistent with the PLOs to prepare students to "show discretion with and implement HIPPA laws for all patients" and to "Demonstrate professional and ethical behavior in the workplace." This course will also prepare students to care for patients when they become employed as Diagnostic Medical Sonographers

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 the following program review statement: The objective of this program "is to graduate students who are competent and confident in providing excellent patient care in the field of sonography." Also, students will be evaluated on didactic learning in Ultrasound Physics and Instrumentation, hands on scanning skills, communication skills, patient care and critical thinking ability.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Tracy Francis 05/16/2018 (Submitter)
2. (SJC Department Chair)
3. Tracy Francis 05/19/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Joyce Johnson 05/21/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Submitted by: Tracy Francis  
Date: 09/19/2018

Department  Subject  Course Number  Title
Diagnostic Medical Sonography  Diagnostic Medical Sonography DMS 103  Patient Care Techniques for Sonographers

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>
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<td>1.00</td>
<td>3.00</td>
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<table>
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<th>Lecture Contact Hours</th>
<th>Lab Contact Hours</th>
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</thead>
<tbody>
<tr>
<td>32.00 - 36.00</td>
<td>48.00 - 54.00</td>
<td>80.00 - 90.00</td>
</tr>
</tbody>
</table>

Lecture Homework Hours | Lab Homework Hours
64.00 - 72.00 | 0

Stand Alone:
Program Applicable

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

General Education Justification:

Maximum Enrollment: 20

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.

Justification: All DMS courses have a limit to 20 students, because of limited clinical training sites and the amount of attention each student requires in learning all areas of the profession.

Grading Method: Letter Grade or P/NP

TOP code: 1227.00*

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 designed to teach the DMS student basic patient care techniques including the responsibilities and relationships of various allied health departments in a health care setting. Aseptic and surgical techniques will be discussed along with universal precautions. Emergency conditions and procedures are included.

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 teaches the DMS student basic patient care techniques including the responsibilities and relationships of various allied health departments in a health care setting.

Need for the course:
Students entering the DMS program train on site at affiliated hospitals. It is important that students learn how to properly take care of patients and function in a health care setting, including proper body mechanics when moving a patient, setting up sterile procedure trays, how germs and viruses spread and proper disinfectant procedures for beds and counters, and the ultrasound equipment.

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

- Acceptance into the Diagnostic Medical Sonography Program

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

- none-

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

- none-

**Other Enrollment Criteria:**
- none-

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

1. Distinguish the different professions that participate in the patient's total health care.
2. Consider the scope of practice of a sonographer, medical ethics, and mission statement for the allied health care professional and patient.
3. Differentiate the stages and characteristics of dying and analyze how it relates to patient care and communication.
5. Prepare and demonstrate the correct manner of moving, transferring, and positioning patients to prevent personal injury and patient injury.
6. Compare the emergency medical code systems for the institution and analyze the role of the sonographer during any medical emergency.
7. Document, describe, and demonstrate infection control and aseptic techniques used in the hospital.
8. Demonstrate the proper skills for taking vital signs and list normal values.
9. Consider the clinical manifestations of different medical emergencies and how to respond to each.
10. Demonstrate proper skills in operating different equipment attached to the patient.

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

A. Introduction to the Profession and Hospital Procedures
   1. Healthcare Team
   2. Scope of Practice
   3. Medical Ethics
   4. Patient Rights

B. Communication
   1. Verbal and Non Verbal
   2. Patient History
   3. Patient Identification
4. Cultural Diversity

C. Age-Related Considerations
   1. Pediatric Patient Considerations
   2. Geriatric Patient Considerations
   3. Five stages of dying.

D. Infection Control and Aseptic Technique
   1. Surgical Asepsis
      a. Proper preparation for entering a patient isolation room
      b. Procedure tray preparation with sterile techniques
      c. Surgical Scrub
      d. Surgical Gowning
   2. Medical Asepsis
      a. Handwashing
      b. Skin Prep
   3. Cycle of Infection
   4. Body Defenses Against Disease
   5. Standard Precautions

E. Patient Assessment and Assistance
   1. Body Mechanics and Safety
   2. Vital Signs and Oxygen Administration
   3. Lab Values

F. Patient Care in Critical Situations
   1. Types of Shock
   2. Catheters, Drains, Tubes, Oxygen
   3. Emergency medical code system for the institution and the sonographers duty during any medical emergency

Lab Content:
Demonstrate proper procedure for preparation for a sterile procedure, opening up a sterile tray properly.

Taking vital signs, blood pressures on both arms and ankles, temperature, respirations, blood oxygenation amount, overall patient appearance and cognition

Demonstrate thorough hand washing

Train for use of proper body mechanics when lifting or moving a patient, from bed to gurney or gurney to bed, from bed to wheel chair, use of slider boards for moving patients, gait belts, and draw sheet.

Proper care and scanning techniques when scanning a surgical site, open wound, or ostomy site. Instruction on use of sterile probe covers, how to put them onto the transducer and apply sterile scanning gel.

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

- **Method:** Lecture  
  **Integration:** Lectures will be used to present material about patient care techniques.

- **Method:** Demonstrations  
  **Integration:** Demonstrations will be presented by the instructor on sterile gowning and gloving, syringe preparation, body mechanics, and preparing sterile trays.

- **Method:** Lab participation  
  **Integration:** Participation in learning lab techniques for sterile gowning, putting on sterile gloves, syringe preparation, and sterile tray preparation.

- **Method:** Written assignment  
  **Integration:** Complete a written assignment on a chosen pathology to include patient history, patient care techniques, and information on the disease process with the associated lab values.

- **Method:** Discussion  
  **Integration:** Group discussions will include patient total health care and professions that participate in that patient's care.

- **Method:** Role Playing/Simulation  
  **Integration:** Participation in scenarios that would present different medical ethics problems and what is the scope of practice of the Sonographer in the scenario.

- **Method:** Directed Study  
  **Integration:** Every facility has emergency codes it is important that students learn emergency medical codes used in a hospital setting and the appropriate response to those codes.

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:** Quizzes will be used to monitor and evaluate the student's immediate understanding of concepts in patient care.

- **Method:** Exams/Tests  
  **Integration:** Examination will be used to evaluate student understanding of patient care techniques.

- **Method:** Class Performance  
  **Integration:** Psychomotor skills will be tested by demonstrating gowning, gloving, syringe preparation, body mechanics, and sterile tray preparation.

- **Method:** Writing Assignment  
  **Integration:** Evaluation on student preparation and content of a 500-1000 word type written paper of on a pathology of their choice and integrate specific patient care needs for that pathology in the paper.

- **Method:** Class Participation  
  **Integration:** Class participation in discussions on weekly reading assignments and the specific area of patient care.
Examples of Assignments:
Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

A. Write an analysis on a pathological disease of your choice. The paper is to include patient history, proper patient care techniques, proper care of the ultrasound equipment when entering a high risk isolation room. Discuss the disease process for your pathology including general causes for the disease, any contagious concerns, and disease outcomes.

B. Students will also have out of class reading assignments for the material covered in class.

Textbooks:

- Steven M. Penny (2015). Intro to sonography and Patient Care Lippincott. ISBN: 9781451192599

Other Resources:

Minimum Qualification

- Diagnostic Medical Technology

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

Form A2

Submitted by: Tracy Francis  Date: 05/16/2018
Catalog: 2019 - 2020
Proposed Course: DMS 103 - Patient Care Techniques for Sonographers
Proposal Type: CTE 2 Year Review

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
Acceptance into the Diagnostic Medical Sonography Program
It is recommended that this requisite be (reviewed).

Justification:
Course update for 2 year review. Prerequisite has not been changed but is warranted. All students must complete courses required for entrance to the program prior to applying for the DMS Program. Once student obtains acceptance into the DMS Program they are elible to take DMS courses.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Tracy Francis  05/16/2018  (Submitter)
2.  (SJC Department Chair)
Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)
Form E2

Submitted By:  Tracy Francis  Date:  05/16/2018
Dept:  Diagnostic Medical Sonography
1. Course Title:  Patient Care Techniques for Sonographers
2. Course Number:  DMS 103

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

Justification:

Course update for 2 year review. Prerequisite has not been changed but is warranted. All students must complete courses required for entrance to the program prior to applying for the DMS Program. Once student obtains acceptance into the DMS Program they are eligible to take DMS courses.

Acceptance into the Diagnostic Medical Sonography 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.

☐ 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)  

<table>
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<th>Tracy Francis</th>
<th>Date:</th>
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<tr>
<td>1. Course Title:</td>
<td></td>
<td></td>
<td>Patient Care Techniques for Sonographers</td>
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<tr>
<td>2. Course Number:</td>
<td></td>
<td></td>
<td>DMS 103</td>
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</table>

It is recommended that the following Language: Acceptance into the Diagnostic Medical Sonography Program be reviewed as a Prerequisite.

Justification:

Course update for 2 year review. Prerequisite has not been changed but is warranted. All students must complete courses required for entrance to the program prior to applying for the DMS Program. Once student obtains acceptance into the DMS Program they are eligible to take DMS courses.

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.
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

**Course**

<table>
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<th>Tracy Francis</th>
<th>Date:</th>
<th>08/02/2018</th>
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<tr>
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<td><strong>Proposed Course:</strong></td>
<td>DMS 104 - Clinical Observation</td>
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<tr>
<td><strong>Proposal Type:</strong></td>
<td>CTE 2 Year Review</td>
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</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.

- Textbook updated.

#### 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 aligns with the following PLO's: "Apply knowledge of proper use of ultrasound equipment and demonstrate image improvement through manipulating the instrumentation of the equipment. Document proper imaging of the abdomen, small parts, obstetrics and gynecology ultrasound exams. Use effective communication with patients, staff, and physicians. Show discretion with and implement HIPPA laws for all patients. Demonstrate professional and ethical behavior in the workplace."

#### 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 clinical course aligns to our program review description: "Students will practice ultrasound scanning skills with ultrasound equipment in the campus lab. Those skills will be carried out and enhanced in an affiliated medical center internship by training on the job with a licensed sonographer."

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

1. Tracy Francis 08/02/2018 (Submitter)
2. (SJC Department Chair)
3. Tracy Francis 08/17/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Crystal Nasio 08/20/2018 (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 FA19 (2019-20 Catalog))

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### Mt. San Jacinto College

**Integrated Course Outline of Record**

<table>
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<tr>
<th>Submitted by</th>
<th>Tracy Francis</th>
<th>Date:</th>
<th>09/19/2018</th>
</tr>
</thead>
</table>

#### Department

- Diagnostic Medical Sonography

#### Subject

- Diagnostic Medical Sonography

#### Course Number

- 104

#### Title

- Clinical Observation

#### Units/ Hours

- 477
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>Lab Units</th>
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<td>96.00 - 108.00</td>
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</table>

**Stand Alone:**
Program Applicable

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

**General Education Justification:**

**Maximum Enrollment:** 20

**Maximum Enrollment Justification:**
Course requires significant individualized instruction or assessment – check all that apply:
* 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: DMS courses are limited by the number of clinical training sites we are affiliated with. Also each class requires one-on-one time with student and instructor to ensure students are understand exam protocols and how to get the appropriate images required for the exam.

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

**TOP code:** 1227.00*

**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.

This course is offered as on-the-job observation in a sonography department of a selected, affiliated hospital/medical center. The student will observe the functions, procedures, and protocols of an ultrasound department and will learn to read physician orders, compare them with the patients chart and proceed with the requested examination. The student will demonstrate proper sterile technique and universal precautions. The student will learn the functions of the sonography equipment used in the clinical training site.

**Schedule Description:**
(Do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course.

This course is offered as on-the-job observation in a sonography department of a selected, affiliated hospital/medical center. The student will observe the functions, procedures, and protocols of an ultrasound department and will learn to read physician orders, compare them with the patients chart and proceed with the requested examination. The student will demonstrate proper sterile technique and universal precautions. The student will learn the functions of the sonography equipment used in the clinical training site.
This course is offered as on the job observation in a sonography department of a selected affiliated hospital/medical center.

**Need for the course:**
The student is required to practice and improve scanning techniques and protocols on patients to obtain the best images for diagnostic interpretation. Before the scanning expertise can develop the student needs to know how an imaging department and hospital functions, hospital and department policies and protocols, safety procedures, how to prepare to do an exam on a patient that is in an isolation room, and how to interpret a physicians orders.

**Prerequisite(s):**
Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)
- DMS 100 with a Grade of C or better.

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

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

**Other Enrollment Criteria:**
- none-

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

1. Complete the hospital orientation and understand department policies and procedures.
2. Document patient history and complete appropriate paperwork for documentation of the exam.
3. Communicate effectively with hospital personnel and patients.
4. Distinguish abdomen and superficial structures using proper sonographic terminology, and relate scanning protocols for abdomen and superficial structures.
5. Demonstrate proper knobology using the equipment at the clinical site.
6. Discriminate clinical site emergency codes and the proper response for the code.
7. Evaluate and document proper body mechanics for lifting and transporting patients.

**Course Content:**
(please number the outline of main topics and subtopics)
This course is only Lab time

**Lab Content:**
(please number the outline of main topics and subtopics)
1. Hospital and Department Orientation
   a. Hospital policy and procedures
   b. Department policy and procedures
   c. Paperwork procedures for patients
   d. Hospital emergency codes
2. Machine Manipulation
   a. Annotation
   b. TGC
   c. Focus
   d. Depth
   e. Gain
   f. Transducer orientation
   g. Scanning planes
3. Exam Documentation
   a. evaluate physicians orders
   b. prepare proper exam documentation forms
   c. enter patient information into ultrasound machine and prepare room for exam.
4. Communication
   a. Develop proper and effective communication skills using sonographic/medical terminology
b. Discuss examination findings with clinical preceptor
c. Develop proper and effective communication skills for discussing examination findings with
the radiologist.

5. Emergency procedures
   a. Communication with patients
   b. Transporting patients
   c. Preparation for entering an isolation room
   d. Protocols for cleaning a chemical spill

6. Body Mechanics
   a. Proper body mechanic positions the sonographer should use while scanning the patient.
   b. Proper lifting skills for moving patients from bed to gurney, bed to wheelchair, wheelchair to bed.

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

- **Method:** Supervised clinical training  
  **Integration:** at an affiliated hospital or imaging center.

- **Method:** Group discussions  
  **Integration:** comparing different styles and protocols of scanning techniques demonstrated at each clinical affiliation site.

- **Method:** Observing lectures and reading assignments  
  **Integration:** available at Sonoworld.com on proper scanning techniques, and reading assignments from ultrasound journals.

- **Method:** Group discussions  
  **Integration:** on each facility orientation, methods of patient transportation, organization of exam completion paperwork, interesting case findings, and how to properly talk to the Radiologist about an examination.

- **Method:** Role play  
  **Integration:** between sonographer and radiologist

- **Method:** Simulation  
  **Integration:** of various methods of transportation.

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:** Clinical evaluation  
  **Integration:** completed by affiliated preceptor on student promptness, ability to follow direction within the department, communication skills, knowledge of the equipment, and proper transducer orientation.

- **Method:** Written reviews  
  **Integration:** of lectures seen on Sonoworld.com or read in ultrasound journals using appropriate sonography terminology. Ultrasound images and statistical information described within the article must be included.

- **Method:** Class Participation  
  **Integration:** Students will be graded on promptness (arrival time), appearance, actively pursuing information from preceptor, participation in the department, and demonstrating equipment knowledge and anatomy knowledge.

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. Single page typed review of 5 lectures or articles read in the AIUM or SDMS Journals.
2. Case review from an interesting ultrasound case observed at clinical training, following all HIPPA regulations for patient privacy omitting all patient information.
3. Maintain daily log of date, time, and observations at students assigned clinical affiliation site.

Textbooks:
ISBN: N/A

**Other Resources:**

**Minimum Qualification**
- Diagnostic Medical Technology

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

<table>
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<tr>
<th>Submitted by</th>
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<tbody>
<tr>
<td>Catalog</td>
<td>2019 - 2020</td>
</tr>
<tr>
<td>Proposed Course</td>
<td>DMS 104 - Clinical Observation</td>
</tr>
<tr>
<td>Proposal Type</td>
<td>CTE 2 Year Review</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**
DMS 100

It is recommended that this requisite be (reviewed).

**Justification:**
Having a basic scanning completed prior to entering a clinical observation class is important for the student to be able to understand what examination is being completed and if the organs appear normal or abnormal.

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

1. Tracy Francis 08/02/2018 (Submitter)
2. (SJC Department Chair)
3. Tracy Francis 08/17/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Crystal Nasio 08/20/2018 (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 FA19 (2019-20 Catalog)
Mt. San Jacinto College
Skills Analysis
(one pre- or corequisite or advisory per form)

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<td>Diagnostic Medical Sonography</td>
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<tr>
<td>1. Course Title:</td>
<td>Clinical Observation</td>
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<tr>
<td>2. Course Number:</td>
<td>DMS 104</td>
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It is recommended that the following Course: DMS 100
be reviewed as a Prerequisite.

Justification:

Having a basic scanning completed prior to entering a clinical observation class is important for the student to be able to understand what examination is being completed and if the organs appear normal or abnormal.

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] Develop the necessary sonography terminology and scanning skills required to compare sonographic images of different abdomen organs.
- [x] Manipulate the transducers orientation using different scanning planes (sagittal and transverse) and relate the image appearance on the ultrasound machine monitor to the plane they are scanning in.
- [x] Develop appropriate critical thinking skills, using proper medical terminology during patient communication and validate the patient rights using the Society of Diagnostic Medical Sonography Code of Ethics and Clinical Practice Standards as it pertains to the Sonography profession.
- [x] Compare and contrast the echogenicity of the abdominal organs as seen be ultrasound.
- [x] Demonstrate a complete scan of the abdomen and small parts using applicable scanning protocols and image annotation that are patterned after the American Institute of Ultrasound in Medicine’s suggested guidelines.
- [x] Choose and compare appropriate patient positioning to achieve the highest quality of image while scanning the abdominal organs.

- [ ] 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: Tracy Francis  
Date: 08/02/2018  

Depts: 
1. Course Title: Diagnostic Medical Sonography  
2. Course Number: Clinical Observation  
3. Course Number: DMS 104  

It is recommended that the following Course: DMS 100 be reviewed as a Prerequisite.  

Justification:  
Having a basic scanning completed prior to entering a clinical observation class is important for the student to be able to understand what examination is being completed and if the organs appear normal or abnormal.  

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.

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**Mt. San Jacinto College**

**Request for Placement on Curriculum Committee Agenda**

**COURSE**

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Form A8
Submitted by: Tracy Francis      Date: 08/02/2018
Catalog: 2019 - 2020
Proposed Course: DMS 125 - Ultrasound Physics and Instrumentation I
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): 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 DMS PLO: "Complete the American Registry of Diagnostic Medical Sonographers Physics and Instrumentation exam and one or more specialty exams of Abdomen and Obstetrics and gynecology."

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 statements in our Program Review under Program Description:
"Students will be evaluated on didactic learning in Ultrasound Physics and Instrumentation, hands on scanning skills, communication skills, patient care and critical thinking ability"

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Tracy Francis 08/02/2018 (Submitter)
2. (SJC Department Chair)
3. Tracy Francis 08/31/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Crystal Nasio 09/03/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by: Tracy Francis      Date: 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Medical Sonography</td>
<td>Diagnostic Medical Sonography</td>
<td>125</td>
<td>Ultrasound Physics and Instrumentation 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.

Lecture Units | Total Units
-------------|-------------
485
Lecture Contact Hours

| 2.00 |

Total Contact Hours

| 2.00 |

Lecture Homework Hours

| 2.00 |

Stand Alone:
Program Applicable

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

- None-

General Education Justification:

Maximum Enrollment:

| 20 |

Maximum Enrollment Justification:

Justification: This course is limited in size because the students will continue on into clinical training. The number of affiliated clinical training sites controls how many students are enrolled into the program.

Grading Method:

Letter Grade or P/NP

TOP code:

1227.00*

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

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

Catalog Description:

This is the first of two sequential courses designed to teach Ultrasound Physics and Instrumentation. The focus of Ultrasound Physics and Instrumentation I is the basic mathematics used in the physics of sound, elementary principles of ultrasound physics and instrumentation, the propagation of ultrasound through tissue, Ultrasound transducers, pulse echo instruments and the principles of pulse echo imaging.

Schedule Description:

This course is a study of the basic physics and principles of ultrasound, propagation of sound, transducers, pulse echo instruments, and principles.

Need for the course:

In order to earn an ARDMS (Abdomen) and/or (Obstetrics and Gynecology) credential to practice Diagnostic Medical Sonography the student must take and pass the two-part American Registry of Diagnostic Medical Sonography (ARDMS) exam. One of the two exams is an Ultrasound Physics and Instrumentation exam. As a result the student has met the standard of practice to operate and manipulate complex ultrasound instrumentation.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.

(For further clarification, contact the Prerequisite Subcommittee)

- Acceptance into the Diagnostic Medical Sonography Program
Corequisite(s):
Corequisites go through a separate approval process. See Forms E1-E6 for details.

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

Other Enrollment Criteria:
none

Learning Objectives:
(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 basic mathematical concepts as they related to ultrasound physics and instrumentation.
2. Compare the nature of sound and the properties of sound waves and how the different body tissues that effect the sound and the image.
3. Differentiate between the frequencies used in ultrasound and why they are so important in diagnostic ultrasound imaging.
4. Apply the concept of pulsed waves to image formation.
5. Illustrate the affect of an image by manipulating the parameters of pulsed ultrasound.
6. Analyze how a transducer generates the ultrasound pulses.
7. Illustrate how a transducer receives echoes.
9. Differentiate between three aspects of detail resolution.
10. Evaluate the primary components of sonographic instruments.

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

I. Basic Mathematics
   A. Numbers
      1. Basic mathematical notation
      2. Basic mathematical definitions
   B. Fractions, Decimal form, and Percentages
   C. Reciprocals
   D. Units
   E. Variables
   F. Applying reciprocals
   G. Numbers raised to a power
      1. Positive powers
         a. Dimensional Measurement
      2. Numbers to a negative power
      3. Numbers to the zero power and exponent rules
   H. Exponential Form (Scientific Notation)
   I. Non-metric system unit conversion
   J. The metric system and metric abbreviations
      1. Metric abbreviations
         a. Complementary (reciprocal) metric units
      2. Abbreviations: Physical Units
         a. Combining abbreviations
      3. Reciprocals of metric units
      4. Converting between metric units
   K. Proportionality
      1. Graphs
         a. Labeling
      2. Direct Linear (simple) proportionality
      3. Inverse (simple) proportionality
         a. Reciprocals
   L. Distance Equation

II. Elementary Principles
   A. Nature of Ultrasound
      1. Definition of sound
a. propagation of vibration
   (1) compression
   (2) rarefaction
2. Differentiation between audible sound and ultrasound
B. Frequency, Wavelength, Propagation Speed
   1. Definition of terms
   2. Relationships
C. Properties of Ultrasound Waves
   1. Amplitude
   2. Pressure
   3. Power
   4. Intensity
D. Decibels
   1. Definition
      a. related to intensity
      b. related to amplitude
   2. Numerical examples
E. Physical Units
   1. Scientific notation
   2. Metric notation (e.g., micro, Mega)
   3. Common units
F. Measurement Dimensions
   1. Distance
      a. Linear
      b. Circumference
   2. Area
   3. Volume

III. Propagation of Ultrasound through Tissues
A. Speed of Sound
   1. Average speed of sound in tissues
   2. Range of propagation speeds in the body
      a. air
      b. soft tissue (average)
      c. soft tissue: specific tissues (e.g., muscle, fat, parenchyma)
      d. bone
B. Reflection
   1. Characteristic of acoustic impedance – definition
   2. Reflection and transmission at specular interfaces
      a. interface size and contour (smooth or irregular)
      b. dependence on angle
      c. dependence on acoustic impedance mismatch
   3. Scattering
      a. definition of scattering
      b. frequency dependence (Rayleigh scattering)
      c. Interface contour (smooth or irregular)
      d. contrast media
      e. harmonics
C. Refraction
   1. Definition of refraction
   2. Dependence of angle
   3. Dependence of velocity mismatch
   4. Numerical example
D. Attenuation
   1. Definition and sources of attenuation
      a. Scattering
      b. Absorption
         (1) heat
         (2) Measurement
      c. Reflection
   2. Typical values in soft tissue
   3. Variation with frequency - numerical example
   4. Effects on images
E. Useful Diagnostic Frequency Range
1. Numerical values
2. Tradeoff: penetration vs. spatial resolution

F. Terminology Associated with Image Characteristics
1. Echogenic (e.g., hyperechoic, hypoechoic, anechoic, isoechoic, etc.)
2. Homogeneity, Heterogeneity, etc.
3. Other

IV. Ultrasound Transducers
A. The Piezoelectric Effect
1. Definition and concept
2. Curie point
3. Piezoelectric materials
B. Transducer Construction and Characteristics
1. Thickness resonance of crystal
2. Operating (resonance) frequency
   a. Crystal thickness
   b. Speed of sound in crystal material
3. Frequency characteristics (spectrum)
   a. Bandwidth
      (1) Quality factor
      (2) Effect of damping
   b. Multi-Hertz
      (1) Harmonics
4. Damping
5. Matching layer-numerical example
C. Sound Beam Formation - Near Field and Far Field (Fresnel and Fraunhofer Zones)
1. Interference phenomena
   a. Huygen's principle
   b. Diffraction (divergence)
   c. Bandwidth
2. Length of near field (focal distance)
3. Shape of near field and far field
   a. Beam width
   b. Natural focus
4. Dependence on frequency and crystal or aperture size
D. Axial Resolution
1. Dependence on spatial pulse length/ pulse duration
2. Numerical example
3. Effect of damping
4. Transducer frequency spectrum-relation to pulse duration
5. Bandwidth
E. Lateral Resolution
1. Dependence on beam width
2. Frequency
3. Transducer size and focal characteristics
4. Range
F. Slice Thickness Resolution (Elevational Resolution)
1. Dependence on beam width
2. Transducer array and focal characteristics
3. Frequency
4. Lateral and axial resolution relationship
G. Focusing
1. Methods of focusing
   a. Mechanical (internal and external)
   b. Electronic (transmit and receive)
2. Focal zone characteristics
   a. Focal distance (length)
   b. Focal zone region
      (1) Maximum intensity
H. Transducer Arrays and Image Appearance
1. Mechanical and/or electronic construction
2. Multiple element construction
   a. Linear array
   b. Curved array
c. Annular array
d. Multi-dimensional array

3. Multiple element operation
   a. Sequenced
   b. Phased
   c. Annular
   d. Vector
   e. Multi-dimensional

4. Beam Steering
   a. Transmission time delays
   b. Reception time delays

5. Beam focusing
   a. Time delays
   b. Dynamic reception focus
   c. Multiple transmission foci
   d. Apodization
   e. Subdicing
   f. Dynamic aperture

I. Transducer Care and Maintenance

V. Pulse Echo Instruments
   A. Range Equation - General Concepts
   B. Pulsing Characteristics
      1. Pulse repetition frequency
      2. Pulse repetition period
      3. Pulse duration
      4. Spatial pulse length
      5. Duty factor
   C. Transmitter (Output)
      1. Effect of transmitter voltage on penetration
      2. Effect of transmitter voltage on intensity and on patient exposure
   D. Receiver
      1. Amplification (overall gain)
      2. Compensation (swept gain-TGC or DGC)
         a. Attenuation with range
         b. Effects on return signal and display
         c. Dynamic frequency tuning
         d. Harmonic processing
      3. Compression
         a. Dynamic range
            (1) Definition
            (2) Dynamic range (receiver)
         a. Compare to other system components
         b. Numerical values; decibels
      4. Demodulation
         a. Rectification
         b. Smoothing (enveloping)
      5. Rejection

VI. Principles of Pulse Echo Imaging
   1. Principal Display Modes (A-mode, B-mode, 3-D, M-mode)
      a. Definition of each mode
      b. Information displayed on each mode
      c. Advantages and disadvantages of each mode
   2. Principles of Real-time, B-Mode Image Formation
      a. Relationship between echo amplitude and B-mode display
      b. Positioning of echoes
      c. Harmonics
   3. Scanning Speed Limitations
      1. Applications of range equation and relationship to pulsing characteristics
      2. Real-time systems-relationships between
         a. Pulsing characteristics
         b. Frame rate and time required to generate one frame
         c. Number of lines per frame
d. Number of focal regions
e. Field of view (e.g., sector angle)
f. Image depth (penetration)

3. Temporal resolution, ability to evaluate rapid motion. Ultrasound Transducers

A. The Piezoelectric Effect
1. Definition and concept
2. Curie point
3. Piezoelectric materials

B. Transducer Construction and Characteristics
1. Thickness resonance of crystal
2. Operating (resonance) frequency
   a. Crystal thickness
   b. Speed of sound in crystal material
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   a. Bandwidth
      (1) Quality factor
      (2) Effect of damping
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      (1) Harmonics
4. Damping
5. Matching layer-numerical example

C. Sound Beam Formation - Near Field and Far Field (Fresnel and Fraunhofer Zones)
1. Interference phenomena
   a. Huygen's principle
   b. Diffraction (divergence)
   c. Bandwidth
2. Length of near field (focal distance)
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   a. Beam width
   b. Natural focus
4. Dependence on frequency and crystal or aperture size

D. Axial Resolution
1. Dependence on spatial pulse length/ pulse duration
2. Numerical example
3. Effect of damping
4. Transducer frequency spectrum-relation to pulse duration
5. Bandwidth

E. Lateral Resolution
1. Dependence on beam width
2. Frequency
3. Transducer size and focal characteristics
4. Range

F. Slice Thickness Resolution (Elevational Resolution)
1. Dependence on beam width
2. Transducer array and focal characteristics
3. Frequency
4. Lateral and axial resolution relationship

G. Focusing
1. Methods of focusing
   a. Mechanical (internal and external)
   b. Electronic (transmit and receive)
2. Focal zone characteristics
   a. Focal distance (length)
   b. Focal zone region
      (1) Maximum intensity

H. Transducer Arrays and Image Appearance
1. Mechanical and/or electronic construction
2. Multiple element construction
   a. Linear array
   b. Curved array
   c. Annular array
   d. Multi-dimensional array
3. Multiple element operation
   a. Sequenced
b. Phased  
c. Annular  
d. Vector  
e. Multi-dimensional  

4. Beam Steering  
a. Transmission time delays  
b. Reception time delays  

5. Beam focusing  
a. Time delays  
b. Dynamic reception focus  
c. Multiple transmission foci  
d. Apodization  
e. Subdicing  
f. Dynamic aperture  

I. Transducer Care and Maintenance  

VII. Pulse Echo Instruments  
1. Range Equation - General Concepts  
2. Pulsing Characteristics  
a. Pulse repetition frequency  
b. Pulse repetition period  
c. Pulse duration  
d. Spatial pulse length  
e. Duty factor  
3. Transmitter (Output)  
a. Effect of transmitter voltage on penetration  
b. Effect of transmitter voltage on intensity and on patient exposure  
4. Receiver  
a. Amplification (overall gain)  
b. Compensation (swept gain-TGC or DGC)  
   (1). Attenuation with range  
   (2). Effects on return signal and display  
   (3). Dynamic frequency tuning  
   (4). Harmonic processing  
5. Compression  
a. Dynamic range  
   (1) Definition  
   (2) Dynamic range (receiver)  
a. Compare to other system components  
b. Numerical values; decibels  
6. Demodulation  
a. Rectification  
b. Smoothing (enveloping)  

5. Rejection  

VIII. Principles of Pulse Echo Imaging  
1. Principal Display Modes (A-mode, B-mode, 3-D, M-mode)  
a. Definition of each mode  
b. Information displayed on each mode  
c. Advantages and disadvantages of each mode  
2. Principles of Real-time, B-Mode Image Formation  
a. Relationship between echo amplitude and B-mode display  
b. Positioning of echoes  
c. Harmonics  
3. Scanning Speed Limitations  
a. Applications of range equation and relationship to pulsing characteristics  
b. Real-time systems-relationships between  
   (1). Pulsing characteristics  
   (2). Frame rate and time required to generate one frame  
   (3). Number of lines per frame  
   (4). Number of focal regions  
   (5). Field of view (e.g., sector angle)  
   (6). Image depth (penetration)  
4. Temporal resolution, ability to evaluate rapid motion
Methods of Instruction:
Methods of instruction may include, but are not limited to the following:

- **Method:** Lecture
  **Integration:** The instructor will provide power point lectures to inform students about basic physics and instrumentation concepts.

- **Method:** Discussion
  **Integration:** Class discussion with instructor and students about application of concepts to the ultrasound machine.

- **Method:** Demonstration and guided instruction
  **Integration:** Students will demonstrate their knowledge and hands-on abilities on an ultrasound machine to enhance physics and instrumentation concepts discussed in class.

- **Method:** Media presentations
  **Integration:** The instructor will present additional information using dedicated physics videos to enhance the physics concepts for visual learners.

- **Method:** Observation and Demonstration
  **Integration:** The instructor will demonstrate a physics principle and how that principle effects image quality.

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:** Weekly quizzes will be given to monitor and evaluate the student's immediate understanding of concepts in ultrasound physics and instrumentation.

- **Method:** Written examination
  **Integration:** Written examination will be given at midterm and final week to assess the student ability to retain and process information in physics and instrumentation.

- **Method:** Simulation
  **Integration:** The student will demonstrate their knowledge of physics and instrumentation while using and ultrasound machine in the classroom lab. This is a practicum exercise with the instructor creating an unacceptable image and the student demonstrating how to correct the image.

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. Complete a written paper or power point presentation on a chosen topic of Ultrasound Physics and Instrumentation from chapters 1-12 of the assigned text. Utilize a visual learning tool to demonstrate the location and function of the ultrasound instrumentation knobs to demonstrate the your chosen topic. Complete the demonstration using an machine console in the classroom lab.
2. After completing the weekly reading assignment in the Physics and Instrumentation textbook, complete the questions located at the end of the chapter and turn in your answers the next class.
3. Demonstrate your knowledge of equipment function and instrumentation on an ultrasound machine in the classroom lab explaining each knob and its function to the instructor. You will be given an outline of the required instrumentation to be demonstrated and grading will be done as the instructor observes your demonstration.

Textbooks:


Other Resources:
Minimum Qualification

- Diagnostic Medical Technology

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

Form A2

Submitted by: Tracy Francis Date: 08/02/2018
Catalog: 2019 - 2020
Proposed Course: DMS 125 - Ultrasound Physics and Instrumentation I
Proposal Type: CTE 2 Year Review

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
Acceptance into the Diagnostic Medical Sonography Program
It is recommended that this requisite be (reviewed).
Justification:
Physics and Instrumentation of ultrasound is within a discipline in a sequence

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Tracy Francis 08/02/2018 (Submitter)
2. (SJC Department Chair)
3. Tracy Francis 08/31/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Crystal Nasio 09/03/2018 (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 FA19 (2019-20 Catalog)

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

Form E2

Submitted By: Tracy Francis Date: 08/02/2018
Dept: Diagnostic Medical Sonography
1. Course Title: Ultrasound Physics and Instrumentation I
2. Course Number: DMS 125

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

**Justification:**

Physics and Instrumentation of ultrasound is within a discipline in a sequence

Acceptance into the Diagnostic Medical Sonography 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.

- 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: Tracy Francis
Date: 08/02/2018

Dept: Diagnostic Medical Sonography

1. Course Title: Ultrasound Physics and Instrumentation I
2. Course Number: DMS 125

It is recommended that the following Language: Acceptance into the Diagnostic Medical Sonography Program be reviewed as a Prerequisite

Justification:

Physics and Instrumentation of ultrasound is within a discipline in a sequence

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
3

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.
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
COURSE Form A8

Submitted by: Tracy Francis Date: 08/02/2018
Catalog: 2019 - 2020
Proposed Course: DMS 135 - Ultrasound Physics and Instrumentation II
Proposal Type: CTE 2 Year Review

Summary of Action Item:

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

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 our PLO that states: "Apply knowledge of proper use of ultrasound equipment and demonstrate image improvement through manipulating the instrumentation of the equipment." Students must understand ultrasound physics in order to properly manipulate ultrasound equipment.

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 program aligns with our program description in our 2017 program review which states: "Students will be evaluated on didactic learning in Ultrasound Physics and Instrumentation, hands on scanning skills, communication skills, patient care and critical thinking ability”

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Tracy Francis 08/02/2018 (Submitter)
2. (SJC Department Chair)

497
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 FA19 (2019-20 Catalog)

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### Mt. San Jacinto College

#### Integrated Course Outline of Record

**Form B**

**Submitted by:** Tracy Francis  
**Date:** 09/19/2018

<table>
<thead>
<tr>
<th>Department</th>
<th>Subject</th>
<th>Course Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Medical</td>
<td>Sonography</td>
<td>135</td>
<td>Ultrasound Physics and Instrumentation II</td>
</tr>
<tr>
<td>Diagnostic Medical</td>
<td>Sonography DMS</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>Lecture Units</th>
<th>Total Units</th>
<th>Lecture Contact Hours</th>
<th>Total Contact Hours</th>
<th>Lecture Homework Hours</th>
<th>64.00 - 72.00</th>
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</thead>
<tbody>
<tr>
<td>2.00</td>
<td>2.00</td>
<td>32.00 - 36.00</td>
<td>32.00 - 36.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Stand Alone:**

- Program Applicable

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

- none-

**General Education Justification:**

- Justification: This course is limited in size because the students will continue on into clinical training. The number of affiliated clinical training sites controls how many students are enrolled into the program

**Maximum Enrollment:**

- 20

**Grading Method:**

- Letter Grade or P/NP

**TOP code:**

- 1227.00*
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 is the second of two courses designed to teach Ultrasound Physics and Instrumentation. The focus of this course is image storage and display, hemodynamics, doppler, color flow and color power imaging, artifacts found in ultrasound, quality assurance, and the bioeffects and safety of ultrasound.

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).

The second course of Ultrasound Physics and Instrumentation will focus on image storage and display, hemodynamics, color flow, artifacts, quality assurance, bio-effects and safety.

Need for the course:
In order to earn an RDMS (Abdomen) and/or (Obstetrics and Gynecology) credential to practice Diagnostic Medical Sonography the student must take and pass the two part American Registry of Diagnostic Medical Sonography (ARDMS) exam. One of the two exams is an Ultrasound Physics and Instrumentation exam. As a result the student has met the standard of practice to operate and manipulate complex ultrasound instrumentation.

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

- DMS 125 with a Grade of C or better.

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.

- 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. Compare and contrast signal processing and image processing.
2. Differentiate and demonstrate image displays and image storage.
3. Analyze and explain hemodynamics.
4. Create a doppler imaging and demonstrate knowledge of the doppler instrumentation used.
5. Distinguish between color flow and color power imaging.
6. Scrutinize artifacts and generalize the effects of artifacts to image quality.
7. Explain and compare guidelines and regulations for quality assurance of ultrasound instrumentation.
8. Assess acoustic output quantities as they relate to bioeffects, safety and quality assurance in ultrasound physics and instrumentation.

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

I. Images, Storage, and Display
   A. Role of scan converter
   B. Digital Devices
      1. Binary system
2. Steps in processing echo information
   a. Analog-to-digital converter
   b. Digital memory
      1. Spatial resolution
      2. Contrast resolution
   c. Display devices
C. Preprocessing versus Postprocessing
   1. Definition
   2. Preprocessing functions
   3. Post processing function
D. Display devices
   1. TV monitors, LCD monitors
   2. High resolution monitors
      a. Lines and spatial resolution
      b. Brightness
      c. Contrast
      d. Frame rate
E. Recording and Archiving Techniques
   1. Video and Film Format
      a. Single or multi-image cameras and laser imagers
         1. Photographic film
         2. Emulsion film
      b. Recorders
         1. Fiber-optic
         2. Videotape cassette
      c. Printer
         1. Thermal
         2. Laser
      2. Digital format
         a. Magneto-optical disc (digital still recorder)
         b. PACS (Picture Archiving and communication systems)
   3. Contrast and brightness control adjustments
II. Hemodynamic, Doppler, Color Flow, and Color Power Imaging
A. Hemodynamics
   1. Energy gradient
   2. Effects of viscosity, friction, inertia
   3. Pressure/flow relationships
   4. Velocity
   5. Steady flow vs. pulsatile flow
   6. Laminar versus turbulent flow
   7. Effects of stenosis on flow characteristics
   8. Venous resistance
   9. Hydrostatic pressure
   10. Pressure/volume relationship
   11. Effects of respiration (phasicity)
B. Doppler Physical Principles
   1. Doppler Effect
      a. Principle as related to sampling red blood cell movement
      b. Doppler equation
   2. Factors influencing the magnitude of the Doppler shift frequency
      a. Range of the Doppler shift frequency
      b. Effects of beam angle, transmitted frequency, flow velocity, and flow direction
C. Doppler Instruments
   1. Continuous wave and pulsed wave Doppler
      a. Differences
      b. Advantages and disadvantages of each
         1. Aliasing (Nyquist criteria)
         2. Range ambiguity
      c. Instrumentation
         1. Receiver
         2. Demodulator
         3. Wall filter for clutter rejection
         4. Directional devices
2. Duplex instruments-definition and basic principles
3. Spectral analysis
   a. Purpose
      1. Direction
      2. Velocity
      3. Duration
      4. Character
      5. Magnitude
   b. Fast Fourier transform (FFT)
   c. Diagnostic measurements (indices-i.e., pulsatility, resistive)

D. Color Flow Imaging
   1. Basic Principles
      a. Sampling methods
      b. Display of Doppler information
         1. Reflector direction
         2. Average velocity
         3. Velocity variance
      c. Advantages and limitations
      d. Color field size and frame rate
         1. Ensemble length (packet size, pulse packet)
         2. Line density
         3. Maximum depth
      e. Color maps, assignment, or coding

E. Color Power (Energy) Mode
   1. Displayed information
   2. Advantages and limitations

III. Artifacts
A. Definition of Artifacts
B. Artifact Recognition in Performing and Interpreting Examinations
C. Artifacts Associated with Resolution and Propagation (Axial Resolution, Lateral Resolution, Section Thickness, Acoustic Speckle)
   1. Definitions
   2. Mechanisms of Production
   3. Appearance
D. Artifacts Associated with Propagation (Reverberation, Comet-tail, Ring-down, Mirror Image, Multipath, Side Lobes, Grating Lobes, Refraction, Speed Error; and Range Ambiguity)
   1. Definitions
   2. Mechanisms of Production
   3. Appearance
E. Artifacts Associated with Attenuation (Shadowing, Enhancement, and Focal Enhancement or Focal Banding)
   1. Definitions
   2. Mechanisms of Production
   3. Appearance
F. Artifacts Associated with Doppler and Color Flow Instrumentation (Aliasing, Slice Thickness, Reverberation, Mirror Imaging, Chosting or Flash, Registration, Incident Beam Angle, and Clutter)
   1. Definitions
   2. Mechanisms of Production
   3. Appearance
G. Other (Electronic Noise, Equipment Malfunction)
   1. Definitions
   2. Mechanisms of Production
   3. Appearance
H. Artifact Effects on Measurements (velocity or speed error and range ambiguity)

IV. Quality Assurance of Ultrasound Instruments
A. General Concepts Regarding the Need for and Nature of a Quality Assurance Program
B. Methods for Evaluating Instrument Performance
   1. Test objects
   2. Phantoms (tissue, Doppler, flow)
C. Parameters to Be Evaluated
   1. Test object
a. Dead zone  
b. Axial resolution and lateral resolution (beam width)  
c. Depth calibration accuracy  
d. TGC characteristics  
e. Uniformity  
f. System sensitivity  
2. Tissue equivalent (mimicking) phantom  
3. Doppler flow, string, or belt phantoms  

D. Preventive Maintenance  
1. Standard precautions  
a. Equipment  
   1. Cleaning  
   2. Disinfecting  
   3. Sterilization  

E. Record Keeping  
F. Statistical Indices  
1. Sensitivity/specificity  
2. Negative/positive predictive value  
3. Accuracy  

V. Bioeffects and Safety  
A. Acoustic Output Quantities  
1. Pressure  
a. Units (MPa, mmHg)  
b. Peak pressures (compression, rarefaction)  
c. Methods of determining pressure (miniature hydrophone)  
2. Power  
a. Units (mW)  
b. Methods of determining power (radiation force, hydrophone)  
3. Intensity  
a. Units (mW/cm², W/cm²)  
b. Spatial and temporal considerations  
c. Average and peak intensities  
d. Methods of determining intensity (hydrophones)  
e. Common intensities  
4. Intensity and power values for different operating modes  
B. Acoustic Output Labeling Standard  
1. Thermal index  
2. Mechanical index  
C. Acoustic Exposure  
1. Definition and concepts of prudent use (ALARA)  
2. Methods of reducing acoustic exposure  
D. Primary Mechanisms of Biologic Effect Production  
1. Cavitation mechanisms: relevant acoustic parameters  
2. Thermal mechanisms: relevant acoustic parameters  
E. Experimental Biological Effect Studies  
1. Animal studies  
2. In vitro studies  
3. Epidemiologic studies  
a. Limitations  
F. Guidelines and Regulations  
1. American Institute of Ultrasound in Medicine (AIUM) Statements (e.g., mammalian, epidemiology, in vitro)  
2. National Electrical Manufacturers Association (NEMA)  
3. Food and Drug Administration (FDA)  
G. Electrical and Mechanical Hazards  
1. Patient susceptibility to electrical hazard  
2. Equipment components which could present a hazard  

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

502
Method: Lecture
   Integration: Instructor to lecture using a power point presentation to inform students about basic physics and instrumentation concepts as related to ultrasound.

Method: Discussion
   Integration: Discussion between the instructor and students about application of concepts when using the ultrasound machine.

Method: Demonstration and guided instruction
   Integration: The instructor will demonstrate and guide students using an ultrasound machine to involve students in developing hands-on familiarity and enhance concepts discussed in class.

Method: Media presentations
   Integration: Media presentations will be provided by the instructor to enhance physics and instrumentation concepts for visual learners.

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: Weekly quizzes will be given to monitor and evaluate the student's immediate understanding of concepts in ultrasound physics and instrumentation.

Method: Examinations
   Integration: Midterm and final exams will be given to assess student ability to retain and process information in physics and instrumentation.

Method: Project assignment
   Integration: on a standard ultrasound machine console demonstrating how each function on the machine affects the soundwave and how that is interpreted in physics terminology.

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) Complete a written paper or power point presentation on a chosen topic of Ultrasound Physics and Instrumentation from chapters 13-24 of the assigned text. Utilize a visual learning tool to demonstrate the location and function of the ultrasound instrumentation knobs to demonstrate your chosen topic. Complete the demonstration using an machine console in the classroom lab.
2. After completing the weekly reading assignment in the Physics and Instrumentation textbook, complete the questions located at the end of the chapter and turn in your answers the next class.
3. Demonstrate your knowledge of equipment function and instrumentation on an ultrasound machine in the classroom lab explaining each knob and its function to the instructor. You will be given an outline of the required instrumentation to be demonstrated and grading will be done as the instructor observes your demonstration.

Textbooks:


Other Resources:

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

**PREREQUISITE/COREQUISITE/RECOMMENDED PREPARATION**

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**Form A2**

<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracy Francis</td>
<td>08/02/2018</td>
</tr>
</tbody>
</table>

**Catalog:** 2019 - 2020

**Proposed Course:** DMS 135 - Ultrasound Physics and Instrumentation II

**Proposal Type:** CTE 2 Year Review

**Rationale:**
Rationale behind submission 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
DMS 125

It is recommended that this requisite be (reviewed).

**Justification:**
This class is a continuation of DMS125, it is imperative that students continue to display knowledge learned from DMS125 when continuing on the DMS135 and in preparation for their Physics and Instrumentation registry examination.

---

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

1. Tracy Francis 08/02/2018 (Submitter)
2. (SJC Department Chair)
3. Tracy Francis 08/31/2018 (MVC Department Chair)
4. (SJC Instructional Dean)
5. Crystal Nasio 09/03/2018 (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 FA19 (2019-20 Catalog)

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**Mt. San Jacinto College**

**Skills Analysis**

*(one pre- or corequisite or advisory per form)*

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**Form E2**

<table>
<thead>
<tr>
<th>Submitted By:</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Tracy Francis</td>
<td>08/02/2018</td>
</tr>
</tbody>
</table>
Dept: Diagnostic Medical Sonography

1. Course Title: Ultrasound Physics and Instrumentation II
2. Course Number: DMS 135

It is recommended that the following Course: DMS 125 be reviewed as a Prerequisite.

Justification:

This class is a continuation of DMS 125, it is imperative that students continue to display knowledge learned from DMS125 when continuing on the DMS135 and in preparation for their Physics and Instrumentation registry examination.

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] Analyze the basic mathematical concepts as they related to ultrasound physics and instrumentation.
- [X] Compare the nature of sound and the properties of sound waves and how the different body tissues that effect the sound and the image.
- [X] Differentiate between the frequencies used in ultrasound and why they are so important in diagnostic ultrasound imaging.
- [X] Apply the concept of pulsed waves to image formation.
- [X] Illustrate the affect of an image by manipulating the parameters of pulsed ultrasound.
- [X] Analyze how a transducer generates the ultrasound pulses.
- [X] Illustrate how a transducer receives echoes.
- [X] Compare linear, convex, phased and vector array transducers.
- [X] Differentiate between three aspects of detail resolution.
- [X] Evaluate the primary components of sonographic instruments.

- [ ] 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)

<table>
<thead>
<tr>
<th>Submitted By:</th>
<th>Tracy Francis</th>
<th>Date:</th>
<th>08/02/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dept:</td>
<td>Diagnostic Medical Sonography</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Course Title: Ultrasound Physics and Instrumentation II
2. Course Number: DMS 135

It is recommended that the following Course: DMS 125 be reviewed as a Prerequisite.

Justification:

This class is a continuation of DMS125, it is imperative that students continue to display knowledge learned from DMS125 when continuing on the DMS135 and in preparation for their Physics and Instrumentation registry examination.

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. 
   3. 

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.
Mt. San Jacinto College
Request for Placement on Curriculum Committee Agenda
INFORMATION ITEM
Form A7

Submitted by: Cindy Nance  Date: 04/04/2018
Catalog: 2019 - 2020
Proposed Degree: Engineering
Award Type: Employment Concentration

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, High School Articulation.

Three of four Employment Concentration courses in Engineering are being deactivated, and thus, a 6 unit GIS Employment Concentration area in Engineering is not feasible. Since GIS courses, including those in GIS Employment Concentration area, and awards are being deactivated, it is best to deactivate ALL other Employment Concentration areas in GIS. In the near future, GIS courses may be reactivated, curriculum revised to meet current trends in the field and the program restructured to meet industry demand for specific GIS skills. At which time, new alliances may establish new or revised Employment Concentration areas.

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")

GIS students have not been able to complete GIS Certificate and AS degree in a timely manner for the past four years, due to lack of course offerings. In lieu of GIS Employment Concentration courses, they have enrolled in EC courses in other disciplines. GIS faculty have no idea when other ECs will offer courses and students become discouraged or migrate to another award, i.e. Engineering was very popular. However, 6-unit Employment Concentration area courses in Engineering and Computer Science have also been deactivated, such that these ECs are no longer viable. All ECs for GIS need to be restructured or abolished altogether when GIS courses are reactivated so that GIS awards completion is feasible. Program Review statistics represent EC discipline enrollments, and thus demographic, retention and success rates are not relevant to the GIS program.

Relation to Program Student Learning Outcomes (PLOs): IF APPLI CABLE
For ECC submissions and revisions. Briefly discuss how this ECC 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.
Approval Signatures Required on all lines before submittal to Curriculum Office

1. Cindy Nance 04/04/2018 (Submitter)
2. Carlos Tovares 05/09/2018 (SJC Department Chair)
3. Marc Donnhauser 05/21/2018 (MVC Department Chair)
4. Carlos Tovares 05/29/2018 (SJC Instructional Dean)
5. Marc Donnhauser 05/21/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College
AWARD

Engineering Employment Concentration

Date:
09/19/2018

Career Opportunities
Engineering Technician, Surveying Technician, Mapping Technician, CAD Technician

<table>
<thead>
<tr>
<th>Required Courses (6 units)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGR-157 Microstation I</td>
<td>3</td>
</tr>
<tr>
<td>ENGR-164 Plane Surveying I</td>
<td>4</td>
</tr>
<tr>
<td>ENGR-166 Legal Aspects of Surveying</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Units 6

PID 523

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

Form A7

Submitted by: Robert Pensiero Date: 08/02/2018

Catalog: 2019 - 2020

Proposed Degree: General Technician

Award Type: Employment Concentration

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.

This employment concentration is being modified because one of the courses required for the award, AUME 124 Engine Theory and Repair, is being deactivated and replaced with two new courses, AUME 092A, Automotive Engine Theory and Repair (Bottom End) and AUME 092B, Automotive Engine Theory and Repair (Upper End). In addition, upon careful consideration the department has decided to remove AUME 093, Heating, Ventilation and Air Conditioning from the award certificate program, since this course is largely unrelated to the other courses in the series. As a result of these changes, the unit value of this
Employment Concentration Certificate is being changed from 17 to 14 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”)

The revision is a part of the department’s ongoing effort to offer more courses at times which will be the most convenient for our students. We are trying to increase student access to our program in order to assure student equity; this goal is clearly stated in our most recent comprehensive program review.

**Relation to Program Student Learning Outcomes (PLOs): IF APPLICABLE**

For ECC submissions and revisions: Briefly discuss how this ECC 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.

The courses required for this award are consistent with the Automotive Department’s Program Learning Outcomes; these courses assist the student in obtaining four of the eight ASE certifications required to become a Master Automobile Technician and require that the student complete the NATEF tasks required for these areas. The courses required for this award will also give students the basic skills necessary to obtain an entry-level position in the automotive repair industry.

---

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

1. Robert Pensiero 08/02/2018 (Submitter)
2. Robert Pensiero 08/30/2018 (SJC Department Chair)
3. (MVC Department Chair)
4. Jeffrey Holmes 08/31/2018 (SJC Instructional Dean)
5. (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 FA19 (2019-20 Catalog))

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**Mt. San Jacinto College**

**AWARD**

**General Technician Employment Concentration**

Successful completion of this employment concentration award will give the student the basic skills necessary to enter the automotive repair industry.

**Career Opportunities**

Automotive Service Technician Automotive Specialty Technician

**Required Courses (14 units)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUME-175</td>
<td>Automatic Transmissions &amp; Transaxles</td>
<td>4</td>
</tr>
<tr>
<td>AUME-185</td>
<td>Manual Transmissions &amp; Transaxles</td>
<td>4</td>
</tr>
<tr>
<td>AUME-092A</td>
<td>Automotive Engine Theory and Repair (Bottom End)</td>
<td>3</td>
</tr>
<tr>
<td>AUME-092B</td>
<td>Automotive Engine Theory and Repair (Upper End)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Units** 14

PID 517

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**Mt. San Jacinto College**

Request for Placement on Curriculum Committee Agenda
INFORMATION ITEM

Submitted by: Cindy Nance
Date: 04/04/2018

Catalog: 2019 - 2020

Proposed Degree: Multimedia

Award Type: Employment Concentration

Summary of Information Item:

Multimedia has two courses approved for 6 unit GIS Employment Concentration area – which may need to be updated or courses added. However, since GIS courses, including those in GIS Employment Concentration area, and awards are being deactivated, it is best to deactivate ALL other Employment Concentration areas in GIS. In the near future, GIS courses may be reactivated, curriculum revised to meet current trends in the field and the program restructured to meet industry demand for specific GIS skills. At which time, new alliances may establish new or revised Employment Concentration areas.

Relation to Program Review:

GIS students have not been able to complete GIS Certificate and AS degree in a timely manner for the past four years, due to lack of course offerings. In lieu of GIS Employment Concentration courses, they have enrolled in EC courses in other disciplines. GIS faculty have no idea when other ECs will offer courses and students become discouraged or migrate to another award, i.e. Engineering was very popular. However, 6-unit Employment Concentration area courses in Engineering and Computer Science have also been deactivated, such that these ECs are no longer viable. All ECs for GIS need to be restructured or abolished altogether when GIS courses are reactivated so that GIS awards completion is feasible. Program Review statistics represent EC discipline enrollments, and thus demographic, retention and success rates are not relevant to the GIS program.

Relation to Program Student Learning Outcomes (PLOs): IF APPLICABLE

For ECC submissions and revisions: Briefly discuss how this ECC 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.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Cindy Nance 04/04/2018 (Submitter)
2. Carlos Tovares 05/09/2018 (SJC Department Chair)
3. Marc Donnhauser 05/21/2018 (MVC Department Chair)
4. Carlos Tovares 05/29/2018 (SJC Instructional Dean)
5. Marc Donnhauser 05/21/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College

AWARD

Multimedia Employment Concentration

Date: 09/19/2018
Career Opportunities
Multimedia Specialist, Creative Director (Multimedia), Lead Designer (Multimedia), Multimedia Artist, Multimedia Designer, Multimedia Developer, Multimedia Producer, Multimedia Software Developer, Writer (Multimedia)

<table>
<thead>
<tr>
<th>Required Courses (6 units)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DIG-110 Introduction to Digital Media</td>
<td>3</td>
</tr>
<tr>
<td>DIG-170 3D Animation</td>
<td>3</td>
</tr>
<tr>
<td>DIG-299 Special Projects: Digital Media</td>
<td>1 - 3</td>
</tr>
</tbody>
</table>

Total Units 6

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

INFORMATION ITEM

Submitted by: Cindy Nance
Date: 04/04/2018
Catalog: 2019 - 2020
Proposed Degree: Programming
Award Type: Employment Concentration

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.

Programming has two courses approved for 6 unit GIS Employment Concentration area – one course is being deactivated such that GIS students will not be able to complete this EC. However, since GIS courses, including those in GIS Employment Concentration area, and awards are being deactivated, it is best to deactivate ALL other Employment Concentration areas in GIS. In the near future, GIS courses may be reactivated, curriculum revised to meet current trends in the field and the program restructured to meet industry demand for specific GIS skills. At which time, new alliances may establish new or revised Employment Concentration areas.

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")

GIS students have not been able to complete GIS Certificate and AS degree in a timely manner for the past four years, due to lack of course offerings. In lieu of GIS Employment Concentration courses, they have enrolled in EC courses in other disciplines. GIS faculty have no idea when other ECs will offer courses and students become discouraged or migrate to another award, i.e. Engineering was very popular. However, 6-unit Employment Concentration area courses in Engineering and Computer Science have also been deactivated, such that these ECs are no longer viable. All ECs for GIS need to be restructured or abolished altogether when GIS courses are reactivated so that GIS awards completion is feasible. Program Review statistics represent EC discipline enrollments, and thus demographic, retention and success rates are not relevant to the GIS program.

Relation to Program Student Learning Outcomes (PLOs): IF APPLICABLE
For ECC submissions and revisions. Briefly discuss how this ECC 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.

Approval Signatures Required on all lines before submittal to Curriculum Office
1. Cindy Nance 04/04/2018 (Submitter)
2. Carlos Tovares 05/09/2018 (SJC Department Chair)
3. Marc Donnhauser 05/21/2018 (MVC Department Chair)
Mt. San Jacinto College

AWARD

Programming Employment Concentration

Date: 09/19/2018

Career Opportunities

GIS Programming, Database Manager

Required Courses (6 units) Units
CSIS-111B Fundamentals of Computer Programming 3

Total Units 6

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

INFORMATION ITEM

Form A7

Submitted by: Michael Caputo  Date: 04/20/2018

Catalog: 2019 - 2020

Proposed Degree: Surveying

Award Type: Employment Concentration

Summary of Information Item:

This employment concentration will be deactivated since a required course (ENGR-166) is also being deactivated and since there has not been a student who has earned this employment concentration in many years.

Relation to Program Review:

This is in agreement with the program review goals of cleaning up old pathways and removing courses and awards that have been defunct for many years.

Relation to Program Student Learning Outcomes (PLOs): IF APPLICABLE

For ECC submissions and revisions: Briefly discuss how this ECC 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.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Michael Caputo  04/20/2018 (Submitter)
2. Michael Caputo  05/14/2018 (SJC Department Chair)
Mt. San Jacinto College

AWARD

Surveying Employment Concentration

Date: 09/19/2018

Career Opportunities
Surveyor, Surveying and Mapping Technician, Geographic Information System Technician

Required Courses (14 units)
ENGR-164 Plane Surveying I 4
ENGR-165 Plane Surveying II 4
ENGR-166 Legal Aspects of Surveying 3
GEOG-115 Introduction to Geographic Information Science 3

Total Units 14

Mt. San Jacinto College

Request for Placement on Curriculum Committee Agenda

INFORMATION ITEM

Form A7

Submitted by: Cindy Nance

Date: 04/04/2018

Catalog: 2019 - 2020

Proposed Degree: Visual Design

Award Type: Employment Concentration

Summary of Information Item:
Visual Design has only two courses approved for 6 unit GIS Employment Concentration area – one of those courses should be changed to 3D Design and a third added, if applicable. However, since GIS courses, including those in GIS Employment Concentration area, and awards are being deactivated, it is best to deactivate ALL other Employment Concentration areas in GIS. In the near future, GIS courses may be reactivated, curriculum revised to meet current trends in the field and the program restructured to meet industry demand for specific GIS skills. At which time, new alliances may establish new or revised Employment Concentration areas.

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".)
GIS students have not been able to complete GIS Certificate and AS degree in a timely manner for the past four years, due to lack of course offerings. In lieu of GIS Employment Concentration courses, they have enrolled in EC courses in other disciplines. GIS faculty have no idea when other ECs will offer courses and students become discouraged or migrate to another award, i.e. Engineering was very popular. However, 6-unit Employment Concentration area courses in Engineering and Computer Science have also been deactivated, such that these ECs are no longer viable. All ECs for GIS need to be restructured or abolished altogether when GIS courses are reactivated so that GIS awards completion is viable. Program Review statistics represent EC discipline enrollments, and thus demographic, retention and success rates are not relevant to the GIS program.

Relation to Program Student Learning Outcomes (PLOs): IF APPLICABLE

For ECC submissions and revisions: Briefly discuss how this ECC 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.

Approval Signatures Required on all lines before submittal to Curriculum Office

1. Cindy Nance 04/04/2018 (Submitter)
2. Carlos Tovares 05/09/2018 (SJC Department Chair)
3. Marc Donnhauser 05/21/2018 (MVC Department Chair)
4. Carlos Tovares 05/29/2018 (SJC Instructional Dean)
5. Marc Donnhauser 05/21/2018 (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 FA19 (2019-20 Catalog)

Mt. San Jacinto College

AWARD

Visual Design Employment Concentration

Date: 09/19/2018

Career Opportunities

Computer Graphic Specialist, Cartographic Technician

Required Courses (6 units)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART-120</td>
<td>2D Design</td>
</tr>
<tr>
<td>ART-123</td>
<td>Graphic Design I</td>
</tr>
</tbody>
</table>

Total Units 6

PID 519
New MSJC course numbering project

1-69 Non-degree applicable, Basic Skills/remediation – Current numbering (no change)

70-99 Non-Transfer Degree Applicable (GE Option A degrees) – Current numbering (no change)

70-79 in English and Math intended for students with learning disabilities (no change)

NOTE: First level Math and English must show a pre-requisite one level below or equivalent for UC/CSU

Courses numbered 99 previously used for experimental courses and thus should not be used

100-199 Freshman Level “BA/BS” course equivalent scope or content

200-299 Sophomore Level “BA/BS” course equivalent scope or content, should have a freshman level prerequisite or be considered second year courses in a degree or certificate pathway

300-399 Potential Junior upper division course level courses for BA/BS degree

If MSJC ever submits for a CCC Baccalaureate degree (this is on hold in Legislation), these will be assigned numbers and courses that will not be included into any other degrees at MSJC (like an advanced ADT degree but specific to MSJC if approved).

400-499 Potential Senior upper division course level courses for BA/BS degree

If MSJC ever submits for a CCC Baccalaureate degree (this is on hold in Legislation), these will be assigned numbers and courses that will not be included into any other degrees at MSJC (like an advanced ADT degree but specific to MSJC if approved).

500-599 Academic and CTE-career education courses “transfer unit” acceptance determined after transfer

Maybe leave 500 level or 600 level blank for now-potential growth or create a 1st year, 2nd year course level like 100 and 200 levels

These course types are traditionally post Baccalaureate certificates or minors taught at the upper division
Courses currently numbered 149, 298, and 299 should move to this level with a consistent numbering scheme

600-699 Academic and CTE-career education courses “transfer unit” acceptance determined after transfer

Maybe leave 500 level or 600 level blank for now-potential growth or create a 1st year, 2nd year course level like 100 and 200 levels

These course types are traditionally post Baccalaureate certificates or minors taught at the upper division

{like AJ, DIG, MGT, LEG, ADS, IPP, NURS, WATR, DMS, FIRE, BADM (some), ART, PHOT, DAN (some), CDE (some), RE (most), LEAD, TA, THA, AUD, HORT, VEW/WINE, CSIS (some/most), GUID, GEOG (some GIS)}

NOTE: HEP 201, 202, 203 are transferable to CSU at the 200 numbering but transfer units determined after transfer to UC and some private universities (like USC).

700-799 CTE-Career education courses that does not transfer, for employment only – Degree applicable/non-transferable

Maybe leave 700 level or 800 level blank for now-potential growth or create a 1st year, 2nd year course level like 100 and 200 levels

AUME, NET (all incorporated into CSIS but below 100), EMS, CAPP, OTEC, most ENGR, AH?, BADM (some), CDE (some), RE, WATR, PHOT, HORT, VEW/WINE, CSIS (some), GEOG (some GIS)

800-899 CTE-Career education courses that does not transfer, for employment only – Degree applicable/non-transferable

Maybe leave 700 level or 800 level blank for now-potential growth or create a 1st year, 2nd year course level like 100 and 200 levels

900-999 Non Credit courses
Courses numbered 1-69 are non-degree applicable and may not be used to meet graduation requirements. In rare cases these may be applied to certificates, but such course units used to fulfill a certificate requirement may not be applied to graduation unit 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 within the English and Math discipline 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 rest with the individual receiving institution.

Courses numbered 70-99 are courses not transferable to four-year institutions but are applicable to the associate’s degree. However, for purposes of associate-degree graduation, state regulations limit general math courses in the category to Math 096 (Intermediate Algebra) or higher. Courses intended for students with learning disabilities are the only exceptions to this limitation. In rare cases these courses may be accepted at a transfer institution. Final determination regarding the transfer of college credit rest with the individual receiving institution.

Courses numbered 79 are Experimental courses designed in specific disciplines to “test” new curriculum before adopting the courses as part of an academic program. These course units cannot be used for degree or transfer credit nor can they be counted into the 60 unit graduation requirement.

Courses numbered 100-299 are full collegiate level courses for which transfer articulation should exist unless otherwise noted. 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. Final determination regarding the transfer of college credit rest 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 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. Final determination regarding the transfer of college credit rest with the individual receiving institution.

Courses numbered 51497 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 (CWEED) for more details. Final determination regarding the transfer of college credit rest with the individual receiving institution.

Courses numbered 5298 are Special Topics courses are created to provide students with an opportunity to develop specialized skills unique to specific disciplines and service area needs. These courses are not offered on a regular cycle (not within a two-year period) and can only be used within the elective unit.
area of an Associate of Science (non-transferable) degree or vocational career education certificate. Final determination regarding the transfer of college credit rest with the individual receiving institution.

Courses numbered 5299 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. Final determination regarding the transfer of college credit rest 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 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 vocational 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.”

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 determine after transfer and may not be applied for the UC 60 unit admission requirement. Final determination regarding the transfer of college credit rest with the individual receiving institution.

Revised 9-14-2018
<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Angela Drumm</th>
<th>Date:</th>
<th>08/30/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item:</td>
<td>High School Articulation Agreement</td>
<td></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 Santa Rosa Academy.**
This is a NEW agreement.
MSJC Course: AJ 101 – Criminal Law
Santa Rosa Academy Course: Criminal Law

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 section 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))
This proposal was prepared by:

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<th>Name of Secondary District</th>
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<td>Julio Rodriguez --- <a href="mailto:jrodriguez@sra.mn">jrodriguez@sra.mn</a></td>
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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.

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**Secondary Course Equivalency** *(List all courses that must be completed successfully for articulation)*

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**Post-secondary (MSJC) Course Equivalency** *(“List only one MSJC course per form”)*

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<td>Criminal Law</td>
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View MSJC course outlines to determine which course(s) might align by following the directions below:

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*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.

Please use one form for each articulation request. The proposal packet should be include: (1) this proposal, (2) the secondary school district or ROP official **Course Outline of Record** (COR*), and (3) 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.*
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION

ARTICULATION AGREEMENT SIGNATURE PAGE

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.

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COURSE NAME & NUMBER

DEPT. CHAIR/PROGRAM COORDINATOR | DATE

HS DISTRICT SUPERINTENDENT | 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

Questions? Email articulation@msjc.edu

522
MT. SAN JACINTO COLLEGE
SECONDARY TO POST-SECONDARY ARTICULATION
CREDIT-BY-EXAM CRITERIA

<table>
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<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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<td>Santa Rosa Academy -- Criminal Law</td>
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- What method(s) of competency will be used for the Credit-by-Exam assessment?*
  - □ Written Exam
  - □ Quizzes
  - □ Lab
  - □ Project
  - □ Portfolio
  - □ Website
  - □ 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: Santa Rosa Academy
    - □ At MSJC campus: □ San Jacinto □ Menifee □ Temecula
    - □ Other Location (specify): _________________________________

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 ☑ No

- Is this credit exam eligible for a letter grade? □ Yes ☑ No

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. 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.
COURSE OUTLINE OF RECORD

Subject: Criminal Justice
Title: Criminal Law
Lecture/Lab Hours: Total 360 hours
Maximum Enrollment: 25

Course Description:

Criminal Law:

Student will explore elements of crimes against property, habitation, and persons, as well as the principles and theories of responsibility, including mental state requirements for various crimes. The students will also understand the history of US laws and the impact that each one has on our rights as citizens of the United States. Students will know the source of our laws and the elements and classification of crime.

Course Content:

1. Scope and Source of Criminal Law
   a. Origin and Development of Criminal Law
   b. Sources of Criminal Law
   c. Classification of laws
   d. Distinction Between Crimes and Torts
   e. Venue and Jurisdiction

2. Classification of Crimes and Penalties
   a. Vague and Indefinite Statutes
   b. Penal Code Terms Defined
   c. Felonies, Misdemeanors, and Infractions Defined
   d. Major Proposition 8 and 115 Changes
   e. When Jeopardy Attaches

3. The Elements of a Crime and Corpus Delicti
   a. Corpus Delicti
   b. The Criminal Act
   c. Proximate Cause
   d. Motive and Intent Distinguished
   e. Diminished Capacity

4. Capacity to Commit a Crime
   a. Person Capable of Committing a Crime
   b. Mentally Incapacitated
c. Ignorance or Mistake of Fact
d. Crimes Committed Under Threats
e. Insanity as a Defense

5. Parties to Crime
   a. Principles of Shared Liability
   b. Principles Defined
   c. Aid and Abet Defined
   d. Accessory Defined
   e. Accomplice Defined

6. Attempts, Solicitation, Obstructing Justice, Conspiracy
   a. Attempt Defined
   b. Abandonment of Attempt
   c. Solicitation to Commit Crime
   d. Obstructing Justice: Compounding Crimes
   e. Conspiracy

7. Laws of Arrest
   a. Arrest Defined
   b. Encounters and Detentions
   c. Peace Officer Defined
   d. Private Persons Arrests
   e. Probable Cause to Arrest

8. Offenses Against the Public Peace
   a. Disturbing the Peace
   b. Unlawful Assembly
   c. Hate Crimes
   d. Trespassing
   e. Disorderly Conduct
   f. Public Security and Safety

9. Dangerous Weapons Control Laws
   a. Prohibited Weapons
   b. Firearms Concealed on Person or in vehicle
   c. Deadly Weapons
   d. Illegal Use of Firearms
   e. Firearms: Concealable Weapons Restrictions

10. Types of Crimes
    a. Simple Assault and Aggravated Assault
    b. Homicides
    c. Burglary
    d. Robbery and Extortion
    e. Theft and Embezzlement
    f. Controlled Substance and Alcohol Abuse Crimes
Methods of Instructions:

a. Lectures
b. Videos on Criminal Justice
c. Power point presentations
d. Visual Aids
e. Hands on Activities
f. Group Projects
g. Student Collaboration

Method of Assessment:

a. Hands on assessments
b. Exams
c. Quizzes
d. Homework
e. Oral Presentations
f. Lectures and Labs
Submitted by: Angela Drumm  
Date: 08/30/2018

Catalog: 2018-19  

Item: High School Articulation Agreement

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<td>AJ 102 Introducción to Criminal Justice</td>
<td>Introduction to Criminal Justice</td>
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COURSE NAME & NUMBER

DEPT. CHAIR/PROGRAM COORDINATOR: 

DATE: 

HS DISTRICT SUPERINTENDENT: 

DATE: 

DEAN. CAREER EDUCATION/INSTRUCTION: 

DATE: 

CURRICULUM COMMITTEE CHAIR: 

DATE: 

AGREEMENT START DATE: 

EXPIRATION DATE: 

06/30/_______

DO NOT WRITE HERE - MSJC- CTE USE ONLY

CTE REP. INITIALS

Questions? Email articulation@msjc.edu
This proposal was prepared by:

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*Do not submit an MSJC course outline with this proposal.*
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>AJ 102 - Introduction to Criminal Justice</td>
<td>Santa Rosa Academy - Introduction to Public Safety</td>
</tr>
</tbody>
</table>

- What method(s) of competency will be used for the Credit-by-Exam assessment?*
  - [ ] Written Exam
  - [ ] Quizzes
  - [ ] Lab
  - [ ] Project
  - [ ] Portfolio
  - [ ] Website
  - [ ] 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: Santa Rosa Academy
    - [ ] At MSJC campus: [ ] San Jacinto [ ] Menifee [ ] Temecula
    - [ ] Other Location (specify): ____________________________

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 [ ] No
- Is this credit exam eligible for a letter grade? [ ] Yes [ ] No

PLEASE NOTE: Students who earn seventy percent (70%) "C" on the credit exam will earn articulated credit, indicated by a "P/NC" on their MSJC transcript. In some instances, students may be 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.
Subject: Criminal Justice
Title: Introduction to Criminal Justice
Lecture/Lab Hours: Total 360 hours
Maximum Enrollment: 25

Course Description:

Introduction to Criminal Justice:

This course will provide the students with an introduction and overview of the criminal justice system used in the United States today. The students will be introduced to the definitions of what constitutes a "crime", and how our society responds to it. The students will also examine the development of the beliefs and methods which have shaped the criminal justice system. Students will learn the history and development of criminal law and it legal process.

Course Content:

1. The Evolution of Law Enforcement and Criminal Justice
   a. Brief history
   b. Primitive law
   c. English law
   d. Crime in the United States
   e. Early American Law Enforcement
   f. Federal Agencies
   g. Development of State, County, and local Agencies
   h. Eras of Policing
2. Our Laws
   a. Types of Law
   b. Constitutional Law and Bill of Rights
   c. Definitions of Crime
   d. Conflict v. Consensus Theory
   e. Crime Control v. Due Process
   f. Retributive v. Restorative Justice
3. Crime in the United States; Offenses, Offenders, Victims
   a. Sources of Information on Crime
   b. Classification and Definitions of Major Crimes
   c. Offender: Theories of Criminality
   d. Victims of Crime: Factors and Effects of Victimization
4. Contemporary Policing
   a. Traditional Goals of Policing
   b. Specialized Roles of Police
   c. Police Culture
   d. Police Image
   e. Satisfaction and Confidence in the Police
5. Policing within the Law
   a. Police Discretion and the Law
   b. The Fourth Amendment
   c. The Police-Citizen Contact
   d. Voluntary Contact
   e. Terry Stops
   f. Detention
   g. Lawful Searches
   h. Lawful Arrests
   i. Protecting a Suspects Rights: The Miranda Warning
   j. Public Safety
6. Terrorism and Homeland Security
   a. Terrorism Defined
   b. Asymmetric Warfare
   c. Classification of Terrorist Acts
   d. Motivations for Terrorism
   e. The Evolution of Terrorist Ideology
   f. Methods Used by Terrorists
   g. The U.S. Response to 9/11: Detect, Prepare, Prevent, Protect, Respond and Recover
7. U.S. Courts
   a. The Court System: Overview
   b. Specialized Court
   c. The Adversary System
   d. Key Players in the Judicial Process
   e. Critical Stages in the Criminal Justice Process
   f. Alternatives to Trial
   g. Trial
   h. Courtroom Security
8. Corrections
   a. The Corrections System: Overview
   b. Purposes of Corrections
   c. Correctional Ideologies and Models
   d. Incarceration
   e. Juvenile Corrections
   f. Corrections and the Role of Law Enforcement
Methods of Instructions:

a. Lectures
b. Videos on Criminal Justice
c. Power point presentations
d. Visual Aids
e. Hands on Activities
f. Group Projects
g. Student Collaboration

Method of Assessment:

a. Hands on assessments
b. Exams
c. Quizzes
d. Homework
e. Oral Presentations
f. Lectures and Labs
Submitted by: Angela Drumm  
Date: 08/30/2018

<table>
<thead>
<tr>
<th>Catalog:</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item:</td>
<td>High School Articulation Agreement</td>
</tr>
</tbody>
</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 Murrieta Unified School District.**
This is an agreement RENEWAL.
**MSJC Course:** CSIS 111B – Fundamentals of Computer Programming
**Murrieta USD Course:** 7558 Java Programming

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] (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 AGREEMENT SIGNATURE PAGE

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>MURRIETA VALLEY UNIFIED SCHOOL DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS 111B Fundamentals of Computer Programming</td>
<td>7558 Java Programming</td>
</tr>
</tbody>
</table>

COURSE NAME & NUMBER

<table>
<thead>
<tr>
<th>DEPT. CHAIR/PROGRAM COORDINATOR</th>
<th>DATE</th>
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<tbody>
<tr>
<td></td>
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<table>
<thead>
<tr>
<th>HS DISTRICT SUPERINTENDENT</th>
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<tbody>
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<table>
<thead>
<tr>
<th>DEAN, CAREER EDUCATION/INSTRUCTION</th>
<th>DATE</th>
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<tbody>
<tr>
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<table>
<thead>
<tr>
<th>CURRICULUM COMMITTEE CHAIR</th>
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<table>
<thead>
<tr>
<th>VICE PRESIDENT</th>
<th>DATE</th>
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<td></td>
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<table>
<thead>
<tr>
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<th>DATE</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions? Email articulation@msjc.edu

535
This proposal was prepared by:

<table>
<thead>
<tr>
<th>Name of Secondary District</th>
<th>Submitted by (Name &amp; E-mail)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murrieta Valley Unified School District</td>
<td>Julie MacLeod <a href="mailto:jmacleod@murrieta.k12.ca.us">jmacleod@murrieta.k12.ca.us</a></td>
</tr>
</tbody>
</table>

List dates the current Articulation Agreement was approved / expired:

<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3/2015</td>
<td>06/30/2018</td>
</tr>
</tbody>
</table>

Please list all faculty within the Secondary District who teach the course:

<table>
<thead>
<tr>
<th>Faculty Name(s)</th>
<th>School Site(s)</th>
<th>Email Address(es)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie MacLeod</td>
<td>Vista Murrieta High School</td>
<td><a href="mailto:jmacleod@murrieta.k12.ca.us">jmacleod@murrieta.k12.ca.us</a></td>
</tr>
</tbody>
</table>

List all changes or updates to the Secondary Course (if no changes leave this section blank):

Books:
Wensites
SoloLearn Java Certification https://www.sololearn.com/Course/Java/
Code.org https://code.org/educate/applab

Secondary Course Equivalency
(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B):

<table>
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<tr>
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<tbody>
<tr>
<td>7558</td>
<td>Java Programming</td>
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</tbody>
</table>

Post-Secondary (MSJC) Course Equivalency (*List only one MSJC Course per form*)

<table>
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<tr>
<th>Course Number</th>
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<th>Number of Units</th>
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</thead>
<tbody>
<tr>
<td>CSIS111B</td>
<td>Fundamental of Computer Programming</td>
<td>3</td>
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Please use one form for each renewal request. The proposal to renew articulation packet should include: (1) this proposal, (2) the secondary school district or ROP official course outline of record (COR*), and (3) the sample final exam(s) or project(s). Send the complete proposal to renew articulation packet, via e-mail attachment to: articulation@msjc.edu

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**MT. SAN JACINTO COLLEGE**
**SECONDARY TO POST-SECONDARY ARTICULATION**

**CREDIT-BY-EXAM CRITERIA**

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- **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
    - [ ] MSJC Faculty
    - [ ] High School / ROP Counselor
    - [ ] MSJC Staff
  - **Where will the credit exam be taken?**
    - [ ] Online using Canvas or Eagle Advisor
    - [ ] At High School Name: Vista Murrieta High School
    - [ ] At MSJC campus: [ ] San Jacinto [ ] Menifee [ ] Temecula
    - [ ] Other Location (specify): 

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If using another method attach a copy of instructions or a description.*

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- **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
  - [ ] No

- **Is this credit exam eligible for a letter grade?**
  - [ ] Yes
  - [ ] No
Course Title: Java Programming

Department: Business/Computers/Technology

Course #: 7558

Grade Level/s: 11-12

Length of Course: Year

Prerequisite/s: Introduction to Programming/Video Game Design and grade or C or better in Geometry

UC/CSU (A-G) Req: (G) College Prep Elective - Interdisciplinary

Brief Course Description:
This course is an introductory mobile application design & programming course using Touch Development, Java and Eclipse for Android devices. The course starts by taking students through the history of mobile applications moving onto learning about the current industry standards, languages and platforms used in mobile apps development with a special focus on career opportunities within the industry and the entrepreneurial potential that exists. The core component of the course is learning basic Java programming and working with Eclipse in order to start the development of real working apps. Students will be taught object oriented design. Basic programming concepts such as input and output, variables, functions, data structures, control structures, searching, storing, and retrieving data will be emphasized. By the end of the course, students are able to successfully download real working mobile applications for Android devices. How thinking like a programmer – using the engineering design cycle – solves problems and how science & math concepts and skills are thoroughly integrated into mobile application development. By the end of this course, students will have a solid foundation of the Java programming language, advance principles, of object orientated programming, how to create programs for the Java-based Android platform, a strong knowledge of the roles the Java programming languages plays in the development, and computer concepts including algorithmic methods design.

I. GOALS

This course teaches computer science concepts and skills by covering and giving students experience with each topic repeatedly and with progressive level of skill through a series of programming projects. This course gives an outlines of the basic concepts taught first and describes in detail where sequences of programming projects and subtopics projects. Listed below are the six key areas of skills students will master.

1. Programming skills related to software development and computer programming with Java and Microsoft Touch Development programming
2. Game Development skills with Java programming with APP development
3. Creative, innovative & critical thinking
4. Communication and collaboration as an individual and part of a team
5. Using appropriate and accessible digital tools for research and learning
6. Using engineering, physics & mathematical concepts critical to game development

1. Programming Skills
   a. Demonstrate an understanding of the core principles of programming with Java
   b. Create, name, and assign values to variables
   c. Create custom methods that can return values and take parameters
   d. Utilize common built-in objects and references types
   e. Utilize common programming statements to implement flow control, looping, and exception handling
   f. Create, initialize, and use collections
   g. Design and create custom classes and use the object-oriented techniques of inheritance, abstraction, polymorphism, and encapsulation
   h. Understands and create events with reactive actions
   i. Builds data and the global variables with record and different record and structured data types
   j. Understand and identify cloud data, distributed and shared data in structured order
   k. Describe and create user input that allows one to get text, numbers or other inputs from the user
   l. Employ the core programming logic and techniques that are used in every game built with Camera, location, microphone and other sensors for the app necessary with the filtered accelerometer data using a combination of a low-pass and threshold triggered high-pass on each axis

2. Game Development Skills
   a. Demonstrate significant understanding of Microsoft’s Windows game development tool
   b. Employ the core programming logic and techniques that are used in every Java App built in eclipse
   c. Identify the code, structure, and layout of a Java code structure
   d. Create and customize new APP with characters, sounds and backgrounds
   e. Create enhancements elements of Android game
   f. Describe how a two-dimensional tile-based rendering and collision system works to create maps in a game
   g. To effectively use Microsoft library of code and sprites in developing own games
   h. Employ and launch into the app a leaderboard allows you to add a high score across all players of your game in no time through Facebook, the cloud, or the maintain high scores
   i. Create and develop new app from code with sprites and backgrounds
   j. Publishing script and exporting scripts to apps then authenticating and using the Microsoft Live APIs

3. Creative, Innovative & Critical Thinking
   a. Demonstrate ability to enhance existing game program
   b. Create, design & program original working game features
   c. Explain how separated game logic fits together to form a cohesive game application
   d. Troubleshoot existing applications and game programs to fix bugs and ensure performance
   e. Perform self-evaluations of projects against the required established directives
   f. Follow technical and increasingly complex programming instructions in order and detail
g. Be able to make and manipulate graphics and background for own games

4. Communication & Collaboration
   a. Conduct in-class presentations including demonstration of original game concepts.
   b. Collaborate with classmates in problem solving and debugging program errors.
   c. Use technical writing skills to explain game design concepts, document programming logic, document development processes.
   d. Writing company perspective with background, with possibilities of profit and loss statements and each game will have detailed documentation during publishing.

5. Using Digital Research Tools
   a. Use appropriate websites, wiki’s, and blogs to engage other users of Java, Microsoft DreamSpark Program, and Touch Development for research, ideas and help
   b. Use MSDN and other websites to explore concepts learned and to reference Java Syntax
   c. C Use reference sites for tutorials and instructional videos for step by step instructions for coding

6. Engineering, Physics & Math
   a. Apply mathematical calculations and formulas to programming logic, creating custom behavior and functionality in an application and a game
   b. Perform physics calculations on objects within a game
   c. Recognize software engineering design principles by working within and enhancing a complex fully functional game
   d. Reverse engineer existing game functionality in order to understand game design
   e. Apply knowledge of math & physics to evaluate behavior in an existing game in order to enhance core logic

II. OUTLINE OF CONTENT FOR MAJOR AREAS OF STUDY

Areas of Study for Java Programming Concepts:
   A. Introduction to Careers and Industry Standards
   B. Build Free Mobile/MIT APP/ Web Apps
   C. Codecademy: Intro to Java script
   D. Mobile-It curriculum through Java programming Eclipse software
   E. Touch Development App Programming by Microsoft

II. ACCOUNTABILITY DETERMINANTS

A. Gaming Industry
   Software and Systems Development Pathway Anchor(C1.1,C1.2,C1.4,C2.1, C2.4)
   Games and Simulation Pathway Anchors (D1.0, D2.0)
   1. History
   2. New technology
   3. Game hardware
   4. Career opportunities

B. APP creation and websites for the web
   1. Part One
      Software and Systems Development Pathway Anchor(C1.1,C1.2,C1.4,C2.0, C3.0, C4.0,,C5.0,C6.0)
      Games and Simulation Pathway Anchors (D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0)
a. Evaluate and try apps from: http://appsgaga.com/category/apps-gone-free
b. Build and Maintain App from these websites:
   http://www.appmakr.com/ and https://www.yapp.us/

2. Part Two: MIT App Builder
   Software and Systems Development Pathway Anchor(C1.0, C2.0, C3.0, C4.0,C5.0, C6.0, C7.0, C9.0, C10.0)
   Games and Simulation Pathway Anchors (D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0)
   a. Overview and goals APP Inventor tutorials
   b. Introduce the concept of block programming
   c. Creating your first App
   d. Publishing your App
      1. FreeSound - Excellent library of free sound clips
      2. Google Images - image search engine allows you to search images by size and type
      3. Mobile CSP - App Inventor curriculum to teach computer science principles
      4. Computer Science Unplugged - Teach computer science concepts without a computer
      5. Hour of Code - Angry Birds tutorial is an excellent lead in to using App Inventor resources
   e. Tutorials for App Inventor 2 more Tutorials for App Inventor to build apps use this site: http://appinventor.mit.edu/explore/ai2/tutorials

3. Part Three
   Software and Systems Development Pathway Anchor(C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C9.0, C10.0)
   Games and Simulation Pathway Anchors (D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0)
   Students will build an app for a teacher on campus. The student will meet with the teacher in a series of meeting to determine his or her needs for the APP. First is to determine the needs of the teacher for the APP is to be used for their class, club, sports, or another needs. APP design process will take place. The projects plan will be to execute code direction in the create the his sound and sprites. The app will have high score and start screen. The player will be a controlled character or puzzle format. Students will identify the limitations of the App programming for the client, such as creating elements that are too easy or too difficult. Students will evaluate methods of working for a client.

4. Part Four
   a. Students will attempt to publish their Apps at the play store Google, Window, and Apple
   b. Students maintain their Apps the and upgrade coding and debugging their app

C. Intro to Javascript http://www.codecademy.com/
   Software and Systems Development Pathway Anchor(C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C9.0, C10.0)
   Games and Simulation Pathway Anchors (D1.0, D2.0, D3.0, D4.0, D6.0)
   Students will visit http://www.codecademy.com/ to learn the basic about Java programming. After completion of the course, students will be awarded with a certificate of completion for the exercise and hours spend on the Java School of coding. They will also find other sources at docs.oracle.com/javase/7/docs/ for reference. This the official documentation for coding and reference guide. Using Microsoft Word, students will save their certificate document that briefly describes introduction to Java programming and how they can best utilize it for their programming future.
   1. Java lessons 5 hour, 10 hours and beginning lessons
   2. Complete the Java Glossary worksheet
   3. Take coding and technical notes
   4. Take Java Quiz

   Student will continue to Mobile-It to learn more Java Programming the industry. As students are learning the Stemfuse curriculum, Introduction to Programming using Java by David Ecks online
free video lessons will be introduced with the at http://math.hws.edu/javanotesthe. The videos and the text lesson will be matched to reinforce the programming concepts.

Software and Systems Development Pathway Anchor (C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0)
Games and Simulation Pathway Anchors (D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0)

D. Mobile-It curriculum from Stemfuse
1. Unit 1
   a. Mobile Apps and History
   b. Mobile Platforms
   c. Mobile Application Review Worksheet
   d. Mobile Application Careers
   e. Mobile Application Careers Worksheet
   f. Android Platform
   g. Open Source Video Worksheet
   h. Thinking Like a Programmer Worksheet
   i. Unit 1 Quiz
2. Unit 2
   a. Java Programming Basics
   b. Eclipse Basics Hello World
   c. Java Methods
   d. Java Variables
   e. Java Control Structures
   f. Java Data Structure
   g. Java Users Input
   h. Random Number Game
   i. Unit 2 Quiz Review
   j. Unit 2 Quiz
3. Unit 3
   a. Android Basics
   b. Toast Notifications
   c. Button Apps
   d. Layout Apps
   e. Unit 3 Quiz Review
   f. Unit 3 Quiz
   g. NoteDroid App
   h. MineSweeper App
   i. DroidMaze
4. Semester Test
   a. Semester Test Review
   b. Semester Test

E. TouchDevelop is app programming for Windows
Students will bring their own device to life by learning TouchDevelop programming will let TouchDevelop uses the latest web technologies in Internet Explorer, Chrome and Safari to bring a cloud-connected, touch-friendly app creation environment to your PC, Mac, iPad, iPhone, Android or Windows Phone device. Oh, right, it also works offline.

Software and Systems Development Pathway Anchor (C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0)
Games and Simulation Pathway Anchors (D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0)

https://www.touchdevelop.com
1. Student will complete various online tutorials on the Microsoft site tutorials after completing the first Touchdevelopment academy
2. Microsoft Digital Literacy presents Build Your First App
   a. Module 1 course introduction
   b. Module 2 the environment
   c. Module 3 the turtle
   d. Module 4 create a physics with sprites
   e. Module 5 course conclusion
3. Monster Slicer
4. Love me not
5. Falling rock
6. Bubble popper
7. Soundboard
8. Tap mania
9. Map of things
10. One pic social
11. More tutorials at https://www.touchdevelop.com

Student will learn the following concepts of coding and app building listed below. Student will sign up for DreamSpark which get you a code to register as a Windows developer for free and publish apps on the Windows Store. Students can export your scripts to Windows apps or can export their scripts to Windows Phone apps.

Software and Systems Development Pathway Anchor (C1.0, C2.0, C3.0, C4.0, C5.0, C6.0, C7.0, C8.0, C9.0, C10.0)
Games and Simulation Pathway Anchors (D1.0, D2.0, D3.0, D4.0, D5.0, D6.0, D7.0)

12. Part 1 Introduction to TouchDevelop Microsoft Research
   a. Introduction
   b. Computers want to be programmed
   c. What is TouchDevelop?
   d. The TouchDevelop ecosystem
   e. Platforms
12. Part 2 The Scripting Language
   a. Introduction – the language flavor
   b. Data types and variable
   c. Expressions
   d. Statements
   e. Actions
   f. Events
   g. Pages
   h. Creating library scripts
13. Part 3 View the screen
   a. Output – the writing on the wall
   b. Input of values from the touchscreen
   c. Updating the wall’s content
   d. Events on the touchscreen
   e. Pushing and popping pages
   f. Titles and subtitles
   g. Wall buttons
   h. On-demand creation of output
14. Part 4 The Web
a. URLs and webpages  
b. Downloading and uploading files  
c. Downloading structured data  

15. Part 5 Audio  
   a. Music  
   b. Sounds  

III. INSTRUCTIONAL MATERIALS & METHODOLOGIES  

A) METHODOLOGIES  
   • Teacher observations of day-to-day classroom participation, effort, behavior and achievement.  
   • Teacher will demonstrate through class lecture, small group and one-on-one demos of drag n drop, code base programming, and essentials to make and debug a game, and key features of the programs taught in the course. Assignments included learning vocabulary, problem solving, practice programming examples, and short answer written responses.  
   • Students will write code by hand to solve short problems and to demonstrate mastery of programming constructs without the benefit of the integrated development environment support structure.  
   • The entire class works on a series of group-based inquiry and work examples together, with the teacher. Students are encouraged to help each other with examples, to establish a culture of active, collaborative learning in the classroom environment.  
   • Individual will take quizzes and tests and write technical base code to explain industry standards. This provide students the opportunity to demonstrate the understanding of theoretical computer science topics. This is a formative assessment of computer concepts and topics learned.  
   • Students are assigned individual projects throughout the course to demonstrate their ability to translate an understanding of rigorous computer science concepts into a practical application. Students are given daily “lab time” to work on their projects in class, with the teacher acting as the facilitator. Students expand their understanding of how new topics, originally presented in a theoretical context, are applied to work in the context of building a complex software application. The instructor is available to draw connections between theory and application.  
   • Student will produce and create DroidMaze and Mine sweeper APP through Java programming.  
   • Students will create, upload, and publish their own apps through the Google, Apple, and Microsoft App store.  
   • Students will enter nation gaming completion and the Microsoft Gaming APPs Competition.  
   • One or two long term projects per semester in which students will demonstrate their progress through the development of a simulation, an apps, code related project or some similar project. There will be a grading rubric to gauge the functionality of each part of the software application project. Points are award base on the presence and accuracy of the required functions of each project. There are example of each project by unit.
• Create Student Portfolio of their work, art, ideas, games, apps, and executable games they created over the years in hard copy and electronic form.

B) Software
• Java SE Development Kit 7 Downloads run the 32 bit
  with Windows
• Eclipse ADT
• Eclipse IDE (java EE developers)
• Eclipse IDE (java developers)
• SDK Manager
• SQLITE Database Brower
• ai2.appinventor.mit.edu software file MIT_Appinventor_Tools_2.3.0
• Blender
• Abode Suite Professional Web-design Package
• OS developer kit must be purchase to publish to the Apple play store
• Google and Windows play store is free
• Microsoft Office
• Icon Maker  http://www.towofu.net/soft/e-aicon.php
• x-icon editor  http://ie.microsoft.com/testdrive/Browser/IconEditor/Default.html
• Paint.net  http://www.getpaint.net/
• GIMP=  http://www.gimp.org/
• Audacity and the lame extension

C) Books
Mandatory

Other
• Introduction to Java Programming y Daniel Liang 2015 Pearson Publishing
  ISBN:9780133592207
• MobileIt curriculum from Stemfuse  http://stemfuse.com/shop/mobileappit
• Java API at Oracle's Java website: docs.oracle.com/javase/7/docs/api
• Supplementary textbook: Introduction to Programming Using Java, Seventh Edition Version 7.0, August 2014 by Author: David J. Eck (eck@hws.edu) online free textbook at http://math.hws.edu/javanotes
• Java for Complete Beginners by Jon Purcell at https://www.udemy.com/java-tutorial/ with Java Programming using Eclipse: Learn to Write Java Code using the free Eclipse IDE with this Java Online training course for beginners by Jose Vidal

D) Equipment
• 2 TB External Hard drive for storage
• 35 Flash drives 4GB for students
• 35 Samsung Galaxy Tab® 4 7.0 16GB with keyboard case – Mobile IT (eclipses software publishes the apps for 7” or mobile phone) requires you to use a tablet. With case and keyboards
• 35 Headphones
• Microphones to make sounds for the apps and games

E) Websites
• https://www.touchdevelop.com
• ai2.appinventor.mit.edu
• http://appinventor.mit.edu/explore/ai2/windows.html
• http://appinventor.mit.edu/explore/front.html
• http://www.codecademy.com/
• docs.oracle.com/javase/7/docs/
• http://www.tutorialspoint.com/java_technology_tutorials.htm
• http://docs.oracle.com/javase/tutorial/
• http://www.javabeginner.com/
• http://www.vogella.com/tutorials/java.html
• http://www.freejavaguide.com/corejava.htm
<table>
<thead>
<tr>
<th>Submitted by:</th>
<th>Angela Drumm</th>
<th>Date:</th>
<th>08/30/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog:</td>
<td>2018-19</td>
<td>Item:</td>
<td>High School Articulation Agreement</td>
</tr>
<tr>
<td>Item: Example: High School Articulation; New Employment Concentration; Revised Employment Concentration</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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 Perris Union High School District.**
This is an agreement RENEWAL.
MSJC Course: CSIS 115A - Web Development - Level 1
PUHSD Course: Introduction to Web Design

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] (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)
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>PERRIS UNION HIGH SCHOOL DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSIS115A Web Development - Level 1</td>
<td>108131 Introduction to Web Site Design</td>
</tr>
<tr>
<td>COURSE NAME &amp; NUMBER</td>
<td>COURSE NAME &amp; NUMBER</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEPT. CHAIR/PROGRAM COORDINATOR</th>
<th>DATE</th>
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<td></td>
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<table>
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<tr>
<th>HS DISTRICT SUPERINTENDENT</th>
<th>DATE</th>
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<tr>
<th>DEAN, CAREER EDUCATION/INSTRUCTION</th>
<th>DATE</th>
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</tbody>
</table>

DO NOT WRITE HERE - MSJC-- CTE USE ONLY

AGREEMENT START DATE

EXPIRATION DATE

06/30/

Questions? Email articulation@msjc.edu

548
This proposal was prepared by:

<table>
<thead>
<tr>
<th>Perris Union High School District</th>
<th>Michael Wilson <a href="mailto:michael.wilson@puhsd.org">michael.wilson@puhsd.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of Secondary District</td>
<td>Submitted by (Name &amp; E-mail)</td>
</tr>
</tbody>
</table>

List dates the current Articulation Agreement was approved / expired:

<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Expiration Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/3/15</td>
<td>6/30/18</td>
</tr>
</tbody>
</table>

Please list all faculty within the Secondary District who teach the course:

<table>
<thead>
<tr>
<th>Michael Wilson</th>
<th>Paloma Valley High School</th>
<th><a href="mailto:michael.wilson@puhsd.org">michael.wilson@puhsd.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Name</td>
<td>School Site</td>
<td>Email Address</td>
</tr>
</tbody>
</table>

List all changes or updates to the Secondary Course (if no changes leave this section blank):

Secondary Course Equivalency
(List all courses that must be completed successfully for articulation, e.g., Engineering 1A/1B):

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>108131</td>
<td>Introduction to Web Site Design</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 115A</td>
<td>Web Development - Level 1</td>
<td>3</td>
</tr>
</tbody>
</table>

Please use one form for each articulation renewal request. The Proposal to Renew Articulation 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 sample final exam(s) or project(s).

Send the complete Proposal to Renew Articulation Packet, via e-mail to: articulation@msjc.edu

*Do not submit a MSJC course outline with this proposal.*
## 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>CSIS115A Web Development Level 1</td>
<td>108131 Web Development</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
    - [ ] At High School Name: Paloma Valley High School
    - [ ] At MSJC campus: [ ] San Jacinto [ ] Menifee [ ] Temecula
    - [ ] Other Location (specify): ______________________________________

---

**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  [ ] No

- Is this credit exam eligible for a letter grade?  [ ] Yes  [ ] No

---

*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. 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.*
# Perris Union High School District
## Course of Study

### A. COURSE INFORMATION

<table>
<thead>
<tr>
<th>1. Course Title:</th>
<th>8a. Subject Area</th>
</tr>
</thead>
</table>
| Introduction to Web Site Design | ☐ History/Social Science  
| | ☐ English  
| | ☐ Mathematics  
| | ☐ Laboratory Science  
| | ☐ Language other than English  
| | ☐ Visual & Performing Arts  
| | X College Prep Elective  
| | ☐ Other _________________________ |

Is this course classified as a Career Technical Education:  
☐ Yes  
X No

If CTE:  
Name of Industry Sector: _______________  
Name of Career Pathway: _______________

8b. Credential required to teach this course:  
______________________________________  
(To be completed by H.R. only)

Signature ___________________________ date ____________

| 2. Transcript Title / Abbreviation: |
| 3. Transcript Course Code / Number: |
| 4. Required for Graduation? |
| ☐ Yes  
X No |
| 5. Meets UC/CSU Requirements? |
| ☐ Yes  
X No |
| Was this course previously approved by UC? |
| ☐ Yes  
X No |

This class is modeled after an a-g course offered by the San Diego Unified School District entitled “Web Site Design” and is built for articulation compatibility with the MSJC course entitled “CSIS 115A Web Development Level 1”

| 6. Meets “AP” Requirements? |
| ☐ Yes  
X No |
| 7. Course Author/Contact: |
| First Name: Michael  
Last Name: Wilson  
Position/Title: Teacher  
Phone #: (951) 672-6030 ext.:22326  
Email: michael.wilson@puhsd.org  
Date Submitted: 10/31/13 |

| 10. Meets “Honors” Requirements? |
| ☐ Yes  
X No |

| 11. Unit Value / Length of Course |
| ☐ 0.5 (half year or semester equivalent)  
| ☐ 1.0 (one year equivalent)  
| ☐ 2.0 (two year equivalent)  
| ☐ Other: _________________________ |

| 9. Grade Level(s) |
| 7 8 9 10 11 12 |

### 7. Course Author/Contact:  
First Name: Michael  
Last Name: Wilson  
Position/Title: Teacher  
Phone #: (951) 672-6030 ext.:22326  
Email: michael.wilson@puhsd.org  
Date Submitted: 10/31/13
### 12. APPROVALS:

<table>
<thead>
<tr>
<th></th>
<th>Name/Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area Council:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Planning Council:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board Approval:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
13. Pre-Requisites
None

14. Co-Requisites
None

15. Brief Course Description
An extensive course on the newest technologies used in Web Development including the Extensible Hypertext Markup Language (XHTML) and Cascading Style Sheets (CSS). Students will learn about Internet communications using the Hypertext Transfer Protocol (HTTP) and Uniform Resource Locators (URLs). Students are also introduced to the basic skills necessary to create a Web Page, proper application of Cascading Style Sheets, the use of HTML editors, and publishing to a Web server.

B. COURSE CONTENT

16. Course Purpose:
What is the purpose of this course? Please provide a brief description of the goals and expected outcomes.
Note: More specificity than a simple recitation of the State Standards is needed.

This course is designed to introduce students to the programming and software technologies required to build a proper website on today’s internet. The purpose of the class is to expose students to technologies and career paths that are currently unavailable within our district. Careers in the tech sector are extremely lucrative and in high demand. Planned articulation and a-g compliance will open additional opportunities for our college-bound students.
17. Course Outline

Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.

1. History of the Internet and its original purpose
2. Planning and organizing a website design
3. Working as a team (bridging the roles of programmers and designers)
4. How to use basic HTML elements
   a. Formatting tags
   b. Images
   c. Links
      i. Working with linked images and image maps
      ii. Linking to resources on the Internet
      iii. Uniform resource locators (URLs)
   d. Rollovers
   e. Scripts
   f. Forms
      i. Form elements
      ii. Applying CSS to form elements
   g. CSS
      i. Applying style sheets
      ii. Understanding selectors: tag, class, id and pseudo
      iii. Working with styles developed for different media types
      iv. Working with fonts and text styles
      v. Understanding how to apply color with CSS
      vi. Floating an element
      vii. Working with the box model
      viii. Working with overflow and clipping
      ix. Controlling page layout with div containers
      x. Applying styles to lists
      xi. Positioning and layering with CSS
5. Introducing the clients request. Websites are created to serve the needs of a client. Students will be given introduced to their “customers” desires and start planning a website that meets those needs.
   a. Planning
   b. Brainstorming
   c. Storyboarding
   d. Selection of graphics
   e. Selection of color pallet
   f. Usability
6. Introduction to design applications. Tools exist to make the development process easier and result in the production of a higher quality end product than could be achieved through a text editor alone. Students will learn the purpose of each application and how to use them
   a. Photoshop
   b. Dreamweaver
   c. Fireworks
   d. Flash
   e. Security
7. Computer Graphics Design. All graphics are not created equal. Students will learn how to balance the needs of the site with download times by using different tools, file formats, and techniques:
8. Project Management. Having experienced the development process themselves, students will take a step back from the development process and see what things look like from the perspective of the project manager. They will learn how to create a proposal to give to clients, create a production timeline, create status reports, keep their staff on schedule, maintain quality, and the proper way to communicate information back to the client.

18. Writing Assignments

Give examples of the writing assignments and the use of critical analysis within the writing assignments.
Students will be creating a website. They will be in charge of creating the content, graphics, CSS files, and code required to properly render the site in a browser. By the end of the year, students will be creating managerial reports and schedules designed to track the progression of the project.

<table>
<thead>
<tr>
<th>19 (A) Textbook #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: N/A_____________</td>
</tr>
<tr>
<td>Edition: _______________ Publication Date: _______________</td>
</tr>
<tr>
<td>Publisher: ____________________________</td>
</tr>
<tr>
<td>Author(s): ____________________________</td>
</tr>
<tr>
<td>Usage: [ ] Primary Text [ ] Read in entirety or near entirety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Textbook #2 (if applicable)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title: ______________________________________________________________________</td>
</tr>
<tr>
<td>Edition: __________________________ Publication Date: ___________________________</td>
</tr>
<tr>
<td>Publisher: _____________________________________________________________________</td>
</tr>
<tr>
<td>Author(s): ____________________________________________________________________</td>
</tr>
<tr>
<td>Usage: [ ] Primary Text [ ] Read in entirety or near entirety</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19 (B) Supplemental Instructional Materials (please describe)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This class will require the following:</td>
</tr>
<tr>
<td>1. A computer lab (the software we will be using is not compatible with student chrome books)</td>
</tr>
<tr>
<td>2. Adobe CS6 software suite</td>
</tr>
<tr>
<td>3. A web hosting service (this can either be outsourced to a company like Bluehost or managed internally by our IT department)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>20. Key Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detailed descriptions of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assignments that students will be required to complete.</td>
</tr>
</tbody>
</table>

Students will be creating a website. They will be in charge of creating the content, graphics, CSS files, and code required to properly render the site in a browser. By the end of the year, students will be creating managerial reports and schedules designed to track the progression of the project. Tests and quizzes will track the progression of student knowledge of key concepts. Review of student work will insure students are properly utilizing and applying knowledge.
21. Instructional Methods and/or Strategies

List specific instructional methods that will be used.

This will be a very hands-on class. Lecture will be the primary method of information dissemination and concept conveyance. Lecture notes will be made available on the instructor’s website for review by students and for study purposes. Students will learn concepts and then receive an assignment which will require them to apply and practice what they have learned. At the end of the assignment, the project they build will be evaluated by the instructor and entered in the gradebook using a rubric tailored to the individual requirements of each assignment. Students will be allowed to work in a team for larger assignments to simulate the environment of a professional development house. Students will create individual pages which will then be put together to form a completed site.

22. Assessment Methods and/or Tools

List different methods of assessments that will be used.

1. Exams consisting of a variety of assessment options, including, but not limited to:
   a. Fill in the blank
   b. Matching
   c. Multiple choice
   d. Essay/Short answer

2. Project based assessments will also be used. Student grades will be based on their ability to complete the project using the technologies and skills outlined in the assignment instructions

23. Course Pacing Guide and Objectives:

<table>
<thead>
<tr>
<th>Day</th>
<th>Objective</th>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-10</td>
<td>I. Orientation</td>
<td>CTE: Tech 4.1</td>
</tr>
<tr>
<td></td>
<td>A. Course objectives, expectations, procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Introduction to website design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. History of web design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Current trends in web design</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E. Employment outlook/ opportunities</td>
<td></td>
</tr>
<tr>
<td>11-30</td>
<td>II. *(Web 162)HTML/JavaScript</td>
<td>CTE: IT D1.0</td>
</tr>
<tr>
<td></td>
<td>A. Basic formatting tags</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B. Save and view web page</td>
<td></td>
</tr>
<tr>
<td></td>
<td>C. Create links</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Insert graphics</td>
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<tr>
<td></td>
<td>E. Create a rollover</td>
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</tr>
<tr>
<td></td>
<td>F. Create a JavaScript slideshow</td>
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<tr>
<td></td>
<td>G. Create a form</td>
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<tr>
<td></td>
<td>H. Create an external CSS file</td>
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<tr>
<td></td>
<td>I. XML</td>
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<td></td>
<td>J. HTML</td>
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<tr>
<td></td>
<td>A. Design Evaluation and Review</td>
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<td>B. Brainstorming</td>
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<td>C. Information Design – Site message, audience, design, scope</td>
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<td>D. Interaction Design – Storyboard, site map</td>
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<td>E. Presentation Design – site graphics, banner, navigation</td>
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<td>F. Design elements – proportion, balance, unity, space</td>
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<td>G. Usability – Human interaction design</td>
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<td>60-79</td>
<td>IV. Introduction to Design Applications</td>
<td>CTE: IT B2.0</td>
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<tr>
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<td>A. Graphic applications</td>
<td></td>
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<td></td>
<td>B. Web publishing applications *(Beginning Web Design Using Dreamweaver 165)</td>
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| 80-84 | V. **Computer Graphic Design**  
|       | A. Design considerations  
|       | B. Output considerations  
|       | C. Color theory  
|       | D. Typography  
|       | CTE:  
|       | IT B1.2 |
| 85-90 | VI. *(Web Development 191)Project Management*  
|       | A. Writing the Project Proposal  
|       | B. Writing the Design Document  
|       | C. Creating a Project Schedule  
|       | D. Writing a Status Report  
|       | E. Quality Assurance  
|       | F. Client Communication and Requirements  
|       | CTE:  
|       | Comm. 2.6  
|       | IT A 3.0 |
C. HONORS COURSES ONLY

24. Indicate how this honors course is different from the standard course.

D. BACKGROUND INFORMATION

25. Context for Course (optional)

This course is designed to be part of a computer science pathway which includes Computer Game programming, Web Site Design (Semester 1), Advance Web Development (semester 2), and a future Introduction to electrical engineering course. All classes in the pathway will be designed to be articulated with MSJC course offerings and will be based on courses offered at other California schools which have been approved for a-g. It is the intent to submit all courses in the pathway for a-g certification as well.

26. History of Course Development (optional)

This course will be followed by a second semester version of this class which will focus less of graphical elements and more on programming elements such as Javascript, pHp, and a continuation of CSS.