



SUBSTANTIVE CHANGE PROPOSAL

Addition of a new degree or vocational certificate program that represents a significant departure from an institution's current programs

Mt. San Jacinto Community College District
1499 N. State Street
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February 14, 2011

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To

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

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STATEMENT OF REPORT REVIEW AND APPROVAL

The Mt. San Jacinto College Substantive Change has been reviewed for accuracy and validated by the District's governance leadership. It was approved by the Mt. San Jacinto Community College District Board of Trustees on March 10, 2011.

Roger W. Schultz
Superintendent/President

Gene Kadow
President, Board of Trustees

A. OVERVIEW OF SUBSTANTIVE CHANGE

The purpose of this substantive change proposal is to request approval for Mt. San Jacinto College (MSJC) to offer twenty (20) new certificate programs within six existing career and technical education programs:

1. Engineering
 - a. Solar Photovoltaic
 - b. Solar Thermal Technology
 - c. Small Wind Energy Technology
 - d. Green Collar Manufacturing
 - e. Manufacturing Quality Assurance

2. Automotive
 - a. Honda Fast Track

3. Business Administration
 - a. Project Management Concentration
 - b. Virtual Office Professional Concentration
 - c. Professional Development Concentration
 - d. Events Operation Management
 - e. Sustainable Energy management for Business
 - f. Records Management Concentration

4. Computer Information Systems
 - a. Computer Forensics
 - b. Database Administration
 - c. OpenOffice Specialist
 - d. Service Desk-Hardware Support/Software Support

5. English As A Second Language (ESL)
 - a. ESL Certificate Level 1
 - b. ESL Certificate Level 2

6. Viticulture, Enology, and Winery Technology Program (VEW)
 - a. VEW with Science Emphasis
 - b. VEW with Business Emphasis

Description of Proposed Changes

Engineering Certificates

Mt. San Jacinto College developed curriculum for four new courses, to be incorporated into the Engineering (ENGR) course offerings. The curriculum for these four courses have been submitted and reviewed by the Mt. San Jacinto College Curriculum Committee. These additional courses enhance the curriculum for the Engineering Department and enhance career and job opportunities for Mt. San Jacinto College students.

Programs in Renewable Energy Technology prepare individuals to design, build, install, repair, service, and maintain the equipment that produces, distributes or uses renewable energy sources, such as solar, wind, wave, fuel cell, hydrogen, biomass and geothermal energy. Because students earning this Employment Concentration Certificate will take courses in ENGR 114 Machine Tool Technology, ENGR 107 Total Quality Management, and ENGR 116 Energy Efficiency, a wide variety of career options will be available to them. These “Green Collar” jobs are considered an emerging technology and little documented information regarding future career opportunities is available, although most employment and career professionals are excited about future career prospects in this area.

Industry estimates indicate continued growth in solar and wind energy jobs worldwide. Most of the new jobs will come in marketing and installation of renewable energy systems, which means they will be located close to end market users, thereby being highly beneficial to local economies.

Programs of Study:

Solar Photovoltaic

<i>Course</i>	<i>Title</i>	<i>Units</i>
SEMA-100	Our Sustainable Future	3
ENGR-107	Total Quality Management	3
ENGR-114	Machine Tool Technology	3
ENGR-116	Energy Efficiency & Construction Methods	3
ENGR-117	Solar Photovoltaic Installation	3

Solar Thermal Technology

<i>Course</i>	<i>Title</i>	<i>Units</i>
SEMA-100	Our Sustainable Future	3
ENGR-107	Total Quality Management	3

ENGR-114	Machine Tool Technology	3
ENGR-116	Energy Efficiency & Construction Methods	3
ENGR-118	Solar Thermal Installation	3

Small Wind Energy Technology

<i>Course</i>	<i>Title</i>	<i>Units</i>
SEMA-100	Our Sustainable Future	3
ENGR-107	Total Quality Management	3
ENGR-114	Machine Tool Technology	3
ENGR-116	Energy Efficiency & Construction Methods	3
ENGR-119	Small Wind Energy Technology	3

Green Collar Manufacturing

<i>Course</i>	<i>Title</i>	<i>Units</i>
SEMA-100	Our Sustainable Future	3
ENGR-106	High-Performance Manufacturing	3
ENGR-107	Total Quality Management	3
ENGR-114	Machine Tool Technology	3
ENGR-116	Energy Efficiency & Construction Methods	3

Manufacturing Quality Assurance

<i>Course</i>	<i>Title</i>	<i>Units</i>
SEMA-100	Our Sustainable Future	3
ENGR-106	High-Performance Manufacturing	3
ENGR-107	Total Quality Management	3
ENGR-114	Machine Tool Technology	3
ENGR-116	Energy Efficiency & Construction Methods	3

Automotive

Mt. San Jacinto College developed curriculum for two new courses, to be incorporated into the automotive course offerings. The curriculum for these two courses has been submitted to and reviewed by the Mt. San Jacinto College Curriculum Committee. These additional courses enhance the curriculum for the Automotive Department and enhance career and job opportunities for Mt. San Jacinto College students.

These courses are specifically designed to meet American Honda PACT program requirements for Express Service Technicians. Students wishing to become a Honda Dealership Express

Service technician must successfully complete this course. Express Service provides the student with the Basic Care knowledge that would gain him/her entry level job placement at Honda Acura dealerships.

The new curriculum was developed for maintenance specific to Honda/Acura vehicles. This was done in conjunction with American Honda Corporate office. The Department Chair and representatives convened multiple times to develop the curriculum. Information exchange and refining of the final product took about two years.

Program of Study:

<i>Course</i>	<i>Title</i>	<i>Units</i>
AUME-101	Maintenance Light Repair I	2
AUME-109	Basic Maintenance Light Repair II	4

Business Administration

Mt. San Jacinto College developed curriculum for six new employment concentrations certificates to be incorporated into the Business Administration (BADM) course offerings. The curriculum for these courses have been submitted and reviewed by the Mt. San Jacinto College Curriculum Committee. These additional courses enhance the curriculum for the Business Administration and enhance career and job opportunities for Mt. San Jacinto College students.

The programs developed are in response to the changing environment in the business field. The emerging green technologies are providing businesses with managing sustainable options. The proposed program changes will provide individuals with the skill set, knowledge and opportunities to be competitive in an emerging employment pool.

Programs of Study:

Project Management Concentration (9 units)

<i>Course</i>	<i>Title</i>	<i>Units</i>
MGT 103	Introduction to Management	3
MGT 133	Productivity Management	3
CAPP 135	Using Microsoft Project	3

Virtual Office Professional Concentration (14 units)

<i>Course</i>	<i>Title</i>	<i>Units</i>
Otec 160	Creating and Managing the Virtual Office	3
Otec 163	Operating & Marketing the Virtual Office	3

BADM 104/ENGL 104	Business Communications	3
BADM 098A	Developing Effective Time Management Techniques	0.5
BADM 098B	Reducing Stress and Improving Performance	0.5
BADM 098F	Developing customer Relations and Rapport	0.5
BADM 098G	Business Ethics	0.5
CAPP 120	Using Microsoft Office-Level 1	3

Professional Development Concentration (9 units)

<i>Course</i>	<i>Title</i>	<i>Units</i>
BADM 104/ENGL 104	Business Communications (<i>required</i>)	3
<i>required 3 units from:</i>		
BADM 098A	Developing Effective Time management Techniques	3
BADM 098B	Reducing Stress and Improving Performance	3
BADM 098C	Developing Leadership in organizations	3
BADM 098D	Dynamics of Successful Teamwork	3
BADM 098E	Raising Performance levels Through Motivation	3
BADM 098F	Developing Customer Relations and Rapport	3
BADM 098G	Business Ethics	3
<i>required 3 units from:</i>		
CAPP120	Using Microsoft Office – Level 1	3
CAPP 121	Using Microsoft Word – Level 1	3
CAPP 122	Using Microsoft Excel	3
CAPP 123	Using Microsoft Access	3
CAPP124	Using Microsoft PowerPoint	3
CAPP 125C	Excel for Business and Accounting	3
CAPP 126E	Using InDesign Cs2 – Level 1	3
CAPP 126G	Using Adobe InDesign	3
CAPP 135	Using Microsoft Project	3

Events Operation Management

<i>Course</i>	<i>Title</i>	<i>Units</i>
BADM 120	Sales and marketing in Hospitality	3
BADM 122	Resort Food & Beverage Operations	3
BADM 123	Menu Planning in resort Operations	3
BADM 124	Introduction to Lodging Operations	1

Sustainable Energy Management for Business (15 units)

<i>Course</i>	<i>Title</i>	<i>Units</i>
BADM 103	Introduction to Business	3
BADM 201	Legal environment of Business	3
SEMA 100	Our Sustainable Future	3
SEMA 101	Fundamentals of Energy Assessment in Business	3
SEMA 110	Managing Sustainable Business Practices	3

Records Management Concentration (10 units)

<i>Course</i>	<i>Title</i>	<i>Units</i>
BADM 104/ENGL 104	Business Communications	3
CAPP 123	Using Microsoft Access-Level 1	3
O TEC 150	Records and Information Management	2
O TEC 153	Electronic Records Management	2

Computer Information Systems

Computer Information Systems are the tools that facilitate the effective and efficient transformation of data into information.

Careers in today's information systems require knowledge and hands-on experience in microcomputer applications, programming, operating systems, and networking. The non-transfer program in Computer Information Systems offers students an opportunity to earn a CIS Associate degree, State Approved Certificate, or locally approved Employment Concentration. The program also offers general CIS electives for students in programs college-wide. For individuals currently working within these fields, there may be potential for salary and/or career advancement.

These programs offer students a well-equipped technical environment for instruction and lab. CIS courses are taught in computer equipped classrooms, allowing hands-on experience in the use of industry-standard hardware, application software, operating systems, networking, and programming tools.

Program of Study:

Computer Forensics

<i>Course</i>	<i>Title</i>	<i>Units</i>
AJ-103	Criminal Evidence	3
AJ-105	Public Safety Report Writing	3
AJ-108	Criminal Investigation	3
CSIS-181	Computer Hardware – Level 1	4
CSIS-182	Computer Forensics	3

Database Administration

<i>Course</i>	<i>Title</i>	<i>Units</i>
CSIS-214	Principles of Database Management Systems	3
ORA-241B	Oracle 9.2i Database Administration – Level 1	3
ORA-251B	Oracle 9.2i Database Administration – Level 2	3
ORA-261B	Oracle 9.2i Database Administration – Level 3	3
ORA-271B	Oracle 9.2i Database Administration – Level 4	3

OpenOffice Specialist

<i>Course</i>	<i>Title</i>	<i>Units</i>
CAPP-120M	Using OpenOffice – Level 1	3
CAPP-140M	Using OpenOffice – Level 2	3

Service Desk – HelpDesk Program

<i>Course</i>	<i>Title</i>	<i>Units</i>
Otec-178	Office Procedures and Systems	3
BADM – 104	Business Communications and Technical Writing	3

Service Desk – Hardware Support program

<i>Course</i>	<i>Title</i>	<i>Units</i>
CSIS-171	Service Desk Concepts	3
CSIS-171L	Service Desk Lab	3
	Required:	
CSIS-154	Using and Configuring Windows Operating Systems	3
CSIS-181	Computer Hardware – Level 1	3
CSIS-191	Network Hardware – Level 1	3

Service Desk – Software Support program

<i>Course</i>	<i>Title</i>	<i>Units</i>
CSIS-171	Service Desk Concepts	3
CSIS-171L	Service Desk Lab	3
	Required: 12 units from the following list	
CAPP-120	Using Microsoft Office – Level 1	3
CAPP-120M	Using OpenOffice – Level 1	3
CAPP-122	Using Microsoft Excel	3
CAPP-123	Using Microsoft Access – Level 1	3
CAPP-124	Using Microsoft PowerPoint	3
CAPP-126G	Using Adobe InDesign	3
CAPP-135	Using Microsoft Project	3
CAPP-140	Using Microsoft Office – Level 2	3
CAPP-140M	Using OpenOffice – Level 2	3
CAPP-141	Using Microsoft Word – Level 2	3
CAPP-143	Using Microsoft Access – Level 2	3
CAPP-160	Using Microsoft Office – Level 3	3
CSIS-150	Using Microsoft Windows	3

English as a Second Language

The English as a Second Language (ESL) Program at Mt. San Jacinto College has recently undergone significant departures from the previous program, which qualifies as a new educational program. The new program more fully meets the specific goals of the Mt. San Jacinto College mission statement (adopted on September, 2009) by providing basic skills development and a more effective path way for transfers, associate degrees, and certificates. The new credit, non-transfer English as a Second Language program consists of academically focused courses for students who speak a language other than English at home or whose first

language is not English. English and critical thinking skills are taught to prepare students to successfully take transfer level English and many other 100 level courses. Writing, reading, speaking, and listening are core components of this credit program. Students' educational, vocational, and personal goals are supported and encouraged. Dedicated ESL tutors are available in the learning resource centers. The writing sequence (ESL-050, ESL-051, ESL-62W and ESL-98W) gives a direct pathway to transfer level English and equips students with vital writing skills for further college and professional success. Two ESL certificates provide students with clear pathways to complete the ESL program. The ESL Certificate Level 1 is 12 units, consisting of ESL-050, ESL-051, and ESL-063R. The ESL Certificate Level 2 is 11 units; students complete ESL-056, ESL-064R, and ESL-098W. The Combined English Skills Assessment Test (CELSA) is used for placement into the credit ESL program; students meeting the minimum score for the ESL credit program are eligible to take ESL-050, ESL-063R, ESL-055, and ESL-056.

Viticulture, Enology, and Winery Technology Program

Mt. San Jacinto College developed curriculum for four new courses, to be offered as an Employment Concentration Certificate in Viticulture, Enology and Winery Technology (VEW). The four new courses will be incorporated with existing courses and will offer two tracks each with a specific emphasis: (a) Science and (b) Business. The curriculum for these four courses has been submitted to and reviewed by the Mt. San Jacinto College Curriculum Committee. These additional courses will provide for new career and employment opportunities in the field of viticulture, enology and winery technology.

These courses are specifically designed to meet the growing demand market in our surrounding service area. The new curriculum was developed in consultation from an advisory board consisting of both education and industry. Members from the Wine Society, local wine growers, potential business partners, and representatives from the Visitor Bureau provided feedback in the development of the VEW program. Several presentations were presented to the community at large and the feedback solicited was incorporated into the planning and implementation of the program.

Program of Study:

VEW with Science Emphasis

<i>Course</i>	<i>Title</i>	<i>Units</i>
<i>core requirements (12 units)</i>		
VEW 100	Introduction to Viticulture	3
VEW 102	Introduction to Enology	3
VEW 108	Introduction to Winery Business Principles	3

VEW 149	Occupational Internship	3
<i>elective requirements (6 units) from the following:</i>		
CHEM 100	Introduction to chemistry	4
BIOL 144	Plant Biology	4
HORT 104	Soil Science and Management	3
HORT 110	Laws, Regulations and Integrated Pest Management Approach	3
WATR 130	Environmental laws and Regulations	3

VEW with Business Emphasis

<i>Course</i>	<i>Title</i>	<i>Units</i>
<i>core requirements (12 units)</i>		
VEW 100	Introduction to Viticulture	3
VEW 106	Hospitality in the Winemaking Industry	3
VEW 108	Introduction to Winery Business Principles	3
VEW 149	Occupational Internship	3
<i>elective requirements (6 units) from the following:</i>		
BADM 120	Sales and Marketing in Hospitality	3
BADM 121	Sanitation and Safety in Resort Management	3
BADM 122	Resort Food and Beverage Operations	3
ACCT 076	Bookkeeping Part 1-Accounting Theory	3
BADM 103	Introduction to Business	3

Relationship to the Institutional Mission

Mt. San Jacinto College is a comprehensive community college, serving a diverse student population, with a wide range of educational opportunities and support services, including career advancement. Mt. San Jacinto College contributes to the intellectual, cultural and economic vitality of the community. The College is a resource for the economic evolution of the community and a portal to the global marketplace.

Mt. San Jacinto College's mission includes technical and career preparation for students, as well as Economic and Workforce Development. Economic and Workforce development is one of the strategic directions for the District as evidenced in the College's Educational Master Plan.

The current mission statement of Mt. San Jacinto College is consistent with the establishment of certificates focused on career and technical education. The College mission statement, as printed in the 2010-2011 College Catalog is as follows:

Mt. San Jacinto College, a California Community College, offers accessible, innovative, comprehensive and quality educational programs and services to diverse, dynamic and growing communities both within and beyond traditional geographical boundaries. We support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.

The certificate programs identified above for this substantive change proposal provides training that is responsive to the educational needs of students and employers in the District's services area located in Southwestern Riverside County and surrounding areas. These certificate programs support the mission of the College by offering a high-quality program, based on local and regional need, which will train students in appropriate technologies and skill sets.

Rationale for Request

Engineering

The "clean energy" field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. Mt. San Jacinto College must meet the needs of its student population by providing programs in this emerging field to expand employment and educational opportunities.

Automotive

Vehicle maintenance has become the key to longevity of the modern vehicle and the industry has recognized the need for technicians specialized in manufacturer specific training, for service and maintenance. The courses within this employment concentration will provide a pathway through dealership training, apprenticeship and a job placement, which is consistency with our mission. Student completing the class and internship will have the possibility of gaining employment at Honda/Acura Dealerships. (Diamond Valley Honda, Valley Hi Honda, Temecula Honda, Temecula Acura/ Rock Honda, Riverside (Norco) Honda).

Business Administration

In response to and support of our community partners, the Business department has developed several new programs. These programs contain technology and soft skills that align with new industries and services that have moved into our community. The department packaged the courses together in a certificate so students would take complementary courses, thus providing a document to present to potential employers. These changes have been implemented in the 2010-11 and 2011-12 academic years and will be annually assessed by tracking student completion data and through continued discussions with our community business partners. The department intends these programs to help students become more marketable for local employment opportunities.

Computer Information Systems

The Computer Forensics program was originally prompted by discussions that came about in our Career Advisory meetings, (these are the annual meetings we hold with our industry, business, and community partners). Knowledge of Computer Forensics, and some experience with those technical skills was lacking in the Administration of Justice program and the AJ faculty met with the CIS faculty to develop a shared program of study. The Computer Forensics program covers both the 'legal side' of the house, as well as the computing technologies required by those users.

English as a Second Language

The previous program consisted of five stand alone writing-focused courses that did not correspond to the English sequence; therefore, students who completed these five courses were then required to take the English placement test to begin that sequence towards transfer level English. The previous program also lacked a clear focus on significantly developing the necessary reading skills for success in 100 level courses. The new ESL program has a number of distinctive features, including a four course direct pathway to transfer level English, two courses that are parallel with the English program sequence, two employment concentration certificates, two academically focused reading courses, an independent department, and an ESL district department chair. Although each of the four courses composing the ESL writing sequence are more challenging and comprehensive, the number of exit points has been drastically reduced for the ESL population at Mt. San Jacinto College. To meet the challenges of a more intensive and academically focused program, Mt. San Jacinto College has strengthened the available support services for this population of students. The Mt. San Jacinto College Board of Trustees officially approved all of the curriculum changes in the spring of 2009.

The analysis for the need for these substantive changes in ESL was carried out in a variety of ways. One significant source of insight was the success of other programs that have

incorporated a direct pathway to transfer level English. Our low AARC scores for the ESL program strongly pointed to the need for a different approach. Another reason for the implementation of these substantive changes was current research regarding the role of decreasing the necessary classes that basic skills student need to take to attain a specific goal. This relates to the above mentioned decreasing of the potential exit points along an educational pathway. The previous ESL program had a potential of five ESL writing classes (15 units) followed by a potential three writing English department courses (12 units) to reach English 101. The current writing pathway has a maximum of four classes (16 units) to reach English 101. There was also anecdotal information to support these changes, including personal interviews with students. Students taking classes under the previous program seemed overwhelmed by the numerous courses, the need to take the English placement test after completing the ESL courses, and the lack of focus for the ESL writing sequence. Students are now encouraged and motivated by the fact that two of the four courses are parallel and equivalent to the English pathway.

Viticulture, Enology, and Winery Technology Program

The courses within this employment concentration will provide a pathway to empower students with an interest in the wine making industry with the knowledge, skills and expertise to pursue and obtain entry-level positions in the field; as well as transfer to a four-year institution. This career pathway has become vital for the growth in the Temecula Valley wine and hospitality industry.

B. NEW EDUCATIONAL PROGRAM

This request is for a new educational program (Viticulture, Enology, and Winery Technology Program), and for the enhancement of existing programs.

C. PLANNING PROCESS LEADING TO REQUEST FOR CHANGE

Needs and Resource Assessment

Mt. San Jacinto College's strategic planning process occurs through an annual cycle of evaluating data, setting goals, identifying objectives and resource needs, implementing the plan, and evaluating the results. This cycle begins early in the fall semester each year and is completed by the end of the spring semester. Each academic program (including but not limited to the programs for which the proposal is being submitted for) revises their program review each academic year, which is then processed and prioritized at the unit level, division

level, and Vice President of Instruction level. Final prioritized resource requests are forwarded to the appropriate governance group for developing college-wide resource recommendations.

The unit plan and program review utilizes economic and job market analysis for the academic departments. Job growth was projected for each program.

Various advisory committees composed of local professionals and industry members from each specific program area provided critical input and guidance during the creation of the certificates identified for this substantive change proposal, including information about local resources for equipment, data, student recruitment and potential future jobs in the local market for students successfully completing the certificates. In addition, during these meetings, faculty and industry representatives discussed ways to improve the linkage between classroom and industry. This substantive change request is a result of those meetings and the suggestions and ideas generated.

Anticipated Effect of the Proposed Change on the Rest of the Institution

Since all programs of study are already approved by the California Community College Chancellor's Office and are currently offered successfully across the District at all four campus sites, this substantive change will have no adverse impact on the institution. The additional programs outlined in this proposal will complement and expand the educational and career opportunities for students enrolled in the career and technical certificate /degree programs.

Mt. San Jacinto College anticipates that the changes requested in this proposal to be a positive one for the College constituents by making more certificate options available. It is expected that the student enrollment in each of the programs will increase; possibly necessitating hiring additional adjunct and/or full-time faculty, as funding becomes available. There is a joint hiring process in place at Mt. San Jacinto College for determining the need for full time faculty in educational programs.

Benefits Resulting from Change

As noted in the rationale for this substantive change proposal, offering additional certificate options affords students with multiple opportunities to achieve their educational, personal and professional goals. The development of the ESL certificates was clearly designed to meet student need as referenced previously by a more direct and clearer pathway to transfer, degrees, and certificates. Reading courses have also been implemented to meet the reading skills necessary for students to succeed in 100 level courses. The new certificates will also increase student motivation and focus.

Other benefits derived from the substantive change request include the following:

- Increase in student enrollment in each of the certificate programs
- Expanded and enhanced curriculum offered to Mt. San Jacinto College students
- Enhanced job and career opportunities for Mt. San Jacinto College students due to program endorsements by industry and business leaders
- Improvement of student success (ARCC scores and key institutional performance indicators)

Preparation for Change

- Sought and obtained approval of all courses through established curriculum committee processes
- Incorporated information into Mt. San Jacinto College publications, catalog and website
- Scheduled and staffed new courses to be offered at the Mt. San Jacinto College campus/sites
- Worked with Mt. San Jacinto College Admissions and Enrollment staff to support enrollment and registration
- Worked with Mt. San Jacinto College counseling staff to support students
- Announced courses to Mt. San Jacinto College students and the community at large
- Dean schedules evaluations of instructors in the program
- Worked with Industry-specific Advisory Committees

D. INSTITUTIONAL RESOURCES AND PROCESS FOR CHANGE

Faculty, Management, and Support Staffing

For each of the program areas, adjunct faculty will be recruited to teach the classes. Any additional adjunct faculty needed will be accomplished by using existing Mt. San Jacinto College human resources processes and procedures for recruitment and selection of adjunct faculty.

Mt. San Jacinto College has the sole authority to schedule the faculty to teach and to evaluate the faculty performance. The existing staffing processes and procedures for full time and adjunct faculty currently in place at Mt. San Jacinto College will be adequate to ensure appropriate continuity throughout the program.

The existing management and support staff (Dean of Instruction, Career Technical Education, Administrative Assistant, and Department Coordinator) will be adequate to provide the needed support for each of the programs outlined in this substantive change proposal.

For the Automotive programs, current Mt. San Jacinto College instructors who have had Honda training will be recruited to teach classes. Only applicants who have completed the Honda

training modules will be allowed to teach the class base on Honda requirements. Mt. San Jacinto College provides funding for faculty to maintain their certification by American Honda Motor Cooperation.

For the *English as a Second Language* programs, there is evidence of sufficient fiscal and physical resources to support this new program. The existing space from the previous program is adequate for the new program. There was also sufficient fiscal support in existence for this new program. Additionally, along with the creation of an independent ESL department and the creation of an ESL district department chair, twenty percent reassigned time has been budgeted for the department chair to support this new program.

A matrix outlining the student access to student support services and learning resources appropriate to the specific programs offered online, off-site, and on-site is available as an exhibit in the appendix of this substantive change report.

Equipment and Facilities, Including Adequate Control Over any Off-Site Campus Faculty, Management, and Support Staffing

For each of the programs outlined in this substantive change proposal request appropriate equipment is purchased from department dollars and grant dollars. The facility is maintained according to industry standards. Routine checks are done to ensure that the equipment is safe for students. The classroom and laboratory facilities are sufficient for the existing programs. Current facility provides adequate space. Tools and equipment purchases are done on a timely basis for supplementing outdated tools and equipment

In the Automotive program, Honda provided the lifts and tool box for instructional purposes.

The Business Administration programs are housed in a state-of-the-art building. The Business & Technology Center is a two-story facility which opened in spring 2008. The equipment and functionality of all the classrooms are equipped as state-of-the-art instructional technology that classifies them as “smart classrooms”.

The VEW is one of the signature programs held at our Temecula Education Complex off-site facility. The local wineries provide the facility space for student occupational internships. The facility is maintained according to industry standards and routine checks are done to ensure that the equipment is safe for all students. Current facility provides adequate space.

Fiscal Resources – Initial and Long Term and Sources of Funding

Mt. San Jacinto College will provide compensation for associate faculty to teach in the each of the programs identified in this substantive change request proposal. The College will pay for professional development activities to maintain appropriate standards for teaching in the programs. Resources will be obtained from specific grant dollars as well as from existing funds from the general fund will be used to enhance the department budget so that the program needs can be met.

Financial Sustainability

Mt. San Jacinto College will provide compensation for associate faculty to teach in the various programs outlined in the substantive change proposal. Professional development activities will be financially supported by Mt. San Jacinto College in order to maintain the appropriate standard for teaching in the programs. Resources will also be obtained from specific grant funding such as Perkins to support these programs. Existing funds from the Dean's administrative budget will be used to enhance the department budget so that program needs can be met.

Mt. San Jacinto College has developed a process in which each department through program review identifies specific needs to be submitted to the Institutional Planning Committee/Budget Development Committee for prioritization and funding for departments. Financial resources for the programs support the mission and provide financial stability. As the program (online, offsite and new programs) grows, more fiscal resources will be allocated as needed through the College's program review and allocation of resources integrated planning process to ensure maintenance of quality.

Plan for Monitoring Outcomes

All Mt. San Jacinto College instructional programs complete the same program review process. Annually, all programs submit a program review update to their required three-year Program Review that informs decision-making in the areas of curriculum, budget and staffing. Departments report in the areas of enrollment, certificate and degrees awarded, FTES and curriculum. There are no monitoring (or any other) distinctions made between whether students earn course requirements toward degrees or certificates at the main campus, Menifee Valley Center, Temecula Education Complex, or online.

Adjunct faculty teaching will be evaluated and reviewed by Dean of Career and Technical Education using the established evaluation forms.

The courses offered are reviewed and approved by the curriculum committee to ensure appropriate content, length and levels of quality, and rigor. Student learning outcomes and methods of evaluation are determined for courses, and assessment for those courses. Program review also ensures that levels of quality and student achievement are reached. For the Automotive Honda program, at the end of the program, students will be tested by Honda to determine if they are to be certified as a Honda Technician.

The assessment of the satisfaction of student need will be primarily evaluated by the implementation and assessment of department learning outcomes (DLOs) and student learning outcomes (SLOs). The SLOs for these programs are currently moving through the process established by Mt. San Jacinto College and are receiving the highest priority by the programs.

The meeting of students needs will also be assessed by the number of certificates earned and AARC data collected. As our program seeks to maximally benefit students, student satisfaction will also be assessed informally via interaction with students. The programs will be reviewed in a manner consistent with other programs at Mt. San Jacinto College under the supervision of the instructional deans, which strongly emphasizes the development and assessment of DLO's and SLO's.

E. EVIDENCE OF INTERNAL AND EXTERNAL APPROVALS

Administrative

The Mt. San Jacinto College Curriculum Committee is co-chaired by a faculty member who receives 100% release time to serve in this capacity. Voting members approve all new or modified courses, new or modified programs of study and student learning outcomes for all courses. The Mt. San Jacinto College Board of Trustees approves curriculum monthly following action by the committee and prior to sending the curriculum to the California Community College Chancellor's Office (CCCCO) for review and approval.

External Regulatory and Legal Requirements

The California Community College Chancellor's Office approves all new and/or modified programs of study in accordance with California Code of Regulations Title 5. The current Mt. San Jacinto College inventory of approved programs is included as an exhibit of this substantive change proposal addendum.

Mt. San Jacinto College Governing Board Approvals

Mt. San Jacinto College governing board policy requires all programs of study be approved by that body. All programs included in the CCCCCO Inventory of Programs were approved prior to submittal for state approval.

This substantive change proposal will be presented to the Mt. San Jacinto College Board of Trustees as an information item at its February 2011 meeting and again at the March 2011 meeting for formal action and approval. Governing Board approval of this substantive change request is included in the addendum of this substantive change proposal.

F. EVIDENCE OF MAINTENANCE OF ELIGIBILITY REQUIREMENTS

The accrediting Commission and the Western Association of Schools and Colleges (WASC) have prescribed 21 eligibility requirements for community and junior colleges. A summary of the eligibility requirements and the impact of this substantive change proposal (if any) on the eligibility requirement follows. Documentation is either included in this substantive change proposal or referenced for each requirement.

Authority

In order to be eligible, an institution must be authorized or licensed to operate as an educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdiction or regions in which it operates.

For public community colleges in California, the ACCJC requires official recognition by the California Postsecondary Education Commission and the California Community Colleges Board of Governors. Public Colleges in the Western Pacific are authorized through a charter provided as a part of a regional treaty. Public colleges in Hawaii are authorized through State legislation.

The following statement may be found in the Mt. San Jacinto 2010-11 Catalog. "Mt. San Jacinto College is accredited by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges. (10 commercial blvd., Suite # 204, Novato, Ca. 94949, (415) 506-0234 [fax (415) 506-0238]. Email: accjcl@pacbell.net, www.accjsc.org), a regional accrediting body recognized by the Council for Higher Education Association and the U.S. Department of Education. The Board of Registered Nursing and the Board of Vocational Nursing and Psychiatric Technician Examiners also are charged with authority to monitor programs in those subspecialties.

The College has been approved for training of veterans under the various United States public laws and California veteran enactments; the Bureau of Immigration and various United States laws and California veteran enactment. The bureau of Citizenship and Immigration Services has approved Mt. San Jacinto College for international students under educational visas. Mt. San Jacinto College is authorized under federal law to enroll non-immigrant and alien students.”

Mission

The institution’s educational mission must be clearly defined, adopted, and published by its governing board consistent with its legal authorization, and be appropriate to a degree granting institution of higher education and the constituency it seeks to serve. The mission statement defines institutional commitment to achieving student learning.

A copy of Mt. San Jacinto College’s currently revised mission statement may be found in the 2010-11 catalog. The mission statement is reviewed regularly by the Institutional Planning Committee and executive leadership and presented to the Board of Trustees for review and approval. The mission statement is and will continue to be reflective and inclusive of all college sites. This substantive change falls within the current mission statement.

Governing Board

The institution must have a functioning governing board responsible for the quality, integrity, and financial stability of the institution and for ensuring that the institution’s mission is being carried out. This board must be ultimately responsible for ensuring that the financial resources of the institution are used to provide a sound educational program. The board’s membership must be sufficient in size and composition to fulfill all board responsibilities. The governing board must be an independent policymaking body capable of reflecting constituent and public interest in board activities and decisions. A majority of the board members must have no employment, family, ownership, or other personal financial interest in the institution. The board must adhere to a conflict of interest policy which assures that those interests are disclosed and that they do not interfere with the impartiality of governing board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The five-member Board of Trustees of the Mt. San Jacinto Community College District governs Mt. San Jacinto College, a single college district. The student body elects a student trustee who serves a one-year term on the Board of Trustees, and who votes on college business (except for closed session issues) in an advisory capacity. The governance is inclusive of all college sites and without regard for mode of instruction. The Board of Trustees holds monthly meetings that are open to the public with notices and agendas widely posted in advance. In order to be accessible to members of the large district area, the Board of Trustees provides teleconferencing link

capabilities from the main campus where meetings are held, to the Meniffee Center. The agenda contains an oral comments section for community comment; The Academic Senate, the Classified Senate, and the Student Government Association all provide reports to the Board of Trustees monthly.

The current MSJC Board of Trustees Policies are available at URL:

http://www.msjc.edu/BoardofTrustees/Documents/Board_Policy_Manual/Board_Policy_Manual.pdf.

Annual Board of Trustee Goals may be found at URL:

<http://www.msjc.edu/BoardofTrustees/Pages/Annual-Board-Goals.aspx>

Chief Executive Officer

The institution must have a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief administrator nor the college chief administrator may serve as the chair of the governing board.

Dr. Roger Schultz, President/Superintendent of Mt. San Jacinto College, has primary responsibility for the College and has executive responsibilities for administering board policies. Board Policy 2430, Delegation of Authority to the College President. An exhibit in the appendix outlines Dr. Schultz's delegated responsibility as the Chief Executive Officer of Mt. San Jacinto College.

Administrative Capacity

The institution must have sufficient staff, with appropriate preparation and experience to provide the administrative services necessary to support its mission and purpose.

The training and experience required for each administrative position, as well as duties and responsibilities, are clearly set forth in recruitment publications. The administrative screening process ensures that Mt. San Jacinto College administrators have appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purpose. This substantive change does not require any administrative capacity.

Operational Status

The institution must be operational, with students actively pursuing its degree programs.

A Mt. San Jacinto College enrollment history, as well as enrollments in certificate and degree programs by year, is published on the Mt. San Jacinto College website at the following URL: <http://www.msic.edu/CollegeInformation/Administration/InstitutionalResearch/Pages/default>.

A copy of the current searchable class schedule is available on the Mt. San Jacinto College Web site at <http://www.msic.edu/ScheduleofClasses/Pages/Spring-2011-Schedule-of-Classes.aspx>. The schedule of classes clearly identifies location (site) that sections are offered and classes that are offered online or in hybrid formats. A copy of the class schedule identifying location is available in an exhibit in the appendix. Courses are scheduled at all sites and/or online so that students have the opportunity to complete degree programs at a pace and location that meets their individual needs. This substantive change will add students with no impact on the operational status of the college.

Degrees

A substantial portion of the institution's educational offerings must be programs that lead to degrees, and a significant proportion of its students must be enrolled in them.

Students are provided with several options for fulfilling the requirements of an associate degree at Mt. San Jacinto College. Each is designed to meet specific educational goals. Through careful course scheduling and enrollment management strategies, course enrollments meet the strategic goals of the College while meeting student needs related to course and degree completion.

Students may fulfill a major in any of the career and technical areas as well as several general areas by completing a minimum number of units (as specified in the College Catalog) and upon completion of general education requirements specified for a specific area. Degree opportunities, transfer courses and certificates of achievement as well as Employment Concentrations are clearly identified in the College Catalog. The Office of Institutional Research has data related to student success on their website.

The most recent figures for these degree programs are available at URL:

<http://www.msic.edu/CollegeInformation/Administration/InstitutionalResearch/Documents/Award.08.09.xlsx>

Educational Programs

The institution's principal degrees programs must be congruent with its mission, must be based on recognized higher education field(s) of study, must be of sufficient content and length, must be conducted at levels of quality and rigor appropriate to the degrees offered, and must

culminate in identified student outcomes. At least one degree program must be of two academic years in length.

Successful completion of approved programs at Mt. San Jacinto College may lead to an Associate of Arts or Associate of Science Degree; a Certificate of Achievement or Employment Concentration (less than 18 units) in a specific career or technical field; or completion of lower division requirements for transfer to upper division standing at a four-year college or university.

The names and course requirements for the degrees offered at Mt. San Jacinto College reflecting the institution's mission statement are found in the institution's catalog. Course descriptions are also found in the catalog which can be accessed at [http://issuu.com/aseavey/docs/2010-11 complete catalog for the web](http://issuu.com/aseavey/docs/2010-11_complete_catalog_for_the_web) . The class schedule each semester identifies where course sections are offered along with the mode of instruction (Onsite, online, or hybrid).

The College's Curriculum Committee ensures programs of study are congruent with the College mission and meet all legal requirements related to length, content, quality and rigor regardless of the site where sections are offered or whether the sections are offered online. The committee requires separate online addendum approvals for courses that outline how the sections will result in identical student outcomes and identical content. This substantive change has the same requirements and meets the same standards as the rest of the College courses.

Academic Credit *The institution must award academic credits based on generally accepted practices in degree granting institutions of higher education. Public institutions governed by statutory or system regulatory requirements must provide appropriate information about the awarding of academic credit.*

Institutional policies on transfer and awarding credit are specified in the College Catalog. These programs and courses have sufficient content and length and are based on Title 5, section 55002.5 of the California Administrative Code. Credit is assigned to courses based on the "Carnegie Unit" which expects students to complete 18 hours of work for one unit of credit. Credit is awarded exactly the same regardless of the site or whether a course is offered via distance education. Credits awarded through this substantive change are consistent with college practice and Title V.

Student Learning and Achievement

The institution must define and publish for each program the program's expected student learning and achievement outcomes. Through regular and systematic assessment, it must

demonstrate that students who complete programs, no matter where or how they are offered, achieve these outcomes.

Course outlines for all credit and noncredit classes, including the minimum standards for each course, may be found online on the College's intranet at URL

<http://www.msic.edu/CollegeInformation/Administration/Committees/CurriculumCommittee/Pages/default.aspx> and soon (Spring 2011) to be archived completely on the College's

CurricUNET database. At the course level, Mt. San Jacinto College faculty are integrating student learning outcomes and assessment into the course development and review processes.

Outcome data from the educational program reviews are available at

<http://www.msic.edu/InstitutionalPlanningandEffectiveness/Pages/Student-Learning-Outcomes-and-Assessment.aspx> and

<http://www.msic.edu/InstitutionalPlanningandEffectiveness/Pages/Program-Reviews-and-Unit-Plans.aspx>. Graduation history may be found at URL:

<http://www.msic.edu/CollegeInformation/Administration/InstitutionalResearch/Pages/default.aspx>

Department Learning outcomes are developed for each program and can be viewed at

[http://www.msic.edu/CollegeInformation/Administration/Committees/CurriculumCommittee/Pages/MSJC-Student-Learning-Outcomes-\(SLOs\).aspx](http://www.msic.edu/CollegeInformation/Administration/Committees/CurriculumCommittee/Pages/MSJC-Student-Learning-Outcomes-(SLOs).aspx) and will be published in the College

catalog beginning with school year 2011-12. Overseen by the Curriculum Committee, all programs have established learning outcomes and assessment plans.

Proposed student learning outcomes and assessment cycles are reviewed by the Assessment Coordinator. After review and approval the Coordinator places the student learning outcomes and assessments on the Assessment Council agenda for review. Student learning outcomes will be included as an addendum with all course outlines of record by 2011. Site of course offerings or mode of delivery does not influence student learning and achievement measures (outcomes and assessment).

General Education

The institution must define and incorporate into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and promote intellectual inquiry. The general education component must include demonstrated competence in writing and computational skills and an introduction to some of the major areas of knowledge. General education must have comprehensive learning outcomes for the students who complete it. Degree credit for general education programs must be consistent with levels of

quality and rigor appropriate to higher education See the Accreditation Standards, ii.A.3. for areas of study required for general education.

Mt. San Jacinto College has three patterns of General Education courses (Mt. San Jacinto College GE Option A, CSU GE option B and IGETC option c) that promote the student's personal, cultural and intellectual growth. These general education courses of study include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge (Title 5 – 55806). General education courses are listed in the College catalog. All course descriptions are found in the catalog and verification of their quality and rigor are provided. The Curriculum Committee approves all courses and programs of study to be included in the general education sequence.

General education courses are taught at all college sites, with some being offered via online (distance) education. The courses are taught in accordance with course outlines of record, with assessment of approved student learning outcomes regardless of teaching site. This substantive change has no impact on the general education requirements.

Academic Freedom

The institution's faculty and students must be free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general. Regardless of institutional affiliation or sponsorship, the institution must maintain an atmosphere in which intellectual freedom and independence exist.

The College's academic freedom policy for faculty and students is set forth in Board Policy 5030 and appears in the College Catalog. The District's academic freedom policy is applicable regardless of site.

Faculty

The institution must have a substantial core of qualified faculty with full-time responsibility to the institution. The core must be sufficient size and experience to support all of the institution's educational programs. A clear statement of faculty responsibilities must include development and review of curriculum as well as assessment of learning.

In fall term 2010, Mt. San Jacinto College employed 150 full-time faculty members and 549 part-time faculty members. Information about full-time faculty including name, title, and degrees are listed in the College Catalog. Information regarding part-time faculty is kept in the Instructional Services Offices and in the Mt. San Jacinto College Human Resource Department office. The Mt. San Jacinto College faculty handbook provides information on faculty

responsibilities, resources and other relevant information regarding teaching and learning. References as to primary responsibilities are also contained in the faculty contract between Mt. San Jacinto College and the California Teachers Association.

Faculty who meet minimum qualifications, according to the California Community College Chancellor's Office, are assigned to teach at all sites. The same is true for sections taught online, however, faculty are required to demonstrate proficiency and/or have experience teaching online prior to being assigned online sections. Such determinations are made by department chairs and deans.

Student Services

The institution must provide for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Mt. San Jacinto College provides a full range of student services and programs, which are published in the catalog. Mt. San Jacinto College routinely advertises services and programs on its website and through announcements in classes. Student Services include the following:

- Admissions and Records
- Student Government Association
- Athletics
- Career and Transfer Center
- Counseling
- Disabled Students Programs and Services (DSPS)
- Extended Opportunities Program and Services (EOPS) and Cooperative Agencies Resources for Education (CARE)
- Financial Aid Services
- International Student Services
- Matriculation and Outreach
- Student Activities and Clubs
- Tutorial Services
- Veteran Services

Admissions

The institution must have adopted and must adhere to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs.

The College's admission policy is included in the catalog. An electronic copy of the enrollment application and details regarding student qualifications for admission are available online at

WWW.MSJC.EDU. Admissions policies are applicable to all students regardless of the site where courses are offered or whether courses are taken onsite or online.

Information and Learning Resources

The institution must provide, through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

A profile of the libraries' holding and resources may be found on the library Web site at URL: <https://library.msjc.edu/uhtbin/cgiisirsi/9ASKXY1xge/MENIFEE/175150017/60/502/X> Copies of an interlibrary loan agreement with On-line Computer Library Center Inc. (OCLC) may be found in the office of the Dean of Instruction library and Technology. This agreement provides this service to on-campus and off campus students during the regular terms and most summers if the College offers a summer schedule. In addition to this service, the reference collection includes 1500 non-circulating titles; the library collection includes 40,000 books that may be circulated for loan, and 300 paper format journals, magazines and newspapers. The electronic databases, most accessible to students online, provide an excellent resource especially for the students attending classes off-site. This scholarly collection offers information in nearly every area of academic study. Assistance in locating information is provided by professionally trained librarians "face-to-face" at one of the two main libraries at the San Jacinto Campus and the Menifee center, or electronically by phone or email. All on campus and on-line learning resources are available to students taking classes each site. Students enrolled in the programs identified in this substantive change have access to the learning resources available at the college.

Financial Resources

The institution must document a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

District financial planning and information is under the purview of the Vice President of Business Services. The current budget for Mt. San Jacinto College and statement of fund balances for the College Foundation are available in the College's Business Services Division. The general fund for the College includes support across all instructional and student services programs at the institution, regardless of the method or mode of instruction or location. The support for instructional and student services programs that result in the College meeting Standard II are included in the college budget. The Institutional Planning and Budget Committees review programmatic needs each year based on program review and academic

master planning for the purposes of recommending a final budget to the College president. The committees are responsible for ensuring the final budget recommendations include support for all services and functions, that result in student success at all sites and modes of instruction. The committees have representatives from all constituent groups at the college.

All funds coming to the College are carefully tracked and documented. The College maintains conservative financial management policies and practices that ensure continued fiscal stability for the foreseeable future. This substantive change will be funded through existing college resources and grants.

Financial Accountability

The institution must undergo an audit annually and make available an external financial audit by a certified public accountant or an audit by an appropriate public agency. The institution must submit with its eligibility application a copy of the budget and institutional financial audits and management letters prepared by an outside certified public accountant who has no other relationship to the institution for its two most recent fiscal years, including the fiscal year ending immediately prior to the date of the submission of the application. The audits must be certified and any exceptions explained. It is recommended that the auditor employ as a guide Audits of Colleges and Universities, published by the American Institute of Certified Public Accountants. An applicant institution must not show an annual or cumulative operating deficit at any time during the eligibility process.

Reports on audit of financials and supplemental information including report on compliance data are prepared for Mt. San Jacinto College by **Vavrinek, Trine, Day & Co., LLP** Certified Public Accountant & Consultant, and are available for review in the College's Business Services Office. The College meets this eligibility requirement by ensuring a balanced budget that supports all College sites and modes of instruction as verified by the public accounting firm. The audit firm employs *Audits of Colleges and Universities*, published by the American Institute of Certified Public Accountants. The Board of Trustees reviews the audit findings, exceptions, letter to management and any recommendations made by the contracted audit firm.

Institutional Planning and Evaluation

The institution systematically must evaluate and make public how well and in what ways it is accomplishing its purposes, including assessment of student learning outcomes. The institution must provide evidence of planning for improvement of institutional structures and processes, student achievement of educational goals and student learning. The institution must assess progress toward achieving its stated goals and make decisions regarding improvement through

an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and reevaluation.

The Mt. San Jacinto Institutional Planning and Budget Committee serve as the strategic planning and budget committees for the college. The strategic plan sets forth the strategic directions, goals, and strategies that Mt. San Jacinto College is pursuing in order to fulfill its college mission.

A copy of the most recent strategic plan may be viewed at the URL:

[http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Documents/Recommendation_2_Evidence/MSJCCD Strategic Plan final working.docx](http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Documents/Recommendation_2_Evidence/MSJCCD_Strategic_Plan_final_working.docx)

A copy of the most recent Educational Master Plan may be viewed at the URL:

<http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Pages/Educational-Master-Plan.aspx> and the 2010-11 budget is housed in the Business Services Division office. The most recent institutional evaluations of student assessment and outcomes systems may be found in the program reviews, located in the Instructional Services Office. The College is in the process of purchasing a new software eLumen to serve as an active repository for all student learning outcomes and assessments. A new college Facilities Master Plan is in its initial stages of college preparation. This substantive change will be subject to these same college planning and evaluation processes.

Public Disclosure

The institution must provide a catalog for its constituents with precise, accurate and current information about the college in general, requirements, major policies affecting students, and documentation.

All of the required information is available from the Mt. San Jacinto College home page on the web at WWW.MSJC.EDU or by reading any of the following sources, which are all public documents: the catalog, class schedule, the full time faculty handbook and the Mt. San Jacinto College Board of Trustees Policies and Administrative Procedures.

The Mt. San Jacinto College Public Information Office maintains copies of recent print or media advertisements and press releases for the college. The College Catalog includes addresses to all college sites, and names of administrators that support each site.

Relations with Accrediting Commission

The institution must provide assurance that it adheres to the eligibility requirements and accreditation standards and policies of the commission, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accrediting status, and agrees to disclose information required by the commission to carry out its accrediting responsibilities. The institution must comply with commission requests, directives, decisions, and policies and must make complete, accurate, and honest disclosure. Failure to do so is sufficient reason, in and of itself, for the commission to impose a sanction, or to deny or revoke candidacy or accreditation.

A general statement of accreditation for Mt. San Jacinto College is in the catalog. A general description of Mt. San Jacinto College and a listing of programs of instruction are contained in this same document. A signed letter from the Superintendent/President, assuring the District's compliance with the commission's policies, is on file with the commission and maintained in the College's presidents office. Relations with the accrediting commission would not be impacted as a result of this substantive change proposal other than the result would be Mt. San Jacinto meeting the commission requirements for instituting substantial changes. This substantive change request is submitted to meet ACCJC policies.

G. EVIDENCE THAT EACH ACCREDITATION STANDARD WILL STILL BE FULFILLED RELATED TO THE CHANGE AND THAT ALL RELEVANT COMMISSION POLICIES ARE ADDRESSED

Standard I – Institutional Effectiveness and Mission

As stated earlier in this substantive change proposal, **Relationship to the Institutional Stated Mission**, the current mission statement of the College is clearly consistent with the establishment of new programs. The Mt. San Jacinto College mission statement, as printed in the 2010-11 College Catalog is:

Mt. San Jacinto College, a California Community College, offers accessible, innovative, comprehensive and quality educational programs and services to diverse, dynamic and growing communities both within and beyond traditional geographical boundaries. We support life-long learning and student success by utilizing proven educational methodologies as determined by collaborative institutional planning and assessment. To meet economic and workforce development needs, MSJC provides students with basic skills, general and career education that lead to transfer, associate degrees and certificates. Our commitment to student learning empowers students with the skills and knowledge needed to effect positive change and enhance the world in which we live.

This statement clearly shows the institutional intent to serve the needs of both individuals and the community by offering a variety of programs and services in transfer education, career and technical education, general education, basic skills education, community education, and support services. In addition to conforming to the actual mission statement, the stated institutional goals that derive from it also support new programs of study. These components of the mission statement point to the need for all efforts to be geared toward providing student success and enhancing access “within and beyond traditional geographic boundaries.”

Mt. San Jacinto College’s mission includes technical and career preparation for students, as well as economic and workforce development.

Institutional Effectiveness: Mt San Jacinto College has a regular program review process in place for all instructional and student services programs, as well as an educational master plan.

Standard II - Student Learning Programs and Services

The College assures quality of the courses offered at all sites. The same high quality programs and courses are offered in accordance to the College mission. Regardless of the location of delivery, courses and programs of study are approved by the College’s Curriculum Committee with adherence to the College’s established course outlines of record (as required by the California Community College’s State Chancellor’s Office). All courses are taught with the most appropriate pedagogy and methodology with respect to the official course outline of record and with the use of state-of-the-art instructional technology as noted in the equipment and facilities response on page seven of this Substantive Change Proposal. All sections, regardless of where and how they are offered, adhere to the appropriate depth and rigor of all sections taught in a discipline. Sections are always scheduled with consideration to what is in the best interest of students, offering choices that will enhance their personal, educational, and professional development and opportunity to complete certificate and degree programs in a reasonable time frame.

All courses, regardless of location of delivery, adhere to the College’s established student learning outcomes programs with oversight by the College’s Assessment Coordinator and Council. Currently 50% of disciplines have approved student learning outcomes and assessments established for courses in their programs. Assessment has been going on since 2005 along with a new program review process put in place beginning with the 2009 academic year. The principles and practices included in the College’s student learning outcomes and program review processes and procedures have resulted in the College’s nearing proficiency in student learning outcomes, program review and planning and budgeting regardless of whether programs and courses are offered at San Jacinto, Menifee campus’ or TEC.

The College also offers support for students who are enrolled at any site in the form of helpdesks and online support linked to the College's course delivery software, BlackBoard. This platform is used by faculty who support their "face to face" classes as well as online sections. Student helpdesk and assistance with online courses 24/7 is available at the College's support center site: <http://my.msic.edu/web/help.html>

An online orientation to the College is offered at the College's Matriculation website at <http://www.msic.edu/StudentServices/Matriculation/Pages/Orientation.aspx>. Counseling is available to all students, including online students at the Temecula Education Complex and at both San Jacinto Campus and Menifee Valley Center on a by-appointment or drop-in basis. Online counseling is also available to all students through the Mt. San Jacinto College Online Advisor at <http://www1.msic.edu/formscripts/counseling/onlineadvisor/contact.asp>.

The student support services includes, a full service admissions and record office, learning center, vending area, wireless access, student study area and counseling. Students may attend periodic financial Aid workshops held on an ongoing basis. The student services division has completed student learning outcomes that are currently assessed and part of the overall proficiency of the College in student learning outcomes, program review, and planning and budgeting. Student learning outcomes are developed and assessed for the overall student services programs and without regard for location. College faculty and staff work to ensure student services are available equally to students regardless of the location or method of instruction of the courses they take.

This substantive change will have minimal impact on these resources and will have no adverse impact on any existing programs offered at the college.

Standard III - Resources

Faculty members are hired in accordance with established College governing board policies and administrative procedures. Job announcements include, when appropriate, willingness and ability to teach online and include a statement that notes that teaching assignments may be at any district facility. A sample statement: "While the current vacancy is expected to be at the Menifee Valley Campus, applicants may be assigned to the San Jacinto Campus or any District facility" appears as an example in the current position announcement for Chemistry. Faculty are evaluated in accordance with governing board policy and administrative procedure regardless of the site of the teaching assignments. Full-time and part-time faculty offices are available at all campus locations for student consultations and preparation for classes. Faculty at all sites also have support from administrative assistants assigned to each site. The facilities at all

College sites are adequate for the number of sections scheduled and number of students served at each site. The College provides sufficient maintenance of all sites to ensure the safety and security of students. Training in support of technology use in the classroom and support offices is available to all faculty and staff at all teaching sites through the twice annual @MSJC Academies.

This substantive change will have minimal impact on these resources and will have no adverse impact on any existing programs offered at the college.

Standard IV- Leadership and Governance

Mt. San Jacinto College's governance processes and procedures may be accessed by all faculty and staff regardless of the teaching location. Students are represented by the college's Student Government Association (SGA) with representation from all college sites. SGA officers are elected by students.

As shown in the college's management organizational chart (exhibit in the appendix) all instructional programs are managed by the Mt. San Jacinto College division deans and the Vice President of Instruction regardless of the site location.

This substantive change has included departmental faculty, the Division Dean, the College Curriculum Committee, the college President, the Vice President for Instruction, and the MSJC Board in appropriate approvals at each step of the process.

Process for monitoring and evaluating the effectiveness and learning outcomes expected through the proposed change

It is the task of the Dean of Instruction, Career Technical Education, in coordination with the Vice President of Instruction, to monitor and evaluate the effectiveness of programs. Annually, a Unit Plan is developed for all sectors to establish goals and report on progress. This Unit Plan serves as a foundation for evaluating effectiveness and learning outcomes at all locations. The Dean of Instruction, Career Technical Education is charged with preparing this annual review for all locations. These plans feed into the Vice president of Instruction Division Plan which is submitted to Executive Leadership, reviewed by the Institutional Planning Committee and the Budget Committee. Annual expenditures for supplies, equipment and staffing are recommended based on these annual reviews. They can be viewed at the Institutional Planning and Effectiveness website at:

<http://www.msjc.edu/InstitutionalPlanningandEffectiveness/Pages/default.aspx>

The Office Institutional Planning and Effectiveness division supports the planning and decision-making efforts throughout the District by providing data and information for managing and maintaining the quality and effectiveness and encouraging continuous improvement of academic programs, academic and student support services, and administrative services.

APPENDICES

EXHIBIT 1: MT. SAN JACINTO COLLEGE COURSE OUTLINE OF RECORD LISTING

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
BUS	ACCT-076	Bookkeeping Part 1 QuickBooks Pro	New	Jun-09	Catalog inclusion: 2010-11 Effective FA10		Fully Online & Hybrid	
BUS	ACCT-077	Bookkeeping Part 2 QuickBooks Pro	New	Jun-09	Catalog inclusion: 2010-11 Effective FA10		Fully Online & Hybrid	
AH	AH-078	Medical Assistant: Computerized Office Procedures	New	Dec-07	EFFECTIVE SP08 Catalog Inclusion: 2008-09 (submitted to Curriculum Committee as AH075, but number in use, changed to AH 078 per Joyce Johnson)			
AH	AH-120B	Advanced Emergency Medical Technician	New	Jan-06	EFFECTIVE SU06, Prereq change 10/9/06 change from AH 120 to "None" and Co-req change from None to AH 120 - Catalog inclusion: 2007-08			
AH	AH-122	Medical Ethics	New	May-05	EFFECTIVE SU06.			
AH	AH-124	Pathophysiology	New	May-05	EFFECTIVE SU06, Prereq change 10/9/06 change from BIOL 100, NURS 100 and AH 095 to "None" - Catalog inclusion: 2007-08			
AH	AH-126	Techniques in Patient Care	New	May-05	EFFECTIVE SU06			
AH	AH-127	Infant to Adult Basic and Advanced Life Support	New	Jan-06	EFFECTIVE SU06			
AJ	AJ-109	Interview and Interrogation Techniques	New	Jan-08	EFFECTIVE SP08, Catalog Inclusion: 2008-09			
AJ	AJ-110	Crime Scene Sketching and Note Taking	New	Jan-08	EFFECTIVE SP08, Catalog Inclusion: 2008-09			
AJ	AJ-112	Introduction to Criminology	New	Nov-08	EFFECTIVE FA09			
AJ	AJ-115	Introduction to Probation and Parole	New	Nov-08	EFFECTIVE FA09			

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Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
AJ	AJ-140	Principles of Biology in Forensics	New	Jan-06	EFFECTIVE SU06			
AJ	AJ-141	Principles of Chemistry in Forensics	New	Jan-06	EFFECTIVE SU06			
AJ	AJ-142	Principles of Toxicology in Forensics	New	Jan-06	EFFECTIVE SU06			
ANAT	ANAT-100	Introduction to Anatomy and Physiology	New	Jun-06	*Added as cross listing to NURS 100 Emergency Request: Spring 2007 Catalog inclusion: Summer 2007		Fully Online & Hybrid	
ANTH	ANTH-102H	Honors Cultural Anthropology	New	N/A	(CCM 05/02/05) Catalog inclusion: 2006-07	Honors		
ANTH	ANTH-104H	Honors World Prehistory	New	N/A	(CCM 05/02/05) Catalog inclusion: 2006-07	Honors		
ANTH	ANTH-111	Physical Anthropology Lab	New	Dec-07	EFFECTIVE FA08			
ANTH	ANTH-125	Magic Witchcraft and Religion	New	Dec-07	EFFECTIVE FA08			
ANTH	ANTH-145-	Introduction to Language and Linguistics (formerly ENGL-245)	New	Jan-07	Cross listed as ENGL 145 (prev ENGL 245) - Catalog Inclusion: 2007-08			
ANTH	ANTH-145H	Honors Introduction to Language and Linguistics (ENGL-245H)	New	N/A	(CCM 12/04/06) Cross listed w/ ENGL 145H (was ENGL 245H). Catalog inclusion: 2007-08	Honors		
ART	ART-093	Graphic Design Practicum	New	Jan-10	EFFECTIVE FA10			
ART	ART-095	Typography Practicum	New	Jan-10	EFFECTIVE FA10			
ART	ART-104	World Art	New	Jan-10	EFFECTIVE FA10		Fully Online & Hybrid	
ART	ART-104H	Honors World Art	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings	
ART	ART-105	History of Graphic Design	New	Dec-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid		
ART	ART-105H	Honors History of Graphic Design	New	N/A	(CCM 10/23/06) Catalog inclusion: 2007-08	Honors	Fully Online & Hybrid		
ART	ART-122	3D Design	New	Nov-04	EFFECTIVE SU05				
ART	ART-124	Time Based Media	New	Nov-04	*CR w/MUL 126. EFFECTIVE SU05.				MUL-126
ART	ART-128	Beginning Photography	New	Jan-06	*CR w/PHOT 118. EFFECTIVE SU06				PHOT-118
ART	ART-141	Illustration	New	Jan-05	EFFECTIVE SU05				
ART	ART-223	Graphic Design II (formerly ART-136 Visual Communication I)	New	Nov-04	Chgd number and name from ART 136 Visual Communication I added prereq and rec prep to reflect sophomore level. EFFECTIVE SU05		Hybrid Only		
ART	ART-249	Portfolio and Professional Development	New	Jun-07	Catalog inclusion: 2008-09 Term Effective: Fall 2008		Hybrid Only		
ASL	ASL-102	Fingerspelling, Numbers & Classifiers	New	Dec-07					
ASL	ASL-105	American Sign Language V	New	Jun-08	EFFECTIVE FA08				
ASL	ASL-150	American Sign Language Linguistics	New	Jun-08	EFFECTIVE FA08				
MUS	AUD-147	The Music and Audio Business	New	Jun-05	(cr/ w BADM 147/MUS 147) Emergency Request: SP06. Catalog Inclusion SU06				MUS-147/ BADM-147
MUS	AUD-148	Radio Production	New	Jun-05	(cr/ w MUS 148) Emergency Request: SP06. Catalog inclusion SU06.				MUS-148
MUS	AUD-152	Video Production I	New	Jun-06	*Cr w/MUL 123, name change, prerequisite change to advisory - Effective Summer 2007				MUL-123

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Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
MUS	AUD-153	Video Production II	New	Jun-07	Cr w/MUL-223. Catalog inclusion date: 2008-09 Term Effective: Fall 2008			MUL-223
AUME	AUME-079	Honda Express Service	New	Jun-06	Emergency Request: SU06. Catalog inclusion: Summer 2007			
AUME	AUME-101	Maintenance Light Repair (MLR) I	New	Jan-10	EFFECTIVE FA10			
AUME	AUME-109	Maintenance Light Repair (MLR) II	New	Jan-10	EFFECTIVE FA10			
AUME	AUME-110	Basic and Advanced Clean Air Car Course	New	Jun-06	Emergency Request:SU06. Catalog inclusion: Summer 2007			
AUME	AUME-111	Emission Controls Part II, A6/A8/L1	New	Jun-07	Catalog Inclusion: 2008-09 Term Effective: Fall 2007*			
BUS	BADM-103H	Honors Introduction to Business	New	N/A	(CCM 11/17/07) Catalog inclusion: 2008-09	Honors		
BUS	BADM-120	Sales and Marketing in Hospitality	New	Jun-05	(cr w/HORT (previously AGTM 120) EFFECTIVE SU06			HORT-120
BUS	BADM-122	Resort Food & Beverage Operation	New	Jun-05	(cr w/HORT previously AGTM 122) EFFECTIVE SU06			HORT-122
BUS	BADM-124	Introduction to Lodging Operations	New	Jan-10	EFFECTIVE FA10			
BUS	BADM-125	Hotel Convention Services and Operations	New	May-10	EFFECTIVE FA11			
BUS	BADM-126	Destination Management for Conventions and Visitors	New	May-10	EFFECTIVE FA11			
BUS	BADM-127	Event/Meeting Planning and Management	New	May-10	EFFECTIVE FA11			

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Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
BUS	BADM-147	The Music & Audio Business	New	Jun-05	(cr/ w AUD 147/MUS 147) Emergency Request: SP06. Catalog inclusion: SU06			AUD-147/ MUS-147
BUS	BADM-210	Principles of Advertising	New	Nov-09	EFFECTIVE FA10		Fully Online & Hybrid	
BUS	BADM-215	Business and Marketing Planning	New	Nov-09	EFFECTIVE FA10			
BIOL	BIOL-125H	Honors Microbiology	New	N/A	(CCM 10/23/06) Catalog inclusion: 2007-08	Honors		
BIOL	BIOL-131	Introduction to Biotechnology	New	Jan-10	EFFECTIVE FA10			
BIOL	BIOL-132	Biotechnology II	New	Jan-10	EFFECTIVE FA10			
BIOL	BIOL-133	Biotechnology III	New	Jan-10	EFFECTIVE FA10			
BIOL	BIOL-139	Introduction to Biotechnology Laboratory	New	Jan-10	EFFECTIVE FA10			
BIOL	BIOL-150H	Honors General Biology I	New	N/A	(CCM 11-15-04) Catalog inclusion: 2005-06	Honors		
BIOL	BIOL-201	Biostatistics	New	Jan-05	EFFECTIVE SU05			
BUS	CAPP-065	Formatting Term Papers	New	Apr-06	Emergency Effective SU06, Catalog inclusion Summer 2006		Fully Online & Hybrid	
BUS/CIS	CAPP-081	Introduction to the Vista Operating System	New	Feb-09	EFFECTIVE FA09			
BUS/CIS	CAPP-082	Introduction to File Management	New	Feb-09	EFFECTIVE FA09			
BUS	CAPP-125C	Excel for Business and Accounting	New	Jan-06	EFFECTIVE SU06		Fully Online & Hybrid	
BUS	CAPP-125C1	Excel 1 - Basics for Business and Accounting	New	Jan-06	EFFECTIVE SU06		Fully Online & Hybrid	

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Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
BUS	CAPP-125C2	Excel 2 - For Business Users	New	Jan-06	EFFECTIVE SU06		Fully Online & Hybrid	
BUS	CAPP-125C3	Excel 3 - For Accounting Users	New	Jan-06	EFFECTIVE SU06		Fully Online & Hybrid	
BUS/CIS	CAPP-132	Using Acrobat - Level 1	New	May-07	Catalog Inclusion: 2008-09 Term Effective: Fall 2007*			
BUS/CIS	CAPP-152	Using Acrobat - Level 2	New	May-07	Catalog Inclusion: 2008-09 Term Effective: Fall 2007*			
CDE	CDE-118	Equity and Diversity in Early Childhood	New	Jan-10	EFFECTIVE FA10			
CDE	CDE-120	Infant and Toddler Education and Care	New	Oct-05				
CDE	CDE-127	Advocacy and Networking in Early Childhood Education	New	Dec-06	Approved for Early Offering: Spring 2007 CATALOG INCLUSION: 2007-08			
CDE	CDE 143	Supporting Children Who Have Challenging Behaviors	New	Pending June 2010 BOT	EFFECTIVE FA11			
CDE	CDE 144	Supervised Field Experience/Internship in Early Intervention and Inclusion	New	Pending June 2010 BOT	EFFECTIVE FA11			
CDE	CDE-146	A Relationship-Based Approach to Early Childhood Education	New	Jan-06	EFFECTIVE SU06			
CHEM	CHEM-107	Chemistry of Life	New	Nov-09	(previously BIOL-101) EFFECTIVE FA09/EFFECTIVE FA10			

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Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings	
WL	CHIN-101	Elementary Chinese I	New	Jun-08	EFFECTIVE FA09				
WL	CHIN-102	Elementary Chinese II	New	Jun-08	EFFECTIVE FA09				
WL	CHIN-201	Intermediate Chinese I	New	Jun-08	EFFECTIVE FA09				
WL	CHIN-202	Intermediate Chinese II	New	Jun-08	EFFECTIVE FA09				
COMM	COMM-055	English Pronunciation	New	Jun-07	C/R w/ESL 055 Catalog inclusion: 2008-09 Term Effective: Fall 2008				ESL-055
COMM	COMM-056	English Conversation and Culture (formerly ENGL-056 - English As a Second Language Listening and Conversation)	New	Jun-07	Catalog inclusion: 2008-09 Term Effective: Fall 2008 (CCM 12/04/06) Catalog inclusion: 2007-08				ESL-056
COMM	COMM-100H	Honors Public Speaking	New	N/A		Honors			
COMM	COMM-105	Voice and Diction	New	Jan-07	Cross list w/THA 105 - Catalog Inclusion: 2007-08				THA-105
COMM	COMM-115	Persuasion	New	Dec-07	EFFECTIVE FA08				
COMM	COMM-116	Gender and Communication	New	Pending June 2010 BOT	EFFECTIVE FA11		Fully Online & Hybrid		
COMM	COMM-117	Professional Communication	New	Jan-08	EFFECTIVE FA08				
COMM	COMM-119	Public Relations	New	Dec-07	EFFECTIVE FA08				
COMM	COMM-120	Survey of Communications Studies	New	Jan-08	EFFECTIVE FA08				
COMM	COMM-201	Advanced Public Speaking	New	Nov-04					
CIS	CSIS-060	Using Windows XP	New	Jan-05	EFFECTIVE SU05				
CIS	CSIS-104	Introduction to E-Commerce Infrastructure	New	Jun-08	EFFECTIVE FA08		Fully Online & Hybrid		
CIS	CSIS-111B	Fundamentals of Computer Programming	New	Jan-05	EFFECTIVE SU05				

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Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
CIS	CSIS-114C	Database Programming - Level 1	New	Nov-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	MUL-158
CIS	CSIS-116C	Internet Scripting With JavaScript	New	Jan-05	(cr w/MUL 158) EFFECTIVE SU05		Fully Online & Hybrid	
CIS	CSIS-116D	PHP Web Development	New	Jan-05	EFFECTIVE SU05		Fully Online & Hybrid	
CIS	CSIS-116E	Python Programming - Level 1	New	Nov-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
CIS	CSIS-116F	PERL Programming	New	Dec-07	EFFECTIVE FA08		Fully Online & Hybrid	
CIS	CSIS-116G	Ruby Programming-Level 1	New	Feb-09	EFFECTIVE FA09		Fully Online & Hybrid	
CIS	CSIS-117D	Dynamic Web Development and Administration using Microsoft Web Tools	New	May-07	Catalog inclusion: 2008-09 Term Effective: Fall 2007*		Fully Online & Hybrid	
CIS	CSIS-118A	Embedded Systems Programming	New	Jan-05	EFFECTIVE SU05			
CIS	CSIS-118B	Computer Organization & Assembly Language	New	Feb-09	EFFECTIVE FA09		Fully Online & Hybrid	
CIS	CSIS-119A	Action Script Programming Level 1	New	Feb-09	EFFECTIVE FA09		Fully Online & Hybrid	
CIS	CSIS-123C	C# Programming Level 2	New	Feb-09	EFFECTIVE FA09		Fully Online & Hybrid	
CIS	CSIS-124C	Database Programming - Level 2	New	Nov-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
CIS	CSIS-125A	Web Development - Level 2	New	Jan-10	EFFECTIVE FA10		Fully Online & Hybrid	
CIS	CSIS-126E	Python Programming - Level 2	New	Nov-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
CIS	CSIS-150	Using Microsoft Windows	New	Jan-10	EFFECTIVE FA10		Fully Online & Hybrid	
CIS	CSIS-171	Service Desk Concepts	New	Jan-10	EFFECTIVE FA10		Fully Online & Hybrid	
CIS	CSIS-171L	Service Desk Lab	New	Jan-10	EFFECTIVE FA10			
CIS	CSIS-182	Computer Forensics	New	Feb-09	EFFECTIVE FA 09			

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Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
CIS	CSIS-188	Introduction to Digital Circuits	New	Pending June 2010 BOT	EFFECTIVE FA11		Fully Online & Hybrid	
CIS	CSIS-211	Introduction to Data Structures and Algorithms	New	Jan-07	CATALOG INCLUSION: 2007-08			
CIS	CSIS-241A	Database Server Administration - Level 1	New	Nov-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
CIS	CSIS-261A	Database Server Administration - Level 2	New	Nov-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
CIS	CSIS-298B	CIS Special Topics: Database Technologies	New	Nov-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
DAN	DAN-130	Beginning Ballroom Dance	New	Jan-08	EFFECTIVE FA08			
DAN	DAN-131	Beginning Hip Hop	New	Jan-08	EFFECTIVE FA08			
DMS	DMS-095	Sonography Medical Terminology	New	Dec-07	EFFECTIVE SP08 Catalog Inclusion: 2008-09			
DMS	DMS-100	Fundamentals of Diagnostic Medical Sonography	New	May-05	EFFECTIVE SU06, Prereq chg - CCA 12/04/06 was Application to DMS program and current CPR healthcare provider card and is now Acceptance to DMS Program. Catalog inclusion: 2007-08			
DMS	DMS-101	Pathophysiology	New	Dec-07	EFFECTIVE SP08 Catalog Inclusion: 2008-09			
DMS	DMS-102	Sonography Medical Ethics	New	Dec-07	EFFECTIVE SP08 Catalog Inclusion: 2008-09			
DMS	DMS-103	Patient Care Techniques for Sonographers	New	Dec-07	EFFECTIVE SP08 Catalog Inclusion: 2008-09			
DMS	DMS-118	Ultrasound Physics and Instrumentation I	New	Jan-07	CATALOG INCLUSION: 2007-08			

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Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
DMS	DMS-120	Abdomen Scanning	New	Jun-05	Prereq chg CCA 12-04-06 - was DMS 110, 112 and 114 w/ C or better is now Acceptance into the DMS program. Catalog inclusion: 2007-08			
DMS	DMS-122	Ultrasound Pathology I	New	Jun-05	Prereq chg CCA 12-04-06 - was DMS 110, 112 and 114 w/ C or better is now Acceptance into the DMS program. Catalog inclusion: 2007-08			
DMS	DMS-128	Ultrasound Physics and Instrumentation II	New	Jan-07	CATALOG INCLUSION: 2007-08			
DMS	DMS-130	Obstetric/Gynecology Scanning	New	Jun-05	Prereq chg CCA 12-04-06 - was DMS 120, 122, 124 and 126 is now DMS 120 and 122. Catalog inclusion: 2007-08			
DMS	DMS-132	Ultrasound Pathology II	New	Jun-05	Prereq chg CCA 12-04-06 - was DMS 120, 122, 124 and 126 is now DMS 122. Catalog inclusion: 2007-08			
DMS	DMS-138	Ultrasound Physics and Instrumentation III	New	Dec-06	CATALOG INCLUSION: 2007-08			
DMS	DMS-148	Ultrasound Physics and Instrumentation IV	New	Dec-06	CATALOG INCLUSION: 2007-08			
ECON	ECON-201H	Honors Principles of Macroeconomics	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
ECON	ECON-202H	Honors Principles of Microeconomics	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
ECON	ECON-203	Introduction to Environmental Economics	New	Jan-10	EFFECTIVE FA10			

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
CDE	ED-136	Child Growth and Development During the School Years	New	Pending June 2010 BOT	EFFECTIVE FA11			THA-160
ENGL	ENGL-160	Dramatic Writing for Stage and Screen	New	Jan-08	EFFECTIVE FA08			
ENGL	ENGL-225H	Honors Film and Literature	New	N/A	Add ENGL-101 prereq - Catalog inclusion: 2010-11	Honors		
ENGL	ENGL-230H	Honors English Literature: Anglo-Saxon to 1775	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
ENGL	ENGL-235	Creative Writing: Fiction	New	Jun-07	Catalog inclusion: 2008-09 Term Effective: Fall 2008			
ENGR	ENGR-106	M.S.S.C. High-Performance Manufacturing	New	Jun-06	Emergency Request: Fall 2006. Catalog inclusion: Summer 2007			
ENGR	ENGR-107	Total Quality Management	New	Dec-06	Approved for Early Offering: Spring 2007 CATALOG INCLUSION: 2007-08			
ENGR	ENGR-109	Manufacturing Inspection Techniques and Applications	New	Dec-06	Approved for Early Offering: Spring 2007 CATALOG INCLUSION: 2007-08			
ENGR	ENGR-114	Machine Tool Technology	New	Jan-10	EFFECTIVE FA10			
ENGR	ENGR-116	Energy Efficiency and Construction	New	Jan-10	EFFECTIVE FA10			
ENGR	ENGR-117	Solar Photovoltaic Installation	New	Jan-10	EFFECTIVE FA10			
ENGR	ENGR-118	Solar Thermal Installation	New	Jan-10	EFFECTIVE FA10			
ENGR	ENGR-119	Small Wind Energy Installation	New	Jan-10	EFFECTIVE FA10			
ENVS	ENVS-100H	Honors Humans and Scientific Inquiry	New	N/A	(CCM 05/03/10) Catalog inclusion: 2011-12	Honors		

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Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
ENVS	ENVS-190	Watershed Resource Management	New	Jan-05	EFFECTIVE SU05			
ESL	ESL-062W	Basic Writing Skills	New	Feb-09	EFFECTIVE FA09			
ESL	ESL-063R-	ESL Reading and Vocabulary Level 1	New	Feb-09	EFFECTIVE FA09			
ESL	ESL-064R	ESL Reading and Vocabulary Level 2	New	Feb-09	EFFECTIVE FA09			
ESL	ESL-098W	English Writing Fundamentals	New	Feb-09	EFFECTIVE FA09			
BUS	FIN-200	Financial Management	New	Nov-09	EFFECTIVE FA10		Fully Online & Hybrid	
FIRE	FIRE-115	Building Construction for Fire Protection	New	Jan-06	EFFECTIVE SU06			
FIRE	FIRE-121	Fundamentals of Wild Land Fire Fighting	New	Jan-06	EFFECTIVE SU06			
FIRE	FIRE-122	Principles of Fire and Emergency Services Safety and Survival	New	Jan-10	EFFECTIVE FA10			
GEOG	GEOG-103	Field Studies in Geography	New	Feb-09	EFFECTIVE FA09			
GEOG	GEOG-106	Climate and Weather	New	Feb-09	EFFECTIVE FA09			
GEOG	GEOG-107	Urban Geography	New	Feb-09	EFFECTIVE FA09			
GEOL	GEOL-110	Oceanography	New	Dec-06	CATALOG INCLUSION: 2007-08			
GEOL	GEOL-112	California Geology	New	Jan-06	EFFECTIVE SU06			
GUID	GUID-105	Transitions for Intercollegiate Student Athletes	New	Jan-07	CATALOG INCLUSION: 2007-08			
GUID	GUID-118	Transfer Success	New	Dec-06	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
GUID	GUID-151A-O	Topics in Guidance: The Learning Environment	New	Jan-07	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
GUID	GUID-152A-T	Topics in Guidance: Learning Strategies	New	Jan-07	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	

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Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings	
GUID	GUID-153A-K	Topics in Guidance...Personal Management	New	Nov-07	Catalog Inclusion: 2008-09		Fully Online & Hybrid		
GUID	GUID-154A-Y	Topics in Guidance: Career Management	New	Jan-07	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid		
GUID	GUID-155A-N	Topics in Guidance...Wellness Management	New	Nov-07	Catalog Inclusion: 2008-09		Fully Online & Hybrid		
HIST	HIST-109	Global History of World War II	New	Jun-06	Effective Summer 2007 Catalog inclusion: 2007-08				
HIST	HIST-109H	Honors Global History of World War II	New	N/A	(CCM 05-15-06) Catalog inclusion: 2007-08	Honors			
HIST	HIST-113	Introduction and Appreciation of Music	New	Jun-05	add cross listing (MUS 100) EFFECTIVE SU06				MUS-100
HIST	HIST-114	Introduction and Appreciation of American Music	New	Jun-05	add cross listing (MUS 107) EFFECTIVE SU06		Fully Online & Hybrid		MUS-107
HIST	HIST-119H	Honors Civil War and Reconstruction 1860-1876	New	N/A	(CCM 12/14/09) Catalog inclusion: 2010-11	Honors			
HIST	HIST-120H	Honors California History	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors			
HIST	HIST-125	Military History of the United States	New	Jun-06	Effective Summer 2007 Catalog inclusion: 2007-08		Fully Online & Hybrid		
HIST	HIST-126	History of Great Britain to 1714	New	Jun-07	Catalog inclusion: 2008-09 Term Effective Fall 2008				
HIST	HIST-127	History of Great Britain From 1714	New	Jun-07	Catalog inclusion: 2008-09 Term Effective Fall 2008				
HIST	HIST-140	History of Mexico	New	Jun-07	Catalog inclusion: 2008-09 Term Effective Fall 2008				

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
HIST	HIST-154	Theater History	New	Jan-07	Cross listed as THA 102 - CATALOG INCLUSION: 2007-08			THA-102
HIST	HIST-155	The Sixties	New	Jun-07	Catalog inclusion: 2008-09 Term Effective Spring 2008*			
HIST	HIST-161	Global History of World War I	New	Jan-10	EFFECTIVE FA10		Fully Online & Hybrid	
HIST	HIST-161H	Honors Global History of World War I	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
HIST	HIST-162	History of the Vietnam War	New	Jan-10	EFFECTIVE FA10		Fully Online & Hybrid	
HIST	HIST-162H	Honors History of the Vietnam War	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
HUM	HUM-137	Introduction to World Cinema	New	Jan-06	*CR w/THA 137. EFFECTIVE SU06.			THA-137
IPP	IPP-103	Processing Skills Development	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.			
IPP	IPP-104	ASL to English Interpreting I	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.			
IPP	IPP-105	English to ASL Interpreting I	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.			
IPP	IPP-201	Ethical and Professional Standards of Interpreting	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.			
IPP	IPP-204	ASL to English Interpreting II	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.			

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings	
IPP	IPP-205	English to ASL Interpreting II	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.				
IPP	IPP-210	Specialized Interpreting	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.				
IPP	IPP-250	Practicum and Seminar	New	Jun-08	No Program Submission - Classes being held per Dr. Rowley.				
WL	ITAL-101	Elementary Italian I	New	Jun-08	EFFEFFECTIVE FA09				
WL	ITAL-101H	Honors Elementary Italian I	New	N/A	(CCM 04/21/08 Catalog inclusion: 2009-10)	Honors			
WL	ITAL-102	Elementary Italian II	New	Jun-08	EFFEFFECTIVE FA09				
WL	ITAL-102H	Honors Elementary Italian II	New	N/A	(CCM 04/21/08 Catalog inclusion: 2009-10)	Honors			
WL	ITAL-201	Intermediate Italian I	New	Jun-08	EFFEFFECTIVE FA09				
WL	ITAL-201H	Honors Intermediate Italian I	New	N/A	(CCM 04/21/08 Catalog inclusion: 2009-10)	Honors			
WL	ITAL-202	Intermediate Italian II	New	Jun-08	EFFEFFECTIVE FA09				
WL	ITAL-202H	Honors Intermediate Italian II	New	N/A	(CCM 04/21/08 Catalog inclusion: 2009-10)	Honors			
LEG	LEG-103	Elder Law	New	Dec-05	*CR w/GER 103 EFFECTIVE SU06				GER-103
LEG	LEG-107	Research an Writing for Legal Assistant	New	Jan-10	EFFECTIVE FA10		Fully Online & Hybrid		
LIB	LIB-101	Essentials of Library Research and Information Competency	New	Apr-07	Catalog Inclusion date: 2008-09		Fully Online & Hybrid		
MATH	MATH-096A	Intermediate Algebra Part A	New	Jan-07	Previously submitted and approved as MATH 095A - changed for consistency - Catalog inclusion: 2007-08				

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
MATH	MATH-096B	Intermediate Algebra Part B	New	Jan-07	Previously submitted and approved as MATH 095B - changed for consistency - Catalog inclusion: 2007-08			
MATH	MATH-140H	Honors Introduction to Statistics	New	N/A	(CCM 12/13/04) Catalog inclusion: 2005-06	Honors		
MGT	MGT-103H	Honors Introduction to Management	New	N/A	(CCM 11/26/07) Catalog inclusion: 2008-09	Honors		
MUL	MUL-090	Digital Imagining Studio Laboratory	New	Dec-05	*CR w/PHOT 090. EFFECTIVE SU06			PHOT-090
MUL	MUL-126	Time Based Media	New	Nov-04	*CR w/ART 124. EFFECTIVE SU05			ART-124
MUL	MUL-214	Practical Production - Entertainment	New	Feb-09	EFFECTIVE FA 09			
MUL	MUL-223	Video Production II	New	Jun-07	CR w/AUD-153. Catalog inclusion date: 2008-09 Term Effective: Fall 2008			AUD-153
MUL	MUL-225	Digital Photography Production III	New	Dec-05	*CR/ w/PHOT 225 EFFECTIVE SU06			PHOT-225
MUL	MUL-245	3D Topic - Modeling	New	Dec-04	EFFECTIVE SU05			
MUS	MUS-106	History of Rock and Roll	New	Apr-08	GE Areas C and F added. EFFECTIVE FA08			
MUS	MUS-109	World Music	New	Jan-05	EFFECTIVE SU05			
MUS	MUS-147	The Music & Audio Business	New	Jun-05	(cr w/AUD147/BADM 147)			AUD-147/ BADM-147
MUS	MUS-148	Radio Production	New	Jun-05	(cr w/AUD 148) Emergency Request: SP06. Catalog inclusion: SU06.			AUD-148
MUS	MUS-210	Jazz Ensemble I (formerly MUS-202 Jazz Ensemble)	New	Jan-05	(previously MUS 202 Jazz Ensemble) EFFECTIVE SU05			
MUS	MUS-211	Jazz Ensemble II	New	Jan-05	EFFECTIVE SU05			

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
MUS	MUS-212	Instrumental Chamber Music	New	Feb-09	EFFECTIVE FA09			
MUS	MUS-214	Guitar Ensemble	New	Jan-10	EFFECTIVE FA10			
MUS	MUS-253	Music Theory III: Analysis and Chromatic Harmony	New	Jan-05	EFFECTIVE SU05			
NURS	NURS-064R	Nursing Skills Laboratory - Remediation	New	Jan-10	EFFECTIVE FA10			
NURS	NURS-194	Pharmacology & Dosage Calculations for Nurses	New	Jan-06	EFFECTIVE SU06			
NURS	NURS-212	Foundations of Nursing	New	Jan-06	EFFECTIVE SU06			
NURS	NURS-222	Nursing Care of Children & Families	New	Jan-06	EFFECTIVE SU06			
NURS	NURS-224	Beginning Medical-Surgical Nursing II	New	Jan-06	EFFECTIVE SU06			
NURS	NURS-226	Nursing of Childbearing & Families	New	Jan-06	EFFECTIVE SU06			
NURS	NURS-232	Role Transition	New	Dec-07	EFFECTIVE SP08 Catalog Inclusion: 2008-09			
NURS	NURS-234	Intermediate Medical-Surgical Nursing III	New	Jan-06	EFFECTIVE SU06			
NURS	NURS-236	Mental Health Nursing	New	Dec-06	CATALOG INCLUSION: 2007-08			
NURS	NURS-238	Gerontology and Community Nursing	New	Dec-06	CATALOG INCLUSION: 2007-08			
NURS	NURS-244	Advanced Medical-Surgical Nursing IV	New	Jan-06	EFFECTIVE SU06			
NURS	NURS-248	Preceptorship	New	Feb-09	EFFECTIVE FA09			
NUTR	NUTR-100H	Honors Family Nutrition	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
BUS	OTEC-050	Keyboarding and Software Application Lab	New	Jan-10	EFFECTIVE FA10			

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
BUS	Otec-131	Filing Techniques	New	May-07	Catalog Inclusion date: 2008-09 Term Effective: Fall 2007*			
BUS	Otec-146	Keyboarding Speed and Accuracy	New	Feb-09	EFFECTIVE FA09		Fully Online & Hybrid	
BUS	Otec-150	Records and Information Management	New	Dec-07	EFFECTIVE FA08		Fully Online & Hybrid	
BUS	Otec-153	Electronic Records Management	New	Dec-07	EFFECTIVE FA08		Fully Online & Hybrid	
BUS	Otec-160	Creating and Managing the Virtual Office	New	Jun-07	Catalog inclusion:2008-09 Term Effective: Fall 2008		Fully Online & Hybrid	
BUS	Otec-163	Operating and Marketing the Virtual Office	New	Jun-07	Catalog inclusion:2008-09 Term Effective: Fall 2008		Fully Online & Hybrid	
BUS	Otec-180	Research Analysis and Presentation	New	Feb-09	EFFECTIVE FA09		Fully Online & Hybrid	
PE	PE-114A	Strength Training: Circuit	New	Jan-10	EFFECTIVE FA10			
PE	PE-114B	Strength Training: Free Weights	New	Jan-10	EFFECTIVE FA10			
PE	PE-114C	Powerlifting	New	Jan-10	EFFECTIVE FA10			
PE	PE-118	Beginning Step Aerobics	New	Jan-10	EFFECTIVE FA10			
PE	PE-120	Beginning Yoga	New	Jun-06	Effective Summer 2007 Catalog inclusion: 2007-08			
PE	PE-124A	Theory of Football: Offense	New	Jan-10	EFFECTIVE FA10			
PE	PE-124B	Theory of Football: Defense	New	Jan-10	EFFECTIVE FA10			

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
PE	PE-125	Strength and Conditioning for Football	New	Jan-10	EFFECTIVE FA10			
PE	PE-180	Methods of Teaching Golf	New	Jun-05	Emergency Request: SP06, Catalog inclusion: SU06			
PE	PE-181	Methods of Teaching Golf: Short Game and Putting	New	Jun-05	Emergency Request: SP06, Catalog inclusion: SU06			
PE	PE-182	Golf Academy Practicum	New	Jun-05	Emergency Request: SP06, Catalog inclusion: SU06			
PHIL	PHIL-101H	Honors Introduction to Philosophy I	New	N/A	(CCM 11/15/04) Catalog inclusion: 2005-06	Honors		
PHIL	PHIL-103H	Honors Logic	New	N/A	(CCM 05/17/04) Catalog inclusion: 2005-06	Honors		
PHIL	PHIL-105H	Honors Introduction to Ethics	New	N/A	(CCM 05/21/07) Catalog Inclusion: 2008-09	Honors	Fully Online & Hybrid	
PHIL	PHIL-111H	Honors Contemporary Philosophy	New	N/A	(CCM 05/21/07) Catalog Inclusion: 2008-09	Honors	Fully Online & Hybrid	
PHOT	PHOT-090	Digital Imaging Studio Laboratory	New	Dec-05	*CR w/MUL 090 EFFECTIVE SU06			MUL-090
PHOT	PHOT-125	Digital Photography Production I	New	Dec-05	*CR w/MUL 124 EFFECTIVE SU06		Fully Online & Hybrid	MUL-124
PHOT	PHOT-130	History of Still Photography	New	Jan-07	CATALOG INCLUSION: 2007-08		Fully Online & Hybrid	
PHOT	PHOT-224	Digital Photography Production II	New	Jan-06	add *CR w/MUL 224 EFFECTIVE SU06			MUL-224
PHOT	PHOT-225	Digital Photography Production III	New	Dec-05	*CR w/MUL 225 EFFECTIVE SU06			MUL-225
PHY	PHY-100	Conceptual Physics	New	Jun-05	EFFECTIVE SP06 (per Mr. Schultz). Catalog inclusion: SU06			
PHY	PHY-203	Optics and Modern Physics	New	Jan-07	CATALOG INCLUSION: 2007-08			

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
WL	PORT-101	Elementary Portuguese I	New	Jun-08	EFFEFFECTIVE FA09			SOCI-105H
WL	PORT-101H	Honors Elementary Portuguese I	New	N/A	(CCM 04/21/08) Catalog inclusion: 2009-10	Honors		
WL	PORT-102	Elementary Portuguese II	New	Jun-08	EFFEFFECTIVE FA09			
WL	PORT-102H	Honors Elementary Portuguese II	New	N/A	(CCM 04/21/08) Catalog inclusion: 2009-10	Honors		
WL	PORT-201	Intermediate Portuguese I	New	Jun-08	EFFEFFECTIVE FA09			
WL	PORT-201H	Honors Intermediate Portuguese I	New	N/A	(CCM 04/21/08) Catalog inclusion: 2009-10	Honors		
WL	PORT-202	Intermediate Portuguese II	New	Jun-08	EFFEFFECTIVE FA09			
WL	PORT-202H	Honors Intermediate Portuguese II	New	N/A	(CCM 04/21/08) Catalog inclusion: 2009-10	Honors		
PS	PS-103H	Honors Ethnic Politics in America	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
PSYC	PSYC-105H	Honors Social Psychology	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
RE	RE-155	Residential Real Estate Appraisal	New	May-07	Catalog inclusion: 2008-09 Term Effective: Fall 2007*			
RE	RE-156	Residential Appraisal Report Writing	New	May-07	Catalog inclusion: 2008-09 Term Effective: Fall 2007*			
RE	RE-157	Uniform Standards of Professional Appraisal Practice (USPAP)	New	May-07	Catalog inclusion: 2008-09 Term Effective: Fall 2007*			
RE	RE-158	Appraisal Statistics, Modeling and Finance	New	Nov-07	Catalog inclusion: 2008-09 Term Effective: Fall 2008			
RE	RE-159	Advanced Residential Applications and Case Studies	New	Nov-07	Catalog inclusion: 2008-09 Term Effective: Fall 2008			
READ	READ-098	College Reading	New	Feb-09	EFFEFFECTIVE FA09		Fully Online & Hybrid	

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
BUS	SEMA-100	Our Sustainable Future	New	Jan-10	EFFECTIVE FA10			PSYC-105H
BUS	SEMA-101	Fundamentals of Energy Assessment in Business	New	Jan-10	EFFECTIVE FA10			
BUS	SEMA-110	Managing Sustainability Business Practices	New	Jan-10	EFFECTIVE FA10			
SOCI	SOCI-105H	Honors Social Psychology	New	N/A	(CCM 12/07/09) Catalog inclusion: 2010-11	Honors		
SOCI	SOCI-124	Foundations of Social Research	New	Jan-10	EFFECTIVE FA10			
WL	SPAN-104	Elementary Spanish for Spanish Speakers II	New	Jun-05	Emergency Request: SP06, Catalog inclusion SU06			
WL	SPAN-201H	Honors Intermediate Spanish I	New	N/A	(CCM 05-15-06) Catalog inclusion: 2007-08	Honors		
WL	SPAN-202H	Honors Intermediate Spanish II	New	N/A	(CCM 05-15-06) Catalog inclusion: 2007-08	Honors		
WL	SPAN-210	Spanish Grammar I	New	Jun-08	EFFECTIVE FA09			
WL	SPAN-211	Spanish Grammar II	New	Jun-08	EFFECTIVE FA09			
WL	SPAN-230H	Honors Spanish Composition I	New	N/A	(CCM 05-15-06) Catalog inclusion: 2007-08	Honors		
WL	SPAN-231H	Honors Spanish Composition II	New	N/A	(CCM 05-15-06) Catalog inclusion: 2007-08	Honors		
WL	SPAN-240	Spanish through Film	New	Jun-08	EFFECTIVE FA09			
WL	SPAN-251	Intermediate Spanish Conversation I	New	Jun-08	EFFECTIVE FA09			
WL	SPAN-252	Intermediate Spanish Conversation II	New	Jun-08	EFFECTIVE FA09			
TA	TA-082	Introduction to Tutorial Writing	New	Jun-05	Emergency Request: FA05, Catalog inclusion: SU06		Hybrid Only	
TA	TA-100	Introduction to Tutoring Across Disciplines	New	Pending June 2010 BOT	EFFECTIVE FA11			

Mt. San Jacinto College
Course Outline of Record Listing

Dept	Course	Course Name	NEW	BOT Approval	Additional Information	Approved Honors Addendum	Approved Distance Ed Addendum	Cross-Listings
THA	THA-101H	Honors Introduction to Theater	New	Nov-04	(CCM 11/29/04) EFFECTIVE SU05	Honors	Fully Online & Hybrid	
THA	THA-102	Theater History	New	Jan-07	Cross listed as HIST 154 - CATALOG INCLUSION: 2007-08			HIST-154
THA	THA-113	Oral Interpretation of Literature	New	Jan-07	Cross listed as COMM 113 - CATALOG INCLUSION: 2007-08			COMM-113
THA	THA-137	Introduction to World Cinema	New	Jan-06	*CR w/HUM 137. EFFECTIVE SU06.			HUM-137
THA	THA-150	Survey of Drama	New	Feb-09	EFFECTIVE FA09			ENGL-200
THA	THA-155	Musical Theater History	New	Jan-06	EFFECTIVE SU06			ENGL-160
THA	THA-160	Dramatic Writing for Stage and Screen	New	Jun-08	Cross listed as ENGL 160 EFFECTIVE FA08			
THA	THA-210	Fundamentals of Directing (formerly THA-119)	New	Jan-07	(previously THA 119) TOP code change, class max change, change in units/hours from 3 units lec to 2 units lec/1 unit lab. - Catalog Inclusion: 2007-08			
VEW	VEW-100	Introduction to Viticulture	New	Jan-08	EFFECTIVE FA08			
VEW	VEW-102	Introduction to Enology	New	Jan-08	EFFECTIVE FA08			
VEW	VEW-106	Hospitality in the Winemaking Industry	New	Jan-10	EFFECTIVE FA10			
VEW	VEW-108	Winery Business Principles	New	Jan-10	EFFECTIVE FA10			
WATR	WATR-140	Wells, Pumps and Motors	New	Jun-06	Emergency Request: Spring 2007 Catalog inclusion: Summer 2007			

EXHIBIT 2: MT. SAN JACINTO COLLEGE INTEGRATED COURSE OUTLINE OF RECORD FOR EACH PROGRAM

Integrated Course Outline of Record – Computer Information Systems (Service Desk Hardware Support/Software Support)

Submitted by: **Bil Bergin** Date: **31-Aug-09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	171	Service Desk Concepts
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **35** Enter number
Pass/No Pass ONLY **NO** Yes or No (usually No)

Pass/No Pass ALLOW **YES** Yes or No (usually Yes)
TOP code **0708.20** (click here for TOP code website)
(choose only 1)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 students to Service Desk concepts and technology. Within the context of the incident management and problem management life cycles, students will examine: service desk concepts, operations, roles and responsibilities, and processes and procedures.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces students to Service Desk concepts and technology.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

There is a growing demand in the Inland Empire for service desk and help desk technicians. This program will provide our students with skills necessary for those employment opportunities.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Describe the components of a successful service desk**
- B. Prepare a mission statement for service desk unit**
- C. Distinguish between the roles of an internal service desk operation and an external service desk**
- D. Use process frameworks and standards**
- E. Apply basic strategies to perform user needs analysis and assessment**
- F. Plan and prepare effective user documentation**
- G. Prepare a project plan for selecting service desk technologies**

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

- 1. Introduction to Service Desk Concepts**
 - a. Evolution of Technical Support**
 - b. Role of the Service Desk in Technical Support**
 - c. Components of a Successful Service Desk**
 - d. Customer Service**
- 2. Service Desk Operations**
 - a. Types of Customer Service and Support Organizations**
 - b. Internal Service Desk**
 - c. External Service Desk**
 - d. Service Desk Structures**
 - e. Growth of Outsourcing**
 - f. The Support Center Model**
- 3. Service Desk Roles and Responsibilities**
 - a. Principle Job Categories**
 - b. Supporting Roles**

- c. Characteristics of a Successful Service Desk Team
- 4. Service Desk Processes and Procedures
 - a. Quality Improvement Programs
 - b. Service Desk Processes
 - c. Quality Improvement Processes
- 5. Service Desk Tools and Technologies
 - a. Primary Service Desk Technologies
 - b. Remote Support Technologies
 - c. Service Desk Communication Tools
 - d. Service Desk Management Tools
- 6. Service Desk Performance Measures
 - a. Information as a Resource
 - b. Data Categories Captured by Service Desks
 - c. Team Performance Measures
 - d. Individual Performance Measures
 - e. Individual Contributions to Team Goals
- 7. User Support Management
 - a. Managerial Concerns
 - b. Managing a User Support Project
 - c. User Support Certification
 - d. User Support as a Profession
- 8. Service Desk Setting
 - a. Service Desk Setup
 - b. Analyst's Personal Workspace
 - c. Good Habits for Analysts
- 9. Common Support Problems
 - a. Common End-User Problems
 - b. The Problem-Solving Process Applied to Typical End-User Problems
- 10. Installing End-User Computer Systems
 - a. System Installation Overview
 - b. Site Management Documentation
 - c. Hardware Installation Tools
 - d. Common Hardware Installation Steps
 - e. Common Operating System and Network Installation Steps
 - f. Common Steps to install Applications Software
- 11. Product Evaluation Strategies and Support Standards
 - a. Methods for Evaluating and Selecting Computer Products
 - b. Product Support Standards
- 12. User Needs Analysis and Assessment

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on components and core functions service desk concepts.
- B. Lecture, and demonstrate service desk technologies.
- C. Pair- and small-group problem solving and discussion on specific features available with service desk technologies.
- D. Hands-on activities working with service desk technologies.

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:

- A. Homework assignments that demonstrate mastery of service desk technologies.
- B. Team projects where students will design and implement a service desk scenario.
- C. Test that demonstrates the student's ability to use the appropriate service desk technology .

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

Case Project: University Service Desk. A university service desk is preparing to install a

wireless network on its campus and is expecting an increase in its contact volume as a result. Search the Web for information using searches such as “university service desk” and “university service desk wireless.” Prepare a brief report describing the most common tools, technologies, and techniques universities use to help students and faculty gain access to and get help using their wireless networks. Include examples of universities that are currently offering wireless services.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Donna Knapp Author	A Guide to Service Desk Concepts Title	
Course Technology Publisher	9780324785067 ISBN	March 2009 Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

NEW JAN 09

Submitted by: **Bil Bergin** Date: **31-Aug-09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	171L	Service Desk Lab
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	0		1		1
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	0	+	48-54	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	0708.20	(click here for TOP code website)
			(choose only 1)		

Can be taken **4** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 the student who wants to gain hands-on experience in applying the concepts and technologies of a service/help desk. Students will use a variety of software tools and technologies to analyze user needs, and to track and report trouble incidents.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course is designed for the student who wants to gain hands-on experience in applying the concepts and technologies of a service/help desk.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

There is a growing demand in the Inland Empire for service desk and help desk technicians. This program will provide our students with skills necessary for those employment opportunities.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

CSIS 171 Service Desk Concepts (with grade C or better)

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Provide helpdesk and technical support**
- B. Perform hardware and/or software troubleshooting**
- C. Use information resources to help solve computer problems**
- D. Provide facilitation and customer service**
- E. Use a documentation system to track service incidents**
- F. Create and manage incidents and document the contacts, assets, and other IT resources associated with those incidents**

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

- 1. Common Support Problems**
 - a. Common End-User Problems**
 - b. The Problem-Solving Process Applied to Typical End-User Problems**
- 2. Installing End-User Computer Systems**
 - a. System Installation Overview**
 - b. Site Management Documentation**
 - c. Hardware Installation Tools**
 - d. Common Hardware Installation Steps**
 - e. Common Operating System and Network Installation Steps**
 - f. Common Steps to install Applications Software**
- 3. Product Evaluation Strategies and Support Standards**
 - a. Methods for Evaluating and Selecting Computer Products**
 - b. Product Support Standards**
 - a. User Needs Analysis and Assessment**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Guided practice performing hardware and/or software troubleshooting.**
- B. Hands-on activities using a documentation system to track service incidents**

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:

- A. Graded lab assignments from textbook which direct students to use resources to help solve computer problems**
- B. Journal/portfolio analysis from created and managed incidents and documentation associated with those incidents**

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

Case Project: University Service Desk. A university service desk is preparing to install a wireless network on its campus and is expecting an increase in its contact volume as a result. Search the Web for information using searches such as "university service desk" and "university service desk wireless." Prepare a brief report describing the most common tools, technologies, and techniques universities use to help students and faculty gain access to and get help using their wireless networks. Include examples of universities that are currently offering wireless services.

Lab activity: Log activity and time-on-task details in the tracking system and flag this incident/activity for follow-up quality review.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Donna Knapp Author	A Guide to Service Desk Concepts Title	
Course Technology Publisher	9780324785067 ISBN	March 2009 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

NEW JAN 09

Submitted by: **Bil Bergin**

Date: **23-Apr-2007**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	154	Using and Configuring Windows Operating Systems
History – M	HIST	HIST	151	History and Appreciation of Dance
Dance – M	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

AA/AS Degree General Ed Breadth Area(s): **D2**

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **30** Enter number
Credit/No-Credit ONLY **NO** Yes or No (usually No)

Credit/No-Credit ALLOW TOP code **YES** Yes or No (usually Yes)
0708.00 (click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 introduces the student to system administration concepts and MS Windows system administration tools. Concepts to be covered include system and software installation, user and profile management, disk management, backup and recovery, and security issues. This course is designed for students preparing for A+ certification, as well as students planning a career in system administration and management.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

System administration for the MS Windows environments including system and software installation, user and profile management, disk management, backup and recovery, and security issues.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course introduces the student to industry standard technology and provides the student with the opportunity to examine career opportunities within the System Administration specialization. This course directly supports those campus goals that stress the importance of preparing our students to deal effectively with emerging technologies.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. List and describe common system administration activities.**
- B. Evaluate the hardware resources available on a workstation as part of the preparation for a system installation.**
- C. Perform a Windows system installation.**
- D. Analyze the interrelationships and dependencies of the hardware, operating system, and applications software in order to troubleshoot system problems.**
- E. Evaluate usage needs and design user and group policies.**
- F. Administer user accounts in a Windows environment.**
- G. Convey technical information to colleagues via a technical report or technical presentation**

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

- 1. Introduction to operating systems**
 - a. Background**

- b. General capabilities
- c. Windows operating systems
- d. Other operating systems
- 2. Operating system functions
 - a. How an OS relates to hardware
 - b. How an OS relates to other software
- 3. Boot process
 - a. Sequence of operations
 - b. Characteristics of each stage
- 4. Registry
 - a. Organization concepts
 - b. Editing
- 5. Windows NT
 - a. Understanding WinNT
 - i. Features
 - ii. Modularity
 - iii. Modes
 - b. Installing WinNT
 - i. Pre-installation activities
 - ii. Installation
 - iii. Post-installation activities
 - c. Troubleshooting WinNT
 - i. WinNT tools
- 6. Windows 2K
 - a. Understanding Win2K
 - i. Features
 - b. Installing Win2K
 - i. Pre-installation activities
 - ii. Installation
 - iii. Post-installation activities
 - c. Troubleshooting Win2K
 - i. Win2K tools
 - ii. Backup tool
 - iii. MS Management Console
- 7. Windows XP
 - a. Understanding WinXP
 - i. features
 - b. Installing WinXP
 - i. Pre-installation activities
 - ii. Installation
 - iii. Post-installation activities
 - c. Troubleshooting WinXP
 - i. WinXP tools
 - ii. Admin tools
 - iii. Registry editor

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

A. Lecture on Windows features, capabilities and commands.

- B. Lecture, demonstration, and guided practice on troubleshooting principles and techniques.**
- C. Lecture on user accounts and administering user accounts.**
- D. Pair- and small-group problem solving and discussion on administering the active directory.**
- E. Hands-on activities to install and configure Windows components.**

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:

- A. Participation, based on contributions (discussion and critique sessions) as well as participation in class exercises completed in independent and small group settings and in web based activities.**
- B. Homework assignments that demonstrate mastery of Windows system administration concepts, terminology, and methods.**
- C. Team projects where students will configure and troubleshoot Windows components.**
- D. Tests that demonstrate mastery of course objectives.**
- E. Students will prepare a technical report or deliver a technical presentation on one of the elective topics identified by the instructor.**
- F. A comprehensive portfolio may be utilized by the instructor as an outcome document for students to show their competencies to prospective employers.**

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. Projects / Team Assignments. Given a case scenario, the team will install Windows 2000 with the appropriate (user) account structure.**
- B. Projects / Team Assignments. Student teams will work in pairs, each team will sabotage the other team's computer and then return to fix their own system**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Jean Andrews	A+ Managing and Maintaining You PC Sixth edition
	Title

Course Technology	0619217588	November 2006
Publisher	ISBN	Publication Date

Required (2):

Author	Title
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Publisher	ISBN	Publication Date
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Required (3):

Author	Title
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Publisher	ISBN	Publication Date
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Supplemental (1):

Author	Title
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Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date
CSIS 154 rev JUNE 07		

Submitted by:

Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	181	Computer Hardware - Level 1
History - M	HIST	HIST	151	History and Appreciation of Dance
Dance - M	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}){Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit - 16-18	1 unit - 48-54	4	0	4
2 units - 32-36	2 units - 96-108			
3 units - 48-54	3 units - 144-162	Lecture Hours	Lab Hours	Total Hours
4 units - 64-72	4 units - 192-216	64-72	0	64-72
5 units - 80-90	5 units - 240-270			

Maximum Enrollment: Enter number
Pass/No Pass ONLY Yes or No (usually No)

TOP code (click [here](#) for TOP code website)
(choose only 1)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement

for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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

This course introduces the basics of computing hardware technologies and the tear-down and assembly of a computer system. The features and functions of all major computing system hardware components are covered along with techniques for their installation and configuration. Operating system fundamentals are studied, especially in relation to hardware configuration and troubleshooting.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to computing hardware, peripherals, and system software.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course introduces the student to industry standard technologies and provides the student with the opportunity to examine career opportunities within our IT specializations. This course is a requirement for students in the Computer Hardware Specialist employment concentration.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Explain the basic functions of a computing system.
2. Plan for, prepare, set up and maintain computer hardware.
3. Apply systems concepts in the investigation, evaluation, and resolution of hardware problems.
4. Evaluate and assess computing and networking hardware and software problems using troubleshooting strategies and techniques.
5. Evaluate and assess workplace factors and use the appropriate safety and environmental procedures when working with hardware components.
6. Evaluate and recommend computing hardware products and services.
7. Demonstrate working effectively as a member of a team to accomplish common goals.
8. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
9. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
10. Prepare a 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. Course Intro
 - a. Hardware Technician duties
 - b. Industry needs
 - c. Industry certification (CompTIA)
2. Hardware Components
 - a. Input output devices
 - b. Storage devices
 - c. Processors
 - d. Motherboard components
3. Tech Environment
 - a. Job roles and responsibilities
 - b. Customer service
 - i. Interviewing guidelines
 - ii. Setting customer expectations
 - iii. On-site issues
 - iv. Remote (phone) issues
 - v. Dealing with difficult customers
 - vi. Paperwork
 - c. Tracking systems
4. System Form Factors
 - a. Towers and desktops
 - b. Low-profile desktop
 - c. Laptop
 - d. Rack-mounted servers
5. Electricity Fundamentals
 - a. AC /DC
 - b. Hot neutral ground
 - c. Common electronic components
 - d. Power supplies
 - e. Safety measures
 - f. Tools and tool kits
 - g. Troubleshooting the electrical system
6. Motherboards
 - a. Motherboard types and features
 - b. Bios and the boot process
 - c. Maintaining, installing and configuring motherboard
7. Processors
 - a. Types and characteristics of processors
 - b. Cooling methods and devices
 - c. Evaluating, selecting, and installing processors

- d. Troubleshooting
- 8. Memory
 - a. Memory technologies
 - b. Upgrading memory
 - c. Troubleshooting memory
- 9. Hard Drives
 - a. Drive technologies
 - b. Drive interface standards
 - c. Raid
 - d. Floppy drives
 - e. Evaluating, selecting and installing hard drives
 - f. Troubleshooting hard drives
- 10. I/O Devices
 - a. Type and characteristics of i/o devices
 - b. I/O ports on the motherboard
 - c. Expansion cards
 - d. Evaluating, selecting, and installing I/O devices
 - e. Using the device manager
 - f. Troubleshooting I/O devices
- 11. Multimedia Devices
 - a. Multimedia adapter cards
 - b. Optical storage technology
 - c. Removable storage
 - d. Evaluate, select and install multimedia peripherals
 - e. Troubleshooting multimedia devices
- 12. Networking
 - a. Networking technologies
 - b. Local network hardware option
 - c. Connecting a computer to a network
 - d. Software features (Windows)
- 13. Networking Practices
 - a. Connecting to the internet
 - b. Setting up a SOHO network
 - c. Tools and utilities for troubleshooting network problems
 - d. Troubleshooting network connections
- 14. Notebooks
 - a. Support issues
 - b. Diagnostics tools
 - c. Notebook peripheral devices
 - d. Troubleshooting and replacing internal parts
 - e. Common activities

15. Printers
 - a. Printer types and characteristics
 - b. Evaluating, selecting and installing printers
 - c. Sharing printers
 - d. Maintaining printers
 - e. Troubleshooting printers

16. Life-Long Learning
 - a. Web resources
 - b. Relevant publications
 - c. Other educational opportunities

17. 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: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture on background and history of personal computing.
2. Guided discussion on troubleshooting guidelines and techniques.
3. Guided practice and hands-on activities installing and configuring hardware.
4. Pair and small-group problem solving and discussion on troubleshooting computer 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:

1. Tests that demonstrate mastery of course objectives. For example: multiple choice questions on hardware and peripheral device features; case/narrative problems that typify computing problems to elicit an effective troubleshooting strategy.
2. Participation in guided discussion topics on operational procedures and safety in the workplace will be evaluated on contribution, suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all 'talking points' [electro-static discharge awareness, power monitoring, clean work environment, safety policies, ...] addressed in the response) and presentation (spelling, grammar, and format).
3. Homework assignments that demonstrate an understanding of networking fundamentals, terminology and protocols, will be graded on the accuracy of the descriptions and definitions, and the descriptions and comparisons of the protocols under discussion.
4. Student projects that demonstrate the ability to tear-down a PC, identify manufacturer and model of all significant components, and reassembly of the unit will be evaluated on functionality (does the reassembled machine work), completeness (were all major components identified and documented), and documentation (spelling, grammar, formatting, diagrams and illustrations).

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:

Disassemble and reassemble the workstation into its major components.

In class exercise "Take Apart a Computer and Putting It Back Together", in chapter 3 titled: PC Repair Fundamentals: Real Problem 3-1.

When you have completed disassembling the workstation notify the instructor to receive credit and feedback. Once credit is given, reassemble the workstation. Notify the instructor once reassembled to receive credit and feedback.

Example Assignment 2:

Use the Internet to research which peripheral device is warranted to store 20GB of backup data. Prepare a purchase requisition for a suitable device. Turn in the write up of the purchase requisition.

Example Assignment 3:

Complete the even-numbered 'review the basics' questions from the back of the chapter and turn in at the beginning of the next class session.

1. -
2. What are the four system bus frequencies used by current Intel processors?
3. -
4. What is the name of the memory cache that is on the same die as the processor?
5. -
6. What is the name of the Intel technology that allows a processor to handle multiple threads at the same time?
7. -
8. What is the name of the memory cache that is shared by cores in a multi-core processor?
9. -
10. Which is the first computing technology used by a processor to support repetitive looping whereby a processor receives an instruction and then applies it to a stream of data that follows?
11. -
12. Which Intel processor family is better performing, the Pentium family or the Core family?
13. -
14. What are the two major components of a processor cooler assembly?
15. -
16. If the power connector from the CPU fan has only three pins, it can still connect to the 4-pin header, but what functionality is lost?
17. -
18. Name three tools that can be used to rid the inside of the case from dust.
19. -
20. List three possible causes of a system hanging or freezing at odd times.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Jean Andrews	A+ Guide to Managing & Maintaining Your PC	
Author	Title	

Cengage Learning	9781435497788	12/2009
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher		
Required (3):		
Author		
Title		
Publisher		
ISBN		
Publication Date		
Supplemental (1):		
Author		
Title		
Publisher		
ISBN		
Publication Date		
Supplemental (2):		
Author		
Title		
Publisher		
ISBN		
Publication Date		
Supplemental (3):		
Author		
Title		
Publisher		
ISBN		
Publication Date		

Submitted by:

Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	191	Network Hardware - Level 1
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	4		0		4
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	64-72	+	0	=	64-72
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

Maximum Enrollment: Enter number
Pass/No Pass ONLY: Yes or No (usually No)
TOP code (choose only 1) ([click here for TOP code website](#))

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

AA/AS Degree General Ed Breadth Area(s):
 Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement

for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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 fundamental data communication concepts and networking hardware. A hands-on approach will reinforce concepts in: network protocols and architectures, media and hardware. Students will have the opportunity to install, configure and troubleshoot network hardware.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

A hands-on approach to network protocols and architectures, media, and hardware.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course introduces the student to networking and network hardware. In addition to expanding the student's knowledge and understanding of Information Technology, the student will gain insight into a number of career options within the data communications and networking specialization. This course is a requirement for students in the Networking Technologies Apprentice employment concentration.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details.
(For further clarification, contact the Prerequisite Subcommittee)

CSIS 181 with a grade of "C" or better

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Prepare a description of computer networking, and discuss the advantages of using a network.
2. Categorize the primary types of network cabling, differentiate between baseband and broadband transmissions, and identify appropriate uses for each.
3. Define the term 'packet', and compare and contrast the contents and functions of each packet component: header, data, and trailer.
4. Compare and contrast the primary function of each layer of the TCP/IP reference model, addressing the TCP/IP layer at which a particular network activity takes place, and specifying the TCP/IP layer at which a particular network component functions.
5. Design a successful network.
6. Evaluate and select the appropriate media and hardware with which to construct a successful network.
7. Assess a given network design for security considerations.
8. Plan for, install, and configure client and server networking hardware and software.
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. 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. Introduction to the networking and data communications
 - a. Networks defined
 - b. Elements of a network
 - c. Careers in networking
2. Network standards
 - a. Standards organizations
 - b. OSI model
3. Network Protocols
 - a. TCP/IP
 - b. IPX/SPX
 - c. NetBIOS
 - d. AppleTalk
4. Networking Media
 - a. Data transmission
 - b. Media characteristics
 - c. Network cabling
5. Network architecture
 - a. Simple LAN topologies
 - b. Enterprise wide networks
 - c. WAN topologies
 - d. Network transport system
6. Networking Hardware
 - a. NICs
 - b. Repeaters
 - c. Hubs
 - d. Bridges
 - e. Switches
 - f. Routers
 - g. Gateways
7. Network operating systems
 - a. Comparison of Features
 - b. Comparison of benefits
8. UNIX based networking
 - a. Features
 - b. Benefits
9. TCP/IP and Internet

- a. Addressing and name resolution
 - b. TCP/IP sub protocols
 - c. Internet services
10. Troubleshooting Network Problems
- a. Troubleshooting methodologies
 - b. Troubleshooting tools
11. Ensuring network integrity and availability
- a. Fault tolerance
 - b. Data backups
 - c. Disaster recovery
 - d. Viruses
12. Life-Long Learning
- a. Web Resources
 - b. Relevant Publications
 - c. Other Educational Opportunities
13. 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: (please number and be reflective of a variety of learning styles)

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

1. Lecture on network standards and standards organizations.
2. Guided discussion on network operating systems.
3. Guided practice and hands-on activities troubleshooting network problems.
4. Pair and small-group problem solving and discussion on using networking hardware.

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:

1. Tests that demonstrate mastery of course objectives. For example: multiple choice questions to demonstrate the understanding of network protocols; case/narrative problems to demonstrate effective troubleshooting strategies.
2. Participation in guided discussion topics life-long learning opportunities will be evaluated on willingness to contribute, suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all 'talking points' [web resources, library resources, relevant publications, other educational opportunities, ...] addressed in the response) and presentation (spelling, grammar, and format).
3. Homework and/or lab assignments that demonstrate the ability to evaluate media and hardware. Homework assignments will be evaluated on correctness (meeting the functional specifications).
4. Student projects that demonstrate the ability to build a functioning network, given a network design. Projects will be evaluated on correctness (is the right equipment in the right place), functionality (does each leg of the network work, does the network as a whole, work), and documentation (spelling, grammar, formatting, appropriate and syntactically correct

diagrams).

5. Students will prepare a technical report or deliver a technical presentation on an elective topic of their choosing (and with instructor approval). Presentations and reports will be evaluated on content (depth of coverage, relevance of diagrams and illustrations, and appropriate use of examples), suitability (relevance of topic, written to an appropriate level for the class, sufficient new material), and presentation (spelling, grammar, formatting).

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

Example Assignment 1:

In the lab assignment: Configure a “peer to peer” network that will connect three workstations to a hub.

Example Assignment 2:

Task: Decode the CIDR address: 172.16.0.125/20

Document your progress as you work through each of the following steps, and turn in for your grade.

1. Determine the Class of the network address given, by examining the first octet
2. Determine the subnet mask by writing 1's for the first 20 bits of the address, and 0's for the last 12 bits. What is the subnet mask in dotted decimal notation? How many bits have been borrowed?
3. Use the formula $2^y - 2$ (where y is the number of bits borrowed from the default host portion) to calculate how many usable subnetworks can be created.
4. Use the formula $2^x - 2$ (where x is the number of bits remaining in the host portion) to calculate how many usable hosts per subnetwork can be created.
5. Use the formula 2^z to determine the multiplier, where z corresponds to the position of the first significant bit (a 1) in the subnet mask as you move from right to left. z will be a number from 0 to 7. The multiplier (2^z) will be 1, 2, 4, 8, 16, 32, 64, or 128. What did you calculate for the multiplier?
6. Determine the network number in dotted decimal notation by substitution 0's for the default portion of the given IP address.
7. Use the multiplier determined in Step 5 to increment up through the first five usable subnetwork addresses. Incrementing will occur in the first octet in which borrowing occurs. What are these five subnet addresses?
8. Determine the broadcast addresses on the five subnetworks listed in Step 7. The broadcast address on each subnetwork will be the last possible address before the next subnet begins.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Dean	Network+ Guide to Networks w/Lab Manual	
Author	Title	
Cengage Learning	9781423902454	03/2009
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Bil Bergin** Date: **31-Aug-09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	171	Service Desk Concepts
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0708.20	(click here for TOP code website)

Can be taken **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 students to Service Desk concepts and technology. Within the context of the incident management and problem management life cycles, students will examine: service desk concepts, operations, roles and responsibilities, and processes and procedures.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces students to Service Desk concepts and technology.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

There is a growing demand in the Inland Empire for service desk and help desk technicians. This program will provide our students with skills necessary for those employment opportunities.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Describe the components of a successful service desk**
- B. Prepare a mission statement for service desk unit**
- C. Distinguish between the roles of an internal service desk operation and an external service desk**
- D. Use process frameworks and standards**
- E. Apply basic strategies to perform user needs analysis and assessment**
- F. Plan and prepare effective user documentation**
- G. Prepare a project plan for selecting service desk technologies**

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

- 1. Introduction to Service Desk Concepts**
 - a. Evolution of Technical Support**
 - b. Role of the Service Desk in Technical Support**
 - c. Components of a Successful Service Desk**
 - d. Customer Service**
- 2. Service Desk Operations**
 - a. Types of Customer Service and Support Organizations**
 - b. Internal Service Desk**
 - c. External Service Desk**
 - d. Service Desk Structures**
 - e. Growth of Outsourcing**
 - f. The Support Center Model**
- 3. Service Desk Roles and Responsibilities**
 - a. Principle Job Categories**
 - b. Supporting Roles**

- c. **Characteristics of a Successful Service Desk Team**
- 4. **Service Desk Processes and Procedures**
 - a. **Quality Improvement Programs**
 - b. **Service Desk Processes**
 - c. **Quality Improvement Processes**
- 5. **Service Desk Tools and Technologies**
 - a. **Primary Service Desk Technologies**
 - b. **Remote Support Technologies**
 - c. **Service Desk Communication Tools**
 - d. **Service Desk Management Tools**
- 6. **Service Desk Performance Measures**
 - a. **Information as a Resource**
 - b. **Data Categories Captured by Service Desks**
 - c. **Team Performance Measures**
 - d. **Individual Performance Measures**
 - e. **Individual Contributions to Team Goals**
- 7. **User Support Management**
 - a. **Managerial Concerns**
 - b. **Managing a User Support Project**
 - c. **User Support Certification**
 - d. **User Support as a Profession**
- 8. **Service Desk Setting**
 - a. **Service Desk Setup**
 - b. **Analyst's Personal Workspace**
 - c. **Good Habits for Analysts**
- 9. **Common Support Problems**
 - a. **Common End-User Problems**
 - b. **The Problem-Solving Process Applied to Typical End-User Problems**
- 10. **Installing End-User Computer Systems**
 - a. **System Installation Overview**
 - b. **Site Management Documentation**
 - c. **Hardware Installation Tools**
 - d. **Common Hardware Installation Steps**
 - e. **Common Operating System and Network Installation Steps**
 - f. **Common Steps to install Applications Software**
- 11. **Product Evaluation Strategies and Support Standards**
 - a. **Methods for Evaluating and Selecting Computer Products**
 - b. **Product Support Standards**
- 12. **User Needs Analysis and Assessment**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on components and core functions service desk concepts.**
- B. Lecture, and demonstrate service desk technologies.**
- C. Pair- and small-group problem solving and discussion on specific features available with service desk technologies.**
- D. Hands-on activities working with service desk technologies.**

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:

- A. Homework assignments that demonstrate mastery of service desk technologies.**
- B. Team projects where students will design and implement a service desk scenario.**
- C. Test that demonstrates the student's ability to use the appropriate service desk technology .**

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

Case Project: University Service Desk. A university service desk is preparing to install a

wireless network on its campus and is expecting an increase in its contact volume as a result. Search the Web for information using searches such as “university service desk” and “university service desk wireless.” Prepare a brief report describing the most common tools, technologies, and techniques universities use to help students and faculty gain access to and get help using their wireless networks. Include examples of universities that are currently offering wireless services.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Donna Knapp Author	A Guide to Service Desk Concepts Title	
Course Technology Publisher	9780324785067 ISBN	March 2009 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

NEW JAN 09

Submitted by: **Bil Bergin** Date: **31-Aug-09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	171L	Service Desk Lab
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly (Sub){Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	0		1		1
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	0	+	48-54	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0708.20	(click here for TOP code website)

Can be taken **4** **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 the student who wants to gain hands-on experience in applying the concepts and technologies of a service/help desk. Students will use a variety of software tools and technologies to analyze user needs, and to track and report trouble incidents.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course is designed for the student who wants to gain hands-on experience in applying the concepts and technologies of a service/help desk.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

There is a growing demand in the Inland Empire for service desk and help desk technicians. This program will provide our students with skills necessary for those employment opportunities.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

CSIS 171 Service Desk Concepts (with grade C or better)

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Provide helpdesk and technical support**
- B. Perform hardware and/or software troubleshooting**
- C. Use information resources to help solve computer problems**
- D. Provide facilitation and customer service**
- E. Use a documentation system to track service incidents**
- F. Create and manage incidents and document the contacts, assets, and other IT resources associated with those incidents**

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

- 1. Common Support Problems**
 - a. Common End-User Problems**
 - b. The Problem-Solving Process Applied to Typical End-User Problems**
- 2. Installing End-User Computer Systems**
 - a. System Installation Overview**
 - b. Site Management Documentation**
 - c. Hardware Installation Tools**
 - d. Common Hardware Installation Steps**
 - e. Common Operating System and Network Installation Steps**
 - f. Common Steps to install Applications Software**
- 3. Product Evaluation Strategies and Support Standards**
 - a. Methods for Evaluating and Selecting Computer Products**
 - b. Product Support Standards**
 - a. User Needs Analysis and Assessment**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Guided practice performing hardware and/or software troubleshooting.**
- B. Hands-on activities using a documentation system to track service incidents**

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:

- A. Graded lab assignments from textbook which direct students to use resources to help solve computer problems**
- B. Journal/portfolio analysis from created and managed incidents and documentation associated with those incidents**

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

Case Project: University Service Desk. A university service desk is preparing to install a wireless network on its campus and is expecting an increase in its contact volume as a result. Search the Web for information using searches such as "university service desk" and "university service desk wireless." Prepare a brief report describing the most common tools, technologies, and techniques universities use to help students and faculty gain access to and get help using their wireless networks. Include examples of universities that are currently offering wireless services.
Lab activity: Log activity and time-on-task details in the tracking system and flag this incident/activity for follow-up quality review.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Donna Knapp Author	A Guide to Service Desk Concepts Title
Course Technology Publisher	9780324785067 ISBN
	March 2009 Publication Date

Required (2):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Required (3):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (1):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (2):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (3):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

NEW JAN 09

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	120	Using Microsoft Office – Level 1 (formerly CAPP 120D Using Microsoft Office 2007-Level 1)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54		0		48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 for the student who wants to learn the concepts of Microsoft Office computer applications. Students will begin to learn the functions and capabilities of Microsoft Access, Excel, PowerPoint, and Word, with emphasis on the integration of Microsoft Office software to solve business problems. This course will begin preparing students for Microsoft Office User Specialist (MOUS/MOS) Core-level Exams in the four above applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches the core skills in word processing, spreadsheets, database, and presentation graphics.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Skills taught in this class are needed for satisfactory performance in college classes and the office environment. This class is an Associate of Science elective and needed for several certificates.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Word Processing:
 1. Identify and operate basic components of the computer and Microsoft Word.
 2. Analyze and apply appropriate techniques utilized in starting the Word program, keying text into a document, and performing basic text editing functions.
 3. Differentiate between using the mouse or the keyboard for time-saving tasks in word processing.
 4. Experiment with appropriate techniques utilized in formatting characters and paragraphs utilizing fonts.
 5. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell- and Grammar-Check.
- B. Spreadsheets
 1. Identify major components of the Excel window
 2. Evaluate and select the most appropriate means for inserting text, values and formulas into a worksheet
 3. Create and apply number and character functions in the design of a spreadsheet solution
 4. Apply formatting to the worksheet in accordance with layout and design principles
- C. Presentation
 1. Identify major components of the PowerPoint window
 2. Analyze the needs and expectations of your audience

3. Assess the situation in which the presentation will be delivered
 4. Prepare an outline of the general organization of the presentation
 5. Develop an effective introduction, body, and conclusion
 6. Select and create appropriate visuals
 7. Create a presentation
- D. Database
1. Identify major components of the Access window
 2. Open and navigate a table
 3. Design and create a new database
 4. Analyze, design, and build fields and table primary keys
 5. Add, modify, and delete records from a database
- E. Outlook
1. Describe and define desktop information management.
 2. Start and define the Outlook Bar.
 3. Open and describe the components of the Calendar and Outlook window.
 4. Create personal folders.
 5. Enter appointment dates and times in various modes.
 6. Create events.
 7. Display and print the daily, weekly and monthly styles.
 8. Move and edit appointments.

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

1. Microsoft Word:
 - a) Inserting and Modifying Text
 - b) Creating and Modifying Paragraphs
 - c) Formatting Documents
 - d) Managing Documents
 - e) Working with Graphics
2. Microsoft Excel:
 - a) Working with Cells and Cell Data
 - b) Managing Workbooks
 - c) Formatting and Printing Worksheets
 - d) Modifying Workbooks
 - e) Creating and Revising Graphics
3. Microsoft Access
 - a) Creating and Using Databases
 - b) Creating and Modifying Tables
 - c) Creating and Modifying Queries
 - d) Creating and Modifying Forms
 - e) Viewing and Organizing Information
4. Microsoft PowerPoint
 - a) Creating Presentations
 - b) Inserting and Modifying Text
 - c) Inserting and Modifying Visual Elements
 - d) Modifying Presentation Formats
 - e) Printing Presentations
5. Microsoft Outlook
 - a) Enter appointments
 - b) Move appointments to new times

- c) Move appointments
- d) Move appointments to a new month
- e) Create an event
- f) Display the Calendar in week and month views

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on components and core functions Microsoft Office.
- B. Lecture, and demonstrate keyboard shortcuts and drop down menus.
- C. Hands-on activities to construct word documents, spreadsheets, databases, and PowerPoint presentations.

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:

- A. Graded assignments from textbook. Apply Your Knowledge requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment. In the Lab 1 and Lab 2 are in-depth assignments per project that require students to apply knowledge gained in the project to construct office documents.
- B. Test that demonstrates the student's ability to use the appropriate components and core functions in Word, Excel, Access and PowerPoint applications.

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:

Microsoft Word

Creating a Research Paper

1. Introduction to documentation styles for a research paper: MLA and APA
2. Using headers and footers
3. Using Footnotes and endnotes
4. Creating a Works Cited Page
5. Saving and closing document

Microsoft Excel

Create a Monthly Accounts Receivable Balance Sheet

1. Enter worksheet title, column title, and row titles
2. Enter formula using the keyboard
3. Order of Operations
4. Copying formulas using the fill handle
5. Using average, max, and min functions
6. Formatting numbers using currency style, and comma style
7. Saving and closing workbook

Microsoft Access

Creating a Database

1. Creating a Table
2. Define fields in a table
3. Add records to a table
4. Creating additional table
5. Saving and closing a database

PowerPoint

Using Design Template to create a presentation

1. What is Microsoft PowerPoint
2. Choosing a Design Template
3. Creating a Title Slide
4. Creating Text Slide with a single-level bulleted list

- | |
|---|
| <p>5. Creating a third-level paragraph</p> <p>6. Ending a slide show with a Black Slide</p> <p>7. Saving and closing a presentation</p> |
|---|

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Shelly Cashman Vermaat	Microsoft Office 2007: Introductory Concepts and Techniques, Windows Vista Edition
Author	Title

Course Technology	1-4239-1230-6	May 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

CAPP 120 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	120M	Using OpenOffice – Level 1 (formerly Using OpenOffice v2-Level 1)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	3		0		3
		Lecture Hours		Lab Hours		Total Hours
		48-54		0		48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 to introduce students to the OpenOffice applications suite. Students will learn how to work with the word processing, spreadsheet, presentation, and diagramming components of the Open Office suite.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches the core skills in word processing, spreadsheets, drawing, and presentation graphics

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course is part of our Computer Applications (CAPP) and Linux Specialist programs.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

A. Word Processing:

- 1. Identify and operate basic components of the computer and OpenOffice Writer.**
- 2. Analyze and apply appropriate techniques utilized in starting the Writer program, keying text into a document, and performing basic text editing functions.**
- 3. Differentiate between using the mouse or the keyboard for time-saving tasks in word processing.**
- 4. Experiment with appropriate techniques utilized in formatting characters and paragraphs utilizing fonts.**
- 5. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell-and Grammar-Check.**

B. Spreadsheets

- 1. Identify major components of the OpenOffice Calc window**
- 2. Evaluate and select the most appropriate means for inserting text, values and formulas into a worksheet**
- 3. Create and apply number and character functions in the design of a spreadsheet solution**
- 4. Apply formatting to the worksheet in accordance with layout and design principles**

C. Presentation

1. Identify major components of the OpenOffice Impression window
2. Analyze the needs and expectations of your audience
3. Assess the situation in which the presentation will be delivered
4. Prepare an outline of the general organization of the presentation
5. Develop an effective introduction, body, and conclusion
6. Select and create appropriate visuals
7. Create a presentation

D. Drawing

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

1. Common Features across Components

- a. Tips
- b. User Interface
- c. Toolbars
- d. Saving Files
- e. Printing
- f. Spellcheck

B. Word Processing

- a. Text Entry
- b. Formatting
- c. Special Characters
- d. Auto Text
- e. Tables
- f. Graphics

C. Spreadsheets

- a. Spreadsheet Structure
- b. Values and Formulas
- c. Formatting
- d. Addressing / Referencing Cells
- e. AutoFill

D. Presentation

- a. Presentation Concepts
- b. Basic Presentation
- c. Editing Presentations
- d. Slide Show

E. Drawing

- a. Drawing Concepts
- b. Arranging and Aligning Objects
- c. Working with Objects

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture, individual consultation, and demonstration using OpenOffice.**
- B. Hands-on activities using concepts and techniques of OpenOffice.**
- C. Pair- and small-group problem solving and discussion on OpenOffice concepts,**

and usage.

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:

- A. Homework assignments that demonstrate mastery of OpenOffice concepts, terminology, and usages.**
- B. Team projects where students will design documents using OpenOffice.**
- C. Tests that demonstrate mastery of course objectives.**

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:

OpenOffice Writer**Creating a Research Paper**

1. Introduction to documentation styles for a research paper: MLA and APA
2. Using headers and footers
3. Using footnotes and endnotes
4. Creating a works cited page
5. Saving and closing document

OpenOffice Calc**Create a Monthly Accounts Receivable Balance Sheet**

1. Enter worksheet title, column title, and row titles
2. Enter formula using the keyboard
3. Order of operations
4. Copying formulas using the fill handle
5. Using average, max, and min functions
6. Formatting numbers using currency style, and comma style
7. Saving and closing workbook

OpenOffice Impress**Using Design Template to Create a Presentation**

1. What is OpenOffice Impress
2. Choosing a design template
3. Creating a title slide
4. Creating text slide with a single-level bulleted list
5. Creating a third-level paragraph
6. Ending a slide show with a black slide
7. Saving and closing a presentation

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

G. Roderick Singleton	OpenOffice.org User Guide for Version 2.3	
Author	Title	

OpenOffice.org	None	Apr 2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher			ISBN			Publication Date		
Required (3):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (1):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (2):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (3):								
Author			Title					
Publisher			ISBN			Publication Date		

CAPP 120M new FEB 07

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	122	Using Microsoft Excel (formerly CAPP 122D Using Microsoft Excel 2007- Level 1)
Business-M	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54		0		48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#).)
 (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).

Students will learn the functions and capabilities of Excel with emphasis on using Excel to solve business problems. This course will prepare students for the Microsoft Office User Specialist (MOUS/MOS) Expert-Level Exam in Excel.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 beginning and advanced capabilities of Excel. This course prepares students for the Microsoft Expert-Level MOS Exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides the student with the advanced skills needed in the professional, course, and personal sectors. The student will also be able to show their proficiency in this program, as well as preparing them to take the Microsoft Office Specialist (MOS) Expert-level exam.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Identify major components of the Excel window
- B. Evaluate and select the most appropriate means for inserting text, values and formulas into a worksheet
- C. Create logical functions, and apply number and character functions in the design of a spreadsheet solution
- D. Apply formatting to the worksheet in accordance with layout and design principles
- E. Create charts that are appropriate for the data (and statistics) being depicted
- F. Identify elements on an Excel list
- G. Use a data form to enter, search for, edit, and delete records
- H. Apply conditional formatting to a range of data
- I. Create and use an Excel workspace
- J. Diagnose a spreadsheet problem and use the appropriate tool to remedy the problem (use audit formulas, trace and fix formula errors)
- K. Create and edit hyperlinks
- L. Create data entry validation rules appropriate to the data type and problem domain
- M. Create scenarios to perform what-if analysis
- N. Import data from a text file

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

- A. Introduction to Excel terminology
 - Excel Window
 - Basic characteristics of a worksheet and workbook

- B. Creating a worksheet
 - Entering text and numbers
 - Selecting a range
 - Changing font size and color
 - Centering across columns
 - Editing a worksheet
 - Saving and opening a workbook
 - Using Excel Help

- C. Formulas, Functions and Formatting
 - Entering dates and formulas
 - Verifying formulas
 - Conditional formatting
 - Changing widths of columns and rows
 - Creating a Pivot Table, and Pivot Chart
 - Preview and printing worksheet
 - Displaying and printing formulas
 - Simple What-If analysis and goal seeking
 - Deleting, inserting, copying and moving data
 - Use Solver to solve multiple problems
 - Analysis of Solver answer and multiple scenarios

- D. Creating Charts
 - Creating a 3-D Pie Chart on a Chart Sheet
 - Enhancing a 3-D Pie chart
 - Freezing titles

- E. Creating Queries
 - Creating a basic Query
 - Creating a parameter query

- F. Creating Templates
 - Building and copying a template
 - Customizing formats
 - Adding text boxes and arrows
 - Adding header and footer
 - Creating a workspace
 - Consolidating data by linking workbooks

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Demonstrate use of macros to increase the ease of use in Excel and demonstrate skills to needed to solve business problems.
- B. Lecture on design and implementation of excel projects with proper documentation, and on ways to solve complex problems by integrating Excel with other Window Programs.
- C. Hands on activities using pivot tables and charts to prepare what-if 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:

- A. Graded assignment from textbook. Review Assignment requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment.

- B. Graded assignments from textbook. Case 1 and Case 2 are in-depth assignments per project that require students to apply knowledge gained in the project to solve problems on the computer such as pivot tables and charts.
- C. Test that demonstrate the student's ability to select and apply appropriate Excel Skills in solving complex problems and integrating Excel, with other Microsoft applications. (i.e., Word, Access, PowerPoint) and using macros.
- D. Assign Internet assignments that challenge the student to find information on the Internet that they can use to create effective documents using what-if analysis.

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 Assignment to create a Monthly Accounts Receivable Balance Sheet following case scenario. Include formatting, styles.
- B. Enter formula's to check balances by month and end of year. Print worksheet and formula's
- C. Using case scenario from A, and B add a pivot table and chart. Re-print worksheet and formula's
- D. Add macro to save and close workbook from the above case scenario.
- E. Print workbooks, formulas, save and close workbook.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

June Jamrich Parsons, Dan Oja, Roy Ageloff, Patrick Carey	New Perspectives on Microsoft Office Excel 2007, Comprehensive	
Author	Title	
Course Technology	1-4239-0585-7	Aug 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	123	Using Microsoft Access - Level 1 (formerly CAPP - 123D Using Microsoft Access - 2007 Level 1)
Business-M	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4)
 (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).

Students will learn the functions and capabilities of Microsoft Access with an emphasis on the integration of Microsoft Office Access to solve course business problems. The course will begin to prepare the student to take the Microsoft Office Specialist (MOS) Expert-level exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 beginning and advanced capabilities of Access. This course prepares students for the Microsoft Expert-Level MOS Exam

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides the student with the advanced skills needed in the professional, course, and personal sector. This course will prepare students for the Microsoft Office Specialist (MOS) Expert-level exam in Access.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 major components of the Access window
2. Open and navigate a table
3. Design and create a new database
4. Analyze, design, and build fields and table primary keys
5. Add, modify, and delete records from a database
6. Create, run and save queries
7. Create a form in accordance with standard design principles
8. Maintain table data using a form
9. Create a complex form (mainform-subform)
10. Design and create a report in accordance with problem specifications
11. Define data validation criteria appropriate to the data type and problem domain
12. Use logical operators in a query
13. Design and create a custom form in accordance with problem specifications
14. Design and create a custom report in accordance with standard design principles
15. Create a crosstab query to analyze data
16. Improve database performance by viewing and creating indexes where appropriate

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

- A. Creating and Using Databases
 1. Create Access Databases
 2. Open database objects in multiple views
 3. Move among records
 4. Format datasheets
- B. Creating and Modifying Tables

1. Create and modify tables
 2. Add a pre-defined input mask to a field
 3. Create look-up fields
 4. Modify field properties
- C. Creating and Modifying Queries
1. Create and modify select queries
 2. Add calculated fields to Select queries
- D. Creating and Modifying Forms
1. Create and display forms
 2. Modify form properties
- E. Viewing and Modifying Information
1. Enter, edit and delete records
 2. Sort records
 3. Filter records
- F. Defining Relationships
1. Create one-to-many Relationships
 2. Enforce Referential Integrity
- G. Producing Reports
1. Create and format reports
 2. Add calculated controls to reports
 3. Preview and print reports
- H. Integrating with Other Applications
1. Import Data to Access
 2. Export Data from Access
 3. Create a simple data access page

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Demonstrate how to use Macros to increase ease of use of Microsoft Access and data entry forms, and reports.
- B. Lecture on design and implementation of database applications using major components and core functions of Access.
- C. Demonstrate how to construct and use databases, forms, reports and queries.
- D. Pair- and small-group problem solving and discussion on specific features available in the 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:

- A. Graded assignment from textbook. Review Assignment requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment.
- B. Graded assignments from textbook. In the Case 1 and Case 2 are in-depth assignments per project that require students to apply knowledge gained in the project to solve problems on the computer using components and core functions of Access.
- C. Test that demonstrate the student's ability to select and apply appropriate Access skills in solving business problems constructing databases, forms, reports, and queries.
- D. Team projects and Internet assignments that challenge the student to find information on the Internet that they can use to create effective database systems using keyboard shortcuts, and drop-down menus.

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. Students will prepare a database, with documentation of the database and its needs that apply to its design.

- B. Working from the database that student's prepared; students will define relationships and then create queries, reports and forms from the information.
- C. Continue working from database given, student's will create macros that will enhance the efficiency of the database.
- D. Taking the information from the database created in A, B, and C students will export the information from the tables into a Word document.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Joseph J. Adamski, Kathy Finnegan	New Perspectives on Microsoft Office Access 2007, Comprehensive	
Author	Title	

Course Technology	1-4239-0589-X	Sep 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title	

Publisher	ISBN	Publication Date

Required (3):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	

Publisher	ISBN	Publication Date

CAPP 123 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin**

Date: **OCT 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	124	Using Microsoft PowerPoint (formerly CAPP 124D Using Microsoft PowerPoint 2007-Level 1)
Business-M	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54		0		48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **35** Enter number
Pass/No-Pass ONLY **NO** Yes or No (usually No)

Pass/No-Pass ALLOW TOP code (choose only 1)

YES Yes or No (usually Yes)
0514.00 (click [here](#) for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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 introduces students to presentation software concepts and applications. Students will use Microsoft PowerPoint to create and present information for a variety of contexts. This course is designed for the student who is pursuing the MOUS certification as well as students who are interested in improving their interpersonal communication skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Develop single-user and workgroup applications using advanced features of MS PowerPoint.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course is part of our Computer Applications (CAPP) track.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 major components of the PowerPoint window
2. Analyze the needs and expectations of your audience
3. Assess the situation in which the presentation will be delivered
4. Prepare an outline of the general organization of the presentation
5. Develop an effective introduction, body, and conclusion
6. Select and create appropriate visuals
7. Create a presentation
8. Prepare outlines, handouts and speaker notes
9. Use design templates to establish presentation standards
10. Customize a design template using the Slide Masters
11. Apply graphics, sounds, and animation where appropriate
12. Evaluate sources of data and import Word outlines and Excel charts
13. Apply complex sound and animation effects to a presentation
14. Set up a self-running presentation
15. Design and create templates using the Slide Masters

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

- 1) Planning a Presentation
 - a) Planning a presentation
 - b) Determining the purpose of the presentation
 - c) Determining the outcomes of the presentation

- d) Analyzing the audience's needs and expectations
- 2) Selecting Appropriate Media
 - a) Chalkboards, whiteboard, notepad
 - b) Flip chart
 - c) Posters
 - d) Overheads
 - e) Handouts
 - f) Slides
 - g) On-screen
 - 3) Organizing a presentation
 - a) Developing an introduction
 - b) Developing the body of a presentation
 - c) Organizing information
 - i) Inductively
 - ii) Deductively
 - iii) Chronologically
 - iv) Spatially
 - v) Problem and solution
 - d) Supporting main points
 - e) Providing transitions
 - 4) PowerPoint Presentation Framework
 - a) Start the presentation
 - b) Create the text framework
 - c) Add charts
 - d) Add embellishments
 - e) Prepare a slide show
 - f) Save file
 - g) Solicit contributions from others
 - h) Generate printed output
 - i) Solicit feedback
 - 5) PowerPoint Views
 - a) Normal (developer) View
 - b) Outline View
 - c) Slide View
 - d) Slide Sorter View
 - 6) Starting a Presentation
 - a) Presentation design templates
 - b) Slide master
 - c) Creating a design from scratch
 - 7) Creating and Modifying Text
 - a) Entering the main topics
 - b) Adding bulleted text
 - c) Editing text

- d) Formatting text
- 8) Selecting and Adding Charts
 - a) Overview of chart types
 - b) Basic charts
 - c) Customizing charts
 - d) Organization charts
- 9) Adding embellishments
 - a) Adding clipart and photos
 - b) Providing transitions
 - c) Adding animation
 - d) Adding sound effects
- 10) Preparing a slide show
 - a) Setting up a self-running presentation
- 11) Web Publishing
 - a) Factors to consider
 - b) Saving the presentation as a web page
 - c) Publishing the presentation
 - d) Using web folders
- 12) Using PowerPoint with other applications
 - a) MS Word
 - b) MS Excel

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on audience needs assessment and expectation analysis.
- B. Pair- and small-group problem solving and discussion on presentation creation with the AutoWizard feature.
- C. Hands-on activities using design templates and creating custom design templates. .

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:

- A. Homework assignments that demonstrate mastery of presentation creation with the AutoWizard feature.
- B. Team projects where students develop presentations that incorporate graphics, sounds, transitions and animation.
- C. Tests that demonstrate mastery of course objectives, for example: multiple choice questions to verify comprehension of presentation-software terminology; activity problems to demonstrate mastery of including special effects in a 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. Projects / Team Assignments. Given a case scenario the student will prepare an outline of the general organization of the presentation, highlighting audience needs and expectations.
- B. Projects / Team Assignments. Given a problem statement the student will develop a presentation using the *introduction, body, and conclusion* format.
- C. Projects / Team Assignments. The student will enhance a presentation by adding graphics, sounds, animation and transitions.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Beverly Zimmerman, S. Scott Zimmerman	New Perspectives on Microsoft Office PowerPoint 2007, Comprehensive
Author	Title

Course Technology	1-4239-0593-8	Aug 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title

Publisher	ISBN	Publication Date

CAPP 124 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **OCT 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	126G	Using Adobe InDesign (formerly Using Adobe InDesign CS3)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54		0		48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code	0514.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 introduces the student to the principles, concepts, and techniques of desktop publishing with Adobe InDesign. The focus in this course will be on composition and layout of multiple page documents that include imported text, graphics, and artwork. This course is designed for the student who wants to integrate desktop publishing applications with other business computing applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to the principles and concepts of desktop publishing with an emphasis on integration with other business applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is part of the series of CAPP courses that prepare students to work effectively with desktop publishing software..

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Define the term desktop publishing and specify the components of a desktop publishing system**
- B. Compare traditional and desktop publishing methods of page design and printing**
- C. Identify the major components of the InDesign window**
- D. Create a single-page publication that includes text and graphics**
- E. Design a document with stacked groups and frames**
- F. Define basic typographic terms, and be able to explain and identify different categories of typefaces.**
- G. Evaluate and adjust for kerning, leading, character width and tracking in a publication.**
- H. Create master pages and style sheets**
- I. Recognize components that enhance or detract from page layout. Understand how color elements affect design**
- J. Create indexes and tables to support publication of large documents**

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

- 1. Introduction to desktop publishing**
 - a. Development of desktop publishing**
 - b. Traditional vs/ Desktop Publishing systems**
 - c. Components of a desktop publishing system**

- 2. Introduction to Adobe InDesign**
 - a. Hardware requirements
 - b. Software requirements
 - c. InDesign window

- 3. Creating a publication**
 - a. Setting up a publication
 - b. Creating a publication

- 4. Importing and positioning text**
 - a. Adding text
 - b. Importing text
 - c. Moving, copying, and deleting text
 - d. Paragraphs
 - e. Text blocks
 - f. Frames

- 5. Typography**
 - a. Characters
 - b. Character size measurement
 - c. Typefaces
 - d. Popular typefaces
 - e. Type specifications

- 6. Working with graphics**
 - a. Adding graphics
 - b. Importing graphics
 - c. Text and graphics
 - d. Frames and graphics

- 7. Arranging and combining objects**
 - a. Grouping
 - b. Stacking
 - c. Aligning and distributing
 - d. Duplicating
 - e. Transforming

- 8. Working with styles**
 - a. Document structure
 - b. Master pages
 - c. Grids
 - d. Creating and modifying styles

- 9. Other features**
 - a. Transparency
 - b. Drop shadows
 - c. Feathering

10. Large publications
d. tables
e. indexes

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture on desktop publishing concepts.
B. Pair- and small-group problem solving and discussion on creating master pages and style sheets.
C. Hands-on activities in support of the discussions on typography.

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:

- A. Homework assignments that demonstrate mastery of desktop publishing features and techniques.
B. Team projects where students will build a large publication using Adobe InDesign.
C. Tests that demonstrate mastery of course objectives

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. Projects / Team Assignments. Given a case scenario, use Adobe InDesign to create a publication in accord with good design principles.
B. Projects / Team Assignments. Given a case scenario and sample data (text) sets, prepare a large publication that imports data, builds a publication, and utilizes tables and indexes.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Sandee Cohn		InDesign CS3 for Macintosh and Windows: Visual QuickStart Guide	
Author		Title	
Peachpit Press	0-321-50306-6	Oct 2007	
Publisher	ISBN	Publication Date	

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (2):

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Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

CAPP 126G rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: Date:

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
Business	BUS	CAPP	135	Using Microsoft Project (formerly CAPP 135D Using Microsoft Project 2007)
Computer Information Systems	CIS	CAPP	135	Using Microsoft Project (formerly CAPP 135D Using Microsoft Project 2007)
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units <input type="text" value="3"/>	+	Lab Units <input type="text"/>	=	Total Units <input type="text" value="3"/>
		Lecture Hours <input type="text" value="48-54"/>	+	Lab Hours <input type="text"/>	=	Total Hours <input type="text" value="48-54"/>

Maximum Enrollment: Enter number
Pass/No Pass ONLY Yes or No (usually No)

TOP code (choose only 1) [\(click here for TOP code website\)](#)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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 students to Microsoft Project as a project management tool. Within the framework of the project management life cycle, the following activities will be examined: integration and scope management, time, cost, and quality management, and communications and risk management. This course is designed for the student who needs a working knowledge of project management tools and techniques.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces students to Microsoft Project. It includes topics of project integration, scope, time, cost, quality management, communications and risk management.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course introduces the student to one of the core subject areas in all Business environments, i.e. project management. The student will gain insight into career opportunities for project management specialists.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Assess project management and the impact on business
2. Analyze the project management life cycle.
3. Design and discuss various project views, filters, forms and reports and analyze their use in the decision making process.
4. Prepare a Work Breakdown Structure
5. Construct and use GANNT charts and PERT charts for project planning and tracking.
6. Examine and apply the different cost estimating techniques.
7. Analyze various kinds of project documentation.
8. Identify common sources of risk on projects and develop strategies for identifying and reducing them.
9. Organize Microsoft Project to support each of the major phases of the project management life cycle.

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

- 1) Introduction to project management
 - a) The role of project management in Business
 - b) Project management life cycle
 - c) Project phases
 - d) Project management process groups
- 2) Microsoft Project Basics
 - a) Establishing project start and end dates
 - b) Review the project panes, toolbars and screen structure.
 - c) Review the function of a GANTT and PERT chart
- 3) Project Tasks
 - a) Creating general tasks
 - b) Establishing Task durations

- c) Milestones
 - d) Summary and subordinate tasks
 - e) Linking tasks
 - i) Finish-to-Start
 - ii) Start-to-Start
 - iii) Finish-to-Finish
 - iv) Start-to-Finish
 - f) Establishing lag & lead
 - g) Identifying the critical path
 - h) Splitting tasks
 - i) Recurring tasks
 - j) Review and access the Task Information window
- 4) Project Resources
- a) Adding resources
 - b) Identifying resource fields
 - c) Editing resources
 - d) Assigning resources to tasks
 - e) Identifying and managing overallocated resources
- 5) Calendars
- a) Relationship between calendars and the project.
 - b) Creating project calendars.
 - c) Creating task calendars.
 - d) Creating resource calendars.
 - e) Editing and printing calendars.
- 6) Costs
- a) Identifying resource and task costs
 - b) Adding and editing cost information
 - c) Viewing and analyzing cost information
 - d) Identify ways to reduce a projects costs.
- 7) Project communications management
- a) Background
 - b) Communications planning
 - c) Sharing project components with stakeholders.
 - d) Consolidating and linking projects
 - e) Identify project documentation options - PDF, GANNT, PERT and Calendars
- 8) Executing a project
- a) Establishing a baseline
 - b) Identifying variances
 - c) Completing tasks
 - d) Managing resources
 - e) Analyze risk management concepts.

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture on project management life cycle and the core and facilitating functions of project management.
2. Instructor-led guided practice of Microsoft Project's functions.
3. Case study analysis of actual projects to identify the positive and negative aspects of a particular project.
4. Student projects that utilize Microsoft Project as a management tool.

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:

1. Homework assignments that demonstrate mastery of using the Microsoft Project software.
2. Exams will be used to measure competencies in problem solving and analysis of correct procedures and techniques. Questions will test for content understanding of terminology and knowledge of subject matter.

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:

Identify a project that needs to be completed, prepare a 200 word description of the project and the desired outcome. Use Microsoft Project to document the project. The project requirements are: at least 20 tasks, has logical task linking, utilizes resources to complete tasks, identifies resource and task calendars and produces a GANNT. Students will present their project to the class, explain the project's purpose and organization, then answer questions from classmates. The project will be assessed on if it contains the required components and and the report and presentation clearly explains the project's scope and outcome.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

John Wiley & Sons	Microsoft Office Project 2007	
Author	Title	
Wiley & Sons	978-0-470-06953-0	1/1/2008
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	140	Using Microsoft Office – Level 2 (formerly CAPP 140D Using Microsoft Office 2007-Level 2)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4)
(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.*
(More detailed information on course repeatability can be found [here](#)).

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 acquaint the students with the proper procedures to create more advanced documents, workbooks, databases and presentations suitable for course work, professional purposes, and for personal use.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches the more advanced skills needed to take the Microsoft Core-Level MOS exams and perform satisfactorily in college and the office environment.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course allows the student to demonstrate their proficiency in the Microsoft Office Applications by preparing them to pass the Core-level Microsoft Office User Specialist Exam (MOUS/MOS) for Microsoft Word, Microsoft Excel, Microsoft Access, and the Comprehensive-level Microsoft Office Specialist Exam for Microsoft Office PowerPoint.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

CAPP 120 or equivalent (with a grade of C or better).

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

Objectives – Word Processing

1. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell- and Grammar-Check.
2. Arrange tabs and tabular columns in word processing documents with a professional approach.
3. Experiment with appropriate techniques to move, copy and replace text in documents.
4. Analyze and evaluate the necessity of using section breaks in a document.
5. Create headers and footers in Word documents.
6. Organize, evaluate, and prepare samples of correctly formatted letters, memos, reports, and tables that meet workplace criteria.

Objectives - Spreadsheet

1. Create logical functions, and apply number and character functions in the design of a spreadsheet solution
2. Create charts that are appropriate for the data (and statistics) being depicted
3. Identify elements on an Excel list
4. Apply conditional formatting to a range of data
5. Create and use an Excel workspace

Objectives - Presentation

1. Prepare outlines, handouts and speaker notes
2. Use design templates to establish presentation standards
3. Apply graphics, sounds, and animation where appropriate
4. Evaluate sources of data and import Word outlines and Excel charts

Objectives - Database

1. Create, run and save queries
2. Create a form in accordance with standard design principles
3. Maintain table data using a form
4. Design and create a report in accordance with problem specifications
5. Define data validation criteria appropriate to the data type and problem domain

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

1. **Tabs**
 - a. **Tabs and Tabbed columns**
 - i. Set left, right, centered, decimal, and dot leader tabs
 - ii. Adjust or clear tab settings
 - iii. Create tabbed columns
 - iv. Sort paragraphs and tabbed columns
2. **Moving, Copying, and Replacing Text**
 - a. **Moving and Copying Text**
 - i. Using the Office Clipboard
 - ii. Moving text by dragging or using cut and paste
 - iii. Copying text by dragging or using cut and paste
 - iv. Working with multiple document windows
 - v. Moving and copying text among windows
 - b. **Find and Replace**
 - i. Find text
 - ii. Find and replace text
 - iii. Find and replace special characters
 - iv. Find and replace formatting
3. **Page Formatting**
 - a. **Page and Section Breaks**
 - i. Using soft and hard page breaks
 - ii. Controlling line and page breaks
 - iii. Controlling section breaks
 - iv. Formatting sections
 - v. Using the go to feature
 - b. **Page Numbers, Headers, and Footers**
 - i. Add or vary page numbers
 - ii. Change starting page numbers
 - iii. Add headers and footers in documents
 - iv. Work with headers and footers within sections
 - v. Link section headers and footers
 - vi. Create continuation or alternate page headers and footers
4. **Tables**
 - a. **Tables**

- i. Create a table
- ii. Key and edit text in tables
- iii. Select cells, rows, and columns
- iv. Edit table structures
- v. Format tables and cell contents
- vi. Convert tables and text

Spreadsheet

1. Excel charts
 - a. Creating a chart with the wizard
 - b. Updating a chart
 - c. Formatting chart elements
2. Excel lists
 - a. Planning and creating a list
 - b. Sorting data
 - c. Using a form to maintain a list
3. Additional formatting techniques
4. Workspace environment
 - a. Using multiple worksheets
 - b. Grouping worksheets
 - c. Creating workbooks

Database

1. Creating and Modifying Queries
 - a. Create and modify select queries
 - b. Add calculated fields to Select queries
2. Creating and Modifying Forms
 - a. Create and display forms
 - b. Modify form properties
3. Viewing and Modifying Information
 - a. Enter, edit and delete records
 - b. Sort records
 - c. Filter records

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on how to solve problems using the most appropriate office skills.
- B. Lecture on the design and implementation of systems and the necessary documentation.
- C. Demonstrate how to create Word mail merge documents.
- D. Demonstrate how to create and use Excel databases and queries.
- E. Illustrate designing and constructing an Access Switchboard.

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:

- A. Graded assignments from textbook. Apply Your Knowledge requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment.

- B. Graded assignments from textbook. In the Lab I and Lab II are in-depth assignments per project that require students to apply knowledge gained in the project to solve problems on the computer such as Word Mail Merge and Excel database queries.**
- C. Test that demonstrate the student's ability to select and apply appropriate Word, Excel, Access and PowerPoint skills in solving complex business problems.**
- D. Assign special projects for independent study from the case studies at the end of each chapter that will demonstrate the student's ability to construct databases incorporating an Access Switchboard.**

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:

Microsoft Word

Creating a Document with a Table Chart, and Watermark

- 1. Creating a Title Page**
- 2. Inserting Clip Art from the Web**
- 3. Resizing and aligning clip art**
- 4. Inserting a Section Break**
- 5. Creating a header and footer different from a previous section header**
- 6. Creating and applying a character style**
- 7. Drawing a table**

Microsoft Excel

Creating Templates and Working with Multiple Worksheets and Workbooks

- 1. Creating a template**
- 2. Entering title and row titles**
- 3. Formatting template**
- 4. Creating and assigning a customized format code**
- 5. Creating a workbook from a template**
- 6. Entering a sheet reference**
- 7. Drawing a cylinder chart**
- 8. Entering workbook reference**

Microsoft Access

Reports, Forms, and Combo Boxes

- 1. Create a query for a report**
- 2. Use the report window to modify a report design**
- 3. Recognize sections in a report**
- 4. Create a report with grouping and subtotals**
- 5. Create a form**
- 6. Use the form window to modify a form design**
- 7. Place a combo box on a form**
- 8. Saving and closing a database**

Microsoft PowerPoint

Using Visuals to Enhance a Slide Show

1. Create presentation using visuals
2. Open a Microsoft Word outline as a presentation
3. Modify clip art
4. Insert and format a table
5. Create and format an organizational chart
6. Add an animation scheme to a slide or selected slides
7. Print slides as handouts
8. Save and close presentation

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Gary B. Shelly, Thomas J. Cashman, Misty E. Vermaat	Microsoft Office 2007: Advanced Concepts and Techniques
Author	Title

Course Technology	1-4188-4332-6	Jul 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title

Publisher	ISBN	Publication Date

CAPP 140D rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	140M	Using OpenOffice – Level 2 (formerly Using OpenOffice v2 – Level 2)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	702.10	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 to acquaint students the proper procedures for creating more advanced documents, workbooks, databases and presentations using the OpenOffice suite.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches advanced skills in the Open Office suite that would be suitable for course work, professional purposes, as well as personal use.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course is part of our Computer Applications (CAPP) and Linux programs of study.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

CAPP 120M (with a grade of C or better) or equivalent

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

Objectives – Word Processing

1. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell- and Grammar-Check.
2. Arrange tabs and tabular columns in word processing documents with a professional approach.
3. Experiment with appropriate techniques to move, copy and replace text in documents.
4. Analyze and evaluate the necessity of using section breaks in a document.
5. Create headers and footers in Writer documents.
6. Organize, evaluate, and prepare samples of correctly formatted letters, memos, reports, and tables that meet workplace criteria.

Objectives - Spreadsheet

1. Create logical functions, and apply number and character functions in the design of a spreadsheet solution
2. Create charts that are appropriate for the data (and statistics) being depicted
3. Identify elements on an Calc list
4. Apply conditional formatting to a range of data
5. Create and use an Calc workspace

Objectives - Presentation

1. Prepare outlines, handouts and speaker notes
2. Use design templates to establish presentation standards
3. Apply graphics, sounds, and animation where appropriate
4. Evaluate sources of data and import Writer outlines and Calc charts

Objectives - Database

1. Create, run and save queries
2. Create a form in accordance with standard design principles
3. Maintain table data using a form
4. Design and create a report in accordance with problem specifications
5. Define data validation criteria appropriate to the data type and problem domain

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

1. **Word Processing**
 - a. Styles
 - b. Templates
 - c. Indexes and Table of Contents
 - d. Headings and Numbering
 - e. Master Document
 - f. Conditional Text
 - g. Form Letters
 - h. News Letters
2. **Spreadsheet**
 - a. Charts
 - b. Database Functions
 - c. Goal Seek
 - d. Using Scenarios
3. **Presentation**
 - a. Slide Transformation, Animation and Effects
 - b. Slide Layout
 - c. Template
4. **Database**
 - a. Create Database
 - b. Create Tables
 - c. Create Relationships
 - d. Building Queries
 - e. Building Reports
 - f. Building Forms and Form Design
5. **Customize**
 - a. Digital Signatures
 - b. Customizing the Interface

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture, individual consultation, and demonstration using OpenOffice.
- B. Hands-on activities using concepts and techniques of OpenOffice.
- C. Pair- and small-group problem solving and discussion on OpenOffice concepts, and usage.

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:

- A. Homework assignments that demonstrate mastery of OpenOffice concepts, terminology, and usages.**
- B. Team projects where students will design documents using OpenOffice.**
- C. Tests that demonstrate mastery of course objectives.**

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:

OpenOffice Writer

Creating a Document with a Table Chart, and Watermark

1. Creating a title page
2. Inserting clip art from the web
3. Resizing and aligning clip art
4. Inserting a section break
5. Creating a header and footer different from a previous section header
6. Creating and applying a character style
7. Drawing a table

OpenOffice Calc

Creating Templates and Working with Multiple Worksheets and Workbooks

1. Creating a template
2. Entering title and row titles
3. Formatting template
4. Creating and assigning a customized format code
5. Creating a workbook from a template
6. Entering a sheet reference
7. Drawing a cylinder chart
8. Entering workbook reference

OpenOffice Base

Reports, Forms, and Combo Boxes

1. Create a query for a report
2. Use the report window to modify a report design
3. Recognize sections in a report
4. Create a report with grouping and subtotals
5. Create a form
6. Use the form window to modify a form design
7. Place a combo box on a form
8. Saving and closing a database

OpenOffice Impress

Using Visuals to Enhance a Slide Show

1. Create presentation using visuals
2. Open a OpenOffice Writer outline as a presentation
3. Modify clip art
4. Insert and format a table
5. Create and format an organizational chart
6. Add an animation scheme to a slide or selected slides

7. Print slides as handouts
8. Save and close presentation

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

G. Roderick Singleton	OpenOffice.org User Guide for Version 2.3
Author	Title

OpenOffice.org	None	Apr 2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title

Publisher	ISBN	Publication Date

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	141	Using Microsoft Word - Level 2 (formerly CAPP 141D Using Microsoft Word 2007 - Level 2)
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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 is an advanced course in Microsoft Word focused on formatting and managing large documents. Topics include: page formatting, footnotes, macros, merging, document assembly, sorting, tables, graphics and collaboration. This course presents topics that are included in the Expert MOS exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 advanced course in Microsoft Word focuses on features for formatting and managing large documents. This course presents topics included in the Expert MOS exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This is an advanced course in the Office Administration course of study, the Certificate in Business, Office Administration Technician, and Employment Concentration Certificates.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

CAPP 121 (with a grade of C or better) or equivalent

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. **Create and utilize styles.**
2. **Compare and evaluate a variety of Desktop Publishing and Graphics features.**
3. **Demonstrate appropriate use of inserting and updating field codes.**
4. **Create, edit and utilize online forms.**
5. **Organize and produce a correctly Merged "main document" with a "data source" and be able to sort this "Mail Merge" information.**
6. **Create and use macros.**
7. **Create and modify Tables, Charts and Diagrams.**
8. **Insert and edit Footnotes, Endnotes, Captions, and Cross-References.**
9. **Assemble and Edit Outlines.**
10. **Compose Indexes and Table of Contents**
11. **Assemble large documents utilizing master and subdocuments.**
12. **Utilize advanced collaboration tools.**

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

- A. Styles**
 - 1. Create custom styles for text, tables, and lists.
 - 2. Modify styles
 - 3. Share styles with other documents
- B. Work with Shapes, Pictures, and Text Boxes**
 - 1. Insert and modify shapes, objects, pictures, and text boxes
 - 2. Use advanced layout features
- C. Advanced Functions**
 - 1. Insert fields, change field properties, and update fields
 - 2. Control pagination
 - 3. Summarize the document using automated tools
 - 4. Navigate the document using document navigation tools
 - 5. Structure document using XML
- D. Electronic Forms**
 - 1. Create templates to use as forms
 - 2. Insert fields in a form
 - 3. Use, edit, and insert a table in a form
- E. Mail Merge**
 - 1. Create a main document – letters and labels
 - 2. Create and modify a custom data source
 - 3. Insert merge fields into a main document and merge data
- F. Macros**
 - 1. Create a macro
 - 2. Run a macro
 - 3. Edit a macro
- G. Customize Word**
 - 1. Customize menus and toolbars
 - 2. Modify default settings
 - 3. Customize document properties
- H. Advanced Tables**
 - 1. Work with long tables using advanced table-formatting options
 - 2. Sort paragraphs, tables, and lists
 - 3. Perform calculations in a table
- I. Advanced Charts**
 - 1. Create charts by using data from other applications
 - 2. Modify chart types
 - 3. Add and modify chart options and chart elements
- J. Footnotes and Endnotes**
 - 1. Add footnotes, endnotes, captions and cross-references.
 - 2. View, edit, and format footnotes, endnotes, captions and cross-references.
- K. Outlines**
 - 1. Create outlines
 - 2. Collapse, expand, and navigate in an outline
 - 3. Reorganize an outline
- L. Indexes and Tables of Contents**
 - 1. Identify index entries
 - 2. Format and compile an index
 - 3. Edit and update an index

4. **Create, edit and update a table of contents**
- M. Master Documents**
1. **Create master documents**
 2. **Share master documents**
 3. **Edit subdocuments**
- N. Collaboration**
1. **Modify and track change options**
 2. **Publish and edit Web documents**
 3. **Manage document versions**
 4. **Protect and restrict forms and documents**
 5. **Attach digital signatures to a document**

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture presentation and classroom discussion on current principles and practices of correct techniques utilized in advanced Word functions including merge, macros, desktop publishing, tables, and charts.**
- B. Following lectures, the instructor will assist students as they implement lecture concepts by producing sample documents.**
- C. Computer generated examples will be used to enhance and illustrate class activities, exercises, and other appropriate information.**
- D. Facilitated group discussions regarding appropriate use of Word functions in business situations.**

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:

- A. Comprehensive production problems will be given to test student knowledge of and ability to link business concepts and competencies to document production. These production tests will include advanced features including merge, desktop publishing, tables and charts, and master documents.**
- B. Written tests will be used to measure competencies in problem solving and analysis of correct procedures and techniques. Questions will test for content understanding of terminology and knowledge of subject matter through the students' ability to contrast and evaluate the formatting of documents utilizing advanced word processing concepts.**

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. Use an existing Word document to create a fill-in form with text, drop down, and check box fields.**
- B. Open a specified data file. Add and format chart titles, change chart colors, format the legend, and format axes.**
- C. Students will create subdocuments, insert this file into a master document, then generate a table of contents for the master document.**

[Empty box]

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Shelley Gaskin, Annette Duvall	GO! With Microsoft Office Word 2007 Comprehensive
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Author Title

Prentice Hall Publishing	0132327406	Dec 2007
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Publisher ISBN Publication Date

Required (2):

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Author Title

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Publisher ISBN Publication Date

Required (3):

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Author Title

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Publisher ISBN Publication Date

Supplemental (1):

--	--

Author Title

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Publisher ISBN Publication Date

Supplemental (2):

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Author Title

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Publisher ISBN Publication Date

Supplemental (3):

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Author Title

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Publisher ISBN Publication Date

CAPP 141 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	143	Using Microsoft Access – Level 2 (formerly CAPP 143D Using Microsoft Access 2007 – Level 2)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	3		0		3
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 continues the student's inquiry into database applications by presenting advanced features of the MS Access application. The focus in this course will be on multiple-table relations, and students will design and build complex forms, reports and queries with an emphasis on Visual Basic for Applications (VBA). This course is designed for the student who wants to learn how to develop effective database solutions for single-user and workgroup applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Develop single-user and workgroup applications using advanced features of MS Access.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course will be incorporated into our Computer Applications / Programming track. This track teaches students to use their analytical and design skills to develop custom business solutions using the MS Office Applications.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

CAPP 123 (with a grade of C or better) or equivalent.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Model the data needs for a business application using Entity-Relationship (ER) diagrams.**
- B. Describe the concept of referential integrity (RI) and build a database that makes appropriate use of RI.**
- C. Assemble an Access database from tab-delimited data, and data from other MS Office applications into.**
- D. Create form templates, form masters and switchboards.**
- E. Use report sections and embed charts in a report.**
- F. Explain event processing and create event procedures to validate data entry.**
- G. Create VBA programs / procedures that use selection and iteration control structures.**
- H. Describe the Data Access Object (DAO) model and use the DAO recordset object in VBA code.**

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

1) Database Design and Modeling

- a) Entity-Relationship Modeling
 - b) Logical Database Design
 - c) Normalization
 - d) Physical Database Design
- 2) External Data
 - a) External data concepts
 - b) Creating Import data specifications
 - c) Creating Export data specifications
 - d) Linking to external data
 - 3) Using SQL
 - a) Data query language (DQL) commands
 - b) Data manipulation language (DML) commands
 - 4) Designing complex forms
 - a) Creating form templates
 - b) Creating form masters
 - c) Creating data entry forms
 - 5) Designing complex reports
 - a) Creating report masters
 - b) Creating numbered lists
 - c) Creating sub-reports
 - 6) Designing a user interface
 - a) Creating menus
 - b) Creating toolbars
 - c) Creating switchboards
 - 7) Using Visual Basic for Applications (VBA)
 - a) Overview of the VBA environment
 - b) Defining modules
 - i) Sub procedures
 - ii) Functions
 - c) Using variables
 - i) Declaring variables
 - ii) Variable scope
 - d) Automating ActiveX controls with VBA

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on data modeling and referential integrity.
- B. Lecture, individual consultation and demonstration using VBA.
- C. Pair- and small-group problem solving and discussion on data import and export facilities.
- D. Hands-on activities using concepts presented in class to create complex forms and reports.

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:

- A. Homework assignments that demonstrate mastery of form and report design guidelines.**
- B. Team projects where students develop database applications that incorporate complex forms and reports.**
- C. Programming assignments that demonstrate mastery of VBA concepts.**
- D. Tests that demonstrate mastery of course objectives, for example: multiple choice questions to verify comprehension of modelling terms and symbols; short problems to demonstrate the ability to create ER models.**

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. Projects / Team Assignments. The team will prepare an ER diagram to describe and document the data needs of a case scenario application.**
- B. Projects / Team Assignments. Given a problem statement the student will create form templates and form masters, as well as data entry forms that are derived from these templates and masters.**
- C. Projects / Team Assignments. Given a problem statement the student will write a VBA program to validate data entered in a form.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Anthony Briggs Author	New Perspectives on Microsoft Office Access 2003 with VBA, Advanced Title	
Course Technology Publisher	0-619-20673-X ISBN	Aug 2004 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (3):

Author		Title	
Publisher	ISBN	Publication Date	

CAPP 143 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	160	Using Microsoft Office – Level 3 (formerly CAPP 160D Using Microsoft Office 2007 – Level 3)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW TOP code	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	(choose only 1)	0514.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 introduces students to the Visual Basic for Applications programming environment and how this programming facility can be used to automate many desktop application functions. Emphasis in the course will be on using the object models in the Microsoft Word.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Use Visual Basic for Applications (VBA) to extend the capabilities of MS Word, Excel, and Access in the automation of business processes.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course will be incorporated into our Computer Applications / Programming track. This track teaches students to use their analytical and design skills to develop custom business solutions using the MS Office Applications.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

CAPP 140 or equivalent (with a grade of C or better).

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. List and describe the major program design guidelines.**
- B. Prepare program/procedure documentation using any of the following: program flowcharts, and pseudocode.**
- C. Describe the hierarchy of arithmetic operations in VBA.**
- D. Create VBA programs/procedures that use selection and iteration control structures.**
- E. Construct and modify macros to automate tasks in Word, Excel, and Access.**
- F. Use the object browser to locate information about objects and their properties.**
- G. Prepare programs/procedures that manipulate application objects.**

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

- 1) Introduction to MS Office, Visual Basic for Applications**
- 2) MS Office Objects**
 - a) The Object Model**
 - b) Collections and Objects**
 - c) Objects**
 - d) Events**

e) Properties**3) Programming in VBA****a) Data**

- i) Variables and constants**
- ii) Variable scope**

b) Procedures

- i) Selection blocks**
- ii) Iteration blocks**
 - (1) Do - loop**
 - (2) For - next**

4) MS Word Object Model

- a) Range objects**
- b) Object formats**

5) MS Excel Object Model

- a) Range objects**
- b) Chart objects**

6) MS Access Object Model

- a) ADO object model**
- b) Workspace object**
- c) Recordset collection**

7) File management

- a) Open method**
- b) Close method**
- c) Save as method**

8) Career Opportunities

- a) Educational opportunities**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture, individual consultation, and demonstration using VBA.**
- B. Hands-on activities using concepts and techniques of program design and coding.**
- C. Pair- and small-group problem solving and discussion on object-oriented concepts, and program design notation.**

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:

- A. Homework assignments that demonstrate mastery of program notation concepts, such as program flowcharts, pseudocode, and object-oriented notation.**
- B. Programming assignments that demonstrate that the student can evaluate and select the appropriate PDM, and translate that PDM into a working and viable program using the VBA programming language.**

C. Tests that demonstrate mastery of course objectives, for example: short problems with VBA code examples for the student to demonstrate their ability to interpret and describe sample VBA programs.

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. Programming Assignments. Students will complete programming assignments that require them to analyze program specifications, apply appropriate program design methodologies, develop, code, and test program solutions, and document and describe those solutions using program design notation.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Gary B. Shelly, Thomas J. Cashman, Misty E. Vermaat Author	Microsoft Office 2007: Post-Advanced Concepts and Techniques Title
Cengage Publisher	1-4188-4334-2 ISBN
	Aug 2007 Publication Date

Required (2):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Required (3):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (1):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (2):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (3):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

CAPP 160 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **31-Aug-09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	150	Using Microsoft Windows
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0708.20	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 students to the basic mechanics of operating a windows operating system. The course is an introductory level course that helps students learn to efficiently navigate and manage the windows environment. Topics covered will include desktop customization, file and folder management, and software and hardware installations.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 course is an introductory level course that helps students learn to efficiently navigate and manage the windows environment.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The local community and beginning CIS students need a course in basic operating system mechanics.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Manage Windows firewall settings to protect a computer**
- B. Manage the computer power state**
- C. Configure multiple monitors.**
- D. Install and configure a printer**
- E. Organize files within folders**
- F. Back-up and restore files and folders**
- G. Locate troubleshooting information**

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

- 1. Getting Started**
 - a. Getting Started with Windows**
 - b. Starting the Computer**
 - c. Logging On**
 - d. Using the Start Menu**
 - e. Opening and Closing the Start Menu**
 - f. Identifying Items on the Start Menu**
 - g. Using a Folder Window**
 - h. Shutting Down Windows**
 - i. Locking the Computer**
 - j. Logging Off**
 - k. Entering Sleep Mode**
 - l. Turning Off Your Computer**
- 2. Working with Files and Folders**
 - a. Creating and Renaming a Folder**

- b. Working with Files
 - c. Creating and Naming a File
 - d. Using Undo and Redo
 - e. Capturing a Screen Image
 - f. Deleting Files and Folders
 - g. Using the Recycle Bin
3. Organizing Files and Folders
- a. Navigating Through Windows
 - b. Using the Navigation Pane
 - c. Using the Address Bar
 - d. Using Multiple Windows
 - e. Opening and Arranging Multiple Windows
 - f. Changing the Active Window
 - g. Moving Files and Folders
 - h. Using File Properties
4. Customizing Windows Explorer
- a. Changing the File List View
 - b. Changing the Icon Size
 - c. Displaying or Hiding Details
 - d. Changing a Folder Window Layout
 - e. Managing Folder Options
 - f. Setting General Folder Options
 - g. Setting Advanced Folder Options
5. Working with Multimedia Files
- a. Previewing Media Files
 - b. Customizing Folders for Specific File Types
 - c. Managing Multimedia Files
6. Searching for Files and Folders
- a. Using a Search Box
 - b. Searching from the Start Menu
 - c. Searching in a Folder
 - d. Conducting an Advanced Search
 - e. Using Search Tools
7. Personalizing the Windows Workspace
- a. Customizing the Start Menu
 - b. Selecting Start Menu Settings
 - c. Pinning, Unpinning, and Removing Start Menu Items
 - d. Managing the Taskbar
 - e. Moving and Sizing the Taskbar
 - f. Hiding the Taskbar
 - g. Displaying and Hiding the Quick Launch Toolbar
 - h. Adding a Toolbar to the Taskbar
 - i. Customizing the Notification Area
 - j. Working with Shortcuts
 - k. Managing the Windows Sidebar
 - l. Customizing the Desktop
 - m. Adjusting Display Settings
8. Getting Help and Support
- a. Using Windows Help and Support's Table of Contents
 - b. Searching for a Help Topic
 - c. Including Windows Online Help in a Search
 - d. Using Windows Online Help and How to Web Site

- e. Searching the Microsoft Knowledge Base
- f. ~~Using~~ Windows Remote Assistance
- g. Enabling Windows Remote Assistance
- h. Requesting Remote Assistance

9. Managing System Resources

- a. Locating System Information
- b. Viewing Basic System Information
- c. Determining Resource Usage
- d. Using Windows ReadyBoost
- e. Managing Power Options
- f. Managing Devices and Drivers
- g. Working with Drivers
- h. Managing Installed Printers

10. Managing Software

- a. Installing Software
- b. Installing a Program
- c. Uninstalling a Program
- d. Shutting Down an Unresponsive Program
- e. Using System Restore
- f. Creating a Restore Point
- g. Using a Restore Point
- h. Backing Up and Restoring Data
- i. Scheduling a Backup
- j. Backing Up Data
- k. Restoring Files and Folders from a Backup
- l. Restoring a Previous Version of a File

11. Monitoring the Windows Environment

- a. Setting Up a User Account
- b. Disabling a User Account
- c. Managing Windows Firewall
- d. Viewing Windows Firewall Status
- e. Viewing the Status of Antispyware and Antivirus Programs
- f. Updating and Scanning with Windows Defender

12. Managing Network Connections

- a. Connecting to a Network
- b. Troubleshooting a Network Connections
- c. Locating Your Computer's IP Address
- d. Using the Ping Command
- e. Using Remote Desktop Connection

13. Collaborating with Others

- a. Sharing Files and Folders
- b. Browsing Your Network
- c. Mapping a Network Drive
- d. Synchronizing Offline Files and Folders Manually

14. Customizing Your Computing Environment

- a. Changing the Sound Settings
- b. Setting the Volume
- c. Customizing the Mouse
- d. Using Multiple Monitors

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on components and core functions of Microsoft Windows (i.e. organizing files and folders, customizing the workspace).
- B. Pair- and small-group problem solving and discussion on specific features available in the operating system.
- C. Hands-on activities to construct file folder structures, personalizing the workspace, and getting support and help.

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:

- A. Homework assignments that demonstrate mastery of Windows concepts, terminology, and usages.
- B. Team projects where students will design and implement an organized folder structure.

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: Create a document that outlines the major procedures for installing a particular computer software package. Analyze the software requirements, installation guidelines, and steps that should be followed to guarantee a proper installation.

Example 2: Independent guided interactive demonstrations that require the student to apply abilities learned in class to several different scenarios.

Example 3: Present to the class a method for customizing, enhancing the use of, or securing the windows operating system.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Microsoft Official Academic Course	Microsoft Windows Vista : Exam 77-600	
Author	Title	
Wiley	9780470401132	July 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	

Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Business Administration (Professional Development Concentration)

•

Submitted by: Donna Holts Date: February 4, 2010

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business	BUS	BUS	104	Business Communications
English	ENGL	ENGL	104	Business Communications
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
Lecture Hours	Lab Hours	Lecture Hours	+	Lab Hours	=	Total Hours
2 units – 32-36	2 units – 96-108	48-54		0		48-54
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	0501.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course is a study of the principles, strategies, and techniques of written and oral business communication. The emphasis is placed on analyzing problems and

implementing solutions involving appropriate methods of business communication, i.e. letters, memos, proposals, reports, and resumes. The course also includes a study of oral communication techniques for meetings, conferences, business presentations, and interviews.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Study of the principles, strategies, and techniques of written and oral business communication. Methods learned include business letters, memos, reports, resumes, and oral business presentations

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course can be used to meet the communication and analytical thinking (D2) requirements for the MSJC AS/AA degree pattern (Option A) and as business elective credit transferable to the CS/UC systems. This course articulates to some colleges, such as Cal State San Diego and Cal State San Marcos, to a specific business communications course requirement. This course is a requirement for the MSJC Office Administration major and several employment concentration certificates; it is also an elective in the Business Administration major and several certificate programs in Business Administration

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

ENGL 098, OTEC 144 or typing speed of 25 wpm, and OTEC/ENGL 095

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 barriers to successful communication--in particular, ineffective analyses of audience and purpose--and evaluate techniques to overcome them.**
- 2. Compare those elements of writing style that are both helpful and harmful in achieving written business communication goals, and create documents that effectively employ those elements that are helpful--such as clear, concise, coherent, and courteous language--while avoiding those elements that are harmful--such as slang, or trite or outdated language.**
- 3. Deduce appropriate tone in written business communication.**
- 4. Analyze, organize, document, interpret, and illustrate qualitative and quantitative data in business report preparation.**

5. Compose and format complex analytical business letters and memoranda.
6. Compose and format complex analytical business reports and proposals.
7. Compose and format resumes, cover letters, and follow-up letters.
8. Compare and contrast those principles of written communication--audience, purpose, emphasis, tone, and style--that also apply to oral communication.
9. Evaluate alternative behaviors to determine ethical outcomes in situations involving business communications.
10. Analyze live or video business presentations for effective oral communication skills.
11. Plan and create a simulated group business project (e.g. creating an employee handbook, a company brochure, a marketing proposal, a yardstick report, etc.), including group decision making in the planning, creation, and presentation of the project.

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

1. **Communication Foundations**
 - a. Understanding the process of communication
 - b. Examining business communication ethics
 - c. Developing team, listening, and etiquette skills
 - d. Planning and participating in business meetings
 - e. Using technology to facilitate collaboration
 - f. Improving communication in intercultural environments
2. **The Writing Process**
 - a. Analyzing and adapting to the purpose and audience
 - b. Researching data, organizing content according to strategy, and composing draft
 - c. Revising message for clarity and tone, proofreading for errors in mechanics, and evaluating final message
3. **Business Correspondence**
 - a. Applying the writing process to e-mail and memos
 - b. Structuring and formatting e-mail and memos
 - c. Applying the writing process to business letters
 - d. Structuring and formatting business letters
 - e. Understanding persuasion and how to use it effectively and ethically
 - f. Planning and composing effective sales and marketing messages
 - g. Applying techniques for delivering bad news sensitively
4. **Reports, Proposals, and Presentations**
 - a. Understanding business report concepts
 - b. Gathering primary and secondary sources of information
 - c. Illustrating and documenting report data
 - d. Writing formal and informal business reports and marketing proposals
 - e. Creating and presenting oral business presentations

5. **Employment Communication**
 - a. **Searching for jobs and creating customized resumes and cover letters**
 - b. **Preparing for job interviews and writing follow-up messages**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture, discussion, and video presentation on barriers to communication.**
2. **In-class writing practice and review of techniques for improving tone and style of business messages.**
3. **In-class individual and group brainstorming practice, editing practice, and creation of marketing messages.**
4. **Out-of-class writing practice and in-class analysis and review of business e-mail, memos, and letters.**
5. **Lecture and discussion of analytical business reports.**
6. **Out-of-class viewing and/or in-class video of oral business presentations and analysis of speaker skill.**

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:

1. **Evaluation of a minimum of five assigned written business messages for tone, mechanics, content, style, and format.**
2. **Evaluation of written exam in which student creates a business message incorporating appropriate strategy, tone, content and style, and which displays correct mechanics and formatting.**
3. **Evaluation of occasional tests for student's knowledge of business report writing.**
4. **Evaluation of oral presentation for appropriate planning, researching, organizing, composing, and presenting.**

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

1. **Using specific background information, student will compose a business letter conveying negative news to the reader, demonstrating appropriate organization, tone, style, format, and mechanics.**
2. **Using a preapproved business objective, student will plan, research, organize, and compose a written business report that presents a viable solution to the business problem solved.**
3. **In a group environment, student will present a persuasive oral argument for the business solution selected as a result of research during the creation of a business report.**
4. **Student will read an article from a business journal relating to the topic of ethics in business, write a summary of the article, and discuss their personal perspective on the specific example of ethical/unethical behavior addressed.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Mary Ellen Guffey	Business Communication: Process & Product, Sixth Edition
Author	Title

South-Western Cengage Learning	0324542909	2008
Publisher	ISBN	Publication Date

Required (2):

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Author		Title
Publisher	ISBN	Publication Date
Required (3):		
Author		Title
Publisher	ISBN	Publication Date
Supplemental (1):		
Author		Title
Publisher	ISBN	Publication Date
Supplemental (2):		
Author		Title
Publisher	ISBN	Publication Date
Supplemental (3):		
Author		Title
Publisher	ISBN	Publication Date

Submitted by: **Caren Hennessy** Date: **2/16/10**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098A	Developing Effective Time Management Techniques
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Lecture Hours		Lab Hours		Total Hours
		8-9		0		8-9

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	050100	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 practical and contemporary ways to manage personal time by identifying goals and objectives, prioritizing actions, tackling time

management roadblocks and utilizing technology and adopting an approach to maximize productivity and achieve goals.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 practical ways to manage time by identifying goals and objectives, prioritizing actions, tackling roadblocks and exploring time management software.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

One of the important skills business advisors identify for a successful business is to achieve objectives on schedule and within budget. This course provides ways to develop effective time management skills for managers, supervisors, and employees that will optimize individual and organizational performance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 a proactive and a reactive approach to time management.
2. Create personal objectives
3. Generate personal and institutional goals
4. Design a prioritized task list
5. Anticipate the types of time management roadblocks.
6. Identify and apply methods to handle time management roadblocks.
7. Formulate a plan for scheduling time and turning decisions into actions

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

- 1) Time management approaches
 - a) Define a proactive approach
 - b) Define a reactive approach
- 2) Goals and Objectives
 - a) Differentiate between goals and objectives
 - b) Define SMART goals – those that are specific, measurable, attainable, realistic and timely.
- 3) From a time management perspective, identify the importance of and roadblocks from:
 - a) Delegating
 - b) Creating and Prioritizing a To-Do List
 - c) Scheduling and Using Time Wisely
 - d) Procrastination
 - e) Organization

- f) Managing stress
- g) Adapting to change
- 4) Formulating a time-management plan by using:
 - a) Goals
 - b) Prioritized lists
 - c) Technology
 - d) Organization
 - e) Leadership

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. **Lecture presentation and discussion with supporting handouts and visual overhead materials introducing concept of time management, developing improvement plans, and strategies for implementing time management techniques.**
2. **Small group application of content that includes self-analysis, analysis of case studies, and discussion of personal improvement plans.**

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:

1. **Students will prepare a written analysis of time management topics and case scenarios. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **Students will write SMART goals. Each goal should contain content that is identified as specific, measurable, attainable, realistic and timely.**
3. **Students will create, present and explain their prioritized task list.**

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. **Research a current time management article, then prepare a 50 word written summary of the article, present the research to the class and field any questions.**
2. **Refer to the goals worksheet. Analyze each goal, if they meet the SMART criteria explain why, if they do not explain why, then re-write the goal to meet the criteria.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author	Title
Publisher	ISBN
	Publication Date

Submitted by: Caren Hennessy Date: 3/1/10

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098B	Reducing Stress and Improving Performance
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Lecture Hours		Lab Hours		Total Hours
		8-9		0		8-9

AA/AS Degree General Ed Breadth Area(s):
Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	050100	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 practical ways to reduce stress and improve performance by identifying the causes and symptoms of stress, monitoring one's response to

pressure, and implementing coping strategies. This course shows how to manage stress in one's personal life as well as how to reorganize work practices and use techniques for dealing with problems and potential problems in the workplace.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 ways to reduce workplace and personal stress by identifying causes and symptoms of stress and implementing coping strategies.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

An important asset to a successful business is a stress-free work environment. Business advisors identify the need for stress management training for their managers, supervisors, and employees as a way to optimize individual and organizational performance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

- 1. Define and recognize symptoms of workplace stress**
- 2. Analyze causes of stress**
- 3. Assess personal limits and establish personal boundaries**
- 4. Devise strategies for taking positive action to manage stress**
- 5. Formulate a plan for establishing healthy eating habits, exercise, and rest**
- 6. Establish personal objectives for managing time, taking control at home and at work, and balancing between work and play**

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

- 1) Understanding Stress**
 - a) Define stress
 - b) Positive aspects of stress
 - c) Negative aspects of stress
 - d) Define stress at work
 - e) Define personal stress
- 2) Measuring Stress**
 - a) Recognizing symptoms of being over-stressed
 - b) Identify your stress level
 - c) Analyzing the causes of stress
- 3) Causes of stress**
 - a) Changing societies, organizations, practices
 - b) Personal and workplace relationships
 - c) Coping With Daily Life

- d) Dealing With Stress At Work
- e) Attitudes
- 4) Devising a strategy to take positive action to reduce stress that includes:
 - a) Organization - reclaiming your desk
 - b) Studying work patterns
 - c) Managing time
 - d) Communication techniques
 - e) Gaining Inner Balance
 - f) Making Time To Relax
 - g) Seeing Stress In Others
 - h) Analyzing Personality
 - i) Developing Interests

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture presentation and discussion with supporting handouts and visual overhead materials introducing concepts of identifying and understanding stress factors, management strategies, and developing improvement plans
2. Small group application of content that includes self-analysis, analysis of case studies, and discussion of personal improvement plans.
3. Guided practice in identifying personal stress factors, developing and implementing improvement plans, and assessing success in reducing stress.

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:

1. Students will prepare written analysis of stress management topics and case scenarios. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.
2. Students will develop action plans to reduce and/or manage stress. For each provide the stress related problem, the objective of the action plan and a specific action plan.

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

1. Write a stress management and reduction plan of at least 300 words that identifies your key stress factors, a plan for reducing or eliminating these factors. Include strategies and timelines for implementing the plan and how results will be measured.
2. Write a three-paragraph summary of the stress management techniques you implemented during this course and appraise your success in reducing stress. Specifically address the highest stress factor you identified in the stress list you created at the beginning of the course, explain the strategies you used for reducing this stress, and evaluate your success.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author	Title	
Publisher	ISBN	Publication Date
Required (2):		
Author	Title	
Publisher	ISBN	Publication Date
Required (3):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (1):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Submitted by: Caren Hennessy Date: 2/33/10

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098C	Developing Leadership in Organizations

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108	Lecture Hours				
3 units - 48-54	3 units - 144-162	8-9		0		8-9
4 units - 64-72	4 units - 192-216	Lab Hours				
5 units - 80-90	5 units - 240-270	Total Hours				

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	050100	(click here for TOP code website)
			(choose only 1)		

Can be taken 1 **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.**

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 guidelines for developing and refining practical leadership skills that will enhance all business and personal relationships. This course examines the roles and responsibilities of the leader as a supervisor and guides development of abilities to work as a team within groups of people.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 guidelines for developing and refining practical leadership skills and examines leadership roles and responsibilities that will enhance business relationships.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

One of the important skills business advisors identify for a successful business is for managers and supervisors to develop the refined skill of leadership in the organization, a skill that is often lacking in the business world today. This course provides practical guidelines for leadership development.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. **Define leadership and the different styles and personalities of leadership.**
2. **Analyze the characteristics and roles of the leader.**
3. **Assess personal leadership potential and develop a plan to accomplish personal goals.**
4. **Evaluate the importance of effective communication and develop communication skills.**
5. **Examine the significance of appearance and image and how this affects one's influence as a leader.**
6. **Identify and discuss time and task management responsibilities of a leader.**
7. **Examine roles and responsibilities of the leader as a supervisor and develop abilities to work as a team within groups of people.**

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

- 1) **Dynamics of Leadership**
 - a) **Leadership Styles and Personalities**
 - b) **Importance of Leadership**
 - c) **Effective and Non-effective Leadership**
 - d) **Responsibilities of Leadership**
 - e) **Characteristics of Leadership**
 - f) **Roles and Responsibilities of Leadership**
 - g) **Sacrifices and Rewards of Leadership**
- 2) **Development of Leadership**
 - a) **Personal Assessment**
 - b) **Resources of Developing Leadership**
 - c) **Developing a Leadership Plan**
 - d) **Development of Communication Skills**
 - e) **Internal, Written, Verbal Communication**

- f) **Nonverbal Communication**
- g) **External written and oral communication**
- 3) **Development of Professional Image**
 - a) **Professional Appearance, Dress, Wardrobe Planning**
 - b) **Changing Standards**
 - c) **Manners and Etiquette**
 - d) **Organizational Management**
 - e) **Time and Task Management**
 - f) **Effective Time Management**
- 4) **The Leader as a Supervisor**
 - a) **Supporting the Mission of the Organization**
 - b) **Communicating Expectations**
 - c) **Understanding and Motivating People**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture presentation and discussion with supporting handouts and visual overhead materials introducing concept of leadership, defining styles and personalities of leaders, identifying roles and responsibilities of leaders and supervisors, time and task management skills and effective communications skills required of successful leaders.**
2. **Small group application of content that includes self-analysis, analysis of case studies, personal leadership assessment potential, and using teams in developing leadership .**
3. **Guided practice in developing (1) plans for accomplishing goals and achieving personal growth, and (2) effective communication skills and (3) the team concept employing strategies designed to improve leadership qualities of all team members.**

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:

1. **Development of written plan for personal improvement, growth and development. The analysis should include the problems and a specific improvement plan. Create the document in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **Written examples of memos and letters that illustrate effective business writing skills. The memos and letters should follow the format described in class.**

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 self-assessment by writing a personal assessment analyzing yourself as a leader. Identify and explain three leadership strengths and three areas that need improvement and an improvement plan.**
2. **Formulate a plan for developing the team concept in your company and employing strategies for improving leadership qualities of team members. This plan is to be written in outline form and shall include: goals and objectives, timelines for accomplishment, follow-up procedures to be used, and measurements to be used to assess success.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.		
Author	Title	
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Caren Hennessy** Date: **2/25/10**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098D	Dynamics of Successful Teamwork

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit - 16-18	1 unit - 48-54	.5	0	.5
2 units - 32-36	2 units - 96-108			
3 units - 48-54	3 units - 144-162			
4 units - 64-72	4 units - 192-216			
5 units - 80-90	5 units - 240-270			
		Lecture Hours	Lab Hours	Total Hours
		8-9	0	8-9

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	050100	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 guidelines for utilizing the team concept for meeting the challenges in an organization that require a wide variety of skills, judgments, and experiences. This course examines the role of the team leader, essential elements of a winning team, and how to develop the team concept.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 guidelines for developing a winning team in any organization, examines the role of the team leader and essential elements of winning teams.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Teams allow the kind of flexibility, rapid response, and high quality solutions required in today's business environment. This course addresses a need identified by business advisors as essential to organizational success. This course offers practical advice and pragmatic examples that assist the student in integrating teamwork skills into their repertoire.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 reasons businesses utilize teams.**
2. **Identify essential elements of a winning team.**
3. **Develop team building strategies.**
4. **Identify and apply traits of a good team player.**
5. **Apply strategies that reduce barriers to successful team.**

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

- 1) **Team Concepts**
 - a) **Working in a Team**
 - b) **Advantages of a Team**
 - c) **Essential Elements of a Team**
 - d) **Effective Communication for Teams**
 - e) **Groupthink**
- 2) **Team Development**
 - a) **Identifying and Establishing the Team's Purpose and Goals**
 - b) **Establish Roles for Each Team Member**
 - c) **Select the Right Task for the Team**
 - d) **Training for Teams**
 - e) **Typical Team Roles**
 - f) **Stages of Team Development**
 - g) **Evaluating Team Progress**
 - h)
- 3) **Being a Good Team Player**
 - a) **Treat Others Professionally**
 - b) **Traits of a Good Team Player**
 - c) **Give and Receive Feedback in a Positive Way**

- d) **Barriers to Successful Teamwork**
- e) **Organizational Factors that Hinder Teamwork**
- f) **Working with Difficult People on Your Team**
- g) **Coping Strategies**
- 4) **Leading the Team**
 - a) **The Role of a Team Leader**
 - b) **Avoiding jealousy and Competition Among Teammates**
 - c) **Motivating the Team**
 - d) **Rewarding a Job Well Done**

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. **Lecture presentation and discussion with supporting handouts and visual overhead materials introducing concept of teamwork, why businesses utilize teams, elements of a winning team, and how to develop a winning team.**
2. **Small group application of content will include analysis of traits of good team players, practice in giving and receiving feedback in a positive way, using strategies for motivating the team, and applying effective techniques for working with difficult people.**
3. **Guided practice will include developing plans for building teams, guidelines for making effective decisions, handling group problem solving, and evaluating team progress.**

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:

1. **Students will prepare written summary and analysis of teamwork topics. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **Develop an action plan to develop team organization. Create a documents that identifies a team problem, the objectives for solving the problem and a specific plan of action. The document will be created in a word processor, be clear in content and free of spelling and grammatical errors.**

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

1. **Write a short assessment, 2-3 paragraphs, identifying areas in which your company uses teambuilding. Is it successful? In your opinion, why, or why not? What can you do to help improve your company's team building efforts? Complete the handout, "What Can Team Building Do for Me?"**
2. **Using the handout, "Use Conflict Constructively," identify what approach you would most likely use with your supervisor, peers, and those you supervise, in each of the five situations. Then answer the five questions that follow.**
3. **Review and discuss handout, "Develop a Company Training Plan." Replacing outworn equipment and providing employee training is an ongoing problem in every company. Using this handout as a model, develop a team approach for planning the replacement of outworn equipment, and training employees in its**

use.

- o Identify the company's needs for new equipment.
- o Develop a replacement plan and budget.
- o Identify employee training that will be required.
- o List in outline form the steps you would recommend be used for meeting your company's objectives.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author

Title

Publisher

ISBN

Publication Date

Required (2):

Author

Title

Publisher

ISBN

Publication Date

Required (3):

Author

Title

Publisher

ISBN

Publication Date

Supplemental (1):

Author

Title

Publisher

ISBN

Publication Date

Supplemental (2):

Author

Title

Publisher

ISBN

Publication Date

Supplemental (3):

Author

Title

Publisher

ISBN

Publication Date

Submitted by: **Caren Hennessy** Date: **2/20/10**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098E	Raising Performance Levels Through Motivation

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
Lecture Hours	Lab Hours	Lecture Hours	+	Lab Hours	=	Total Hours
		8-9		0		8-9

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW TOP code	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	(choose only 1)	050100	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 guidelines for using the art of motivation to create and sustain a positive environment in the workplace. This course examines methods for getting the most from yourself and your staff, how to raise performance levels, and achieve high quality work from employees.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 motivational guidelines to create and sustain a positive work environment and examines methods for raising performance levels, and achieving high quality work.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Winning employee cooperation and commitment assures productiveness and high quality work, a necessary ingredient to a successful business. This course addresses a need identified by business advisors as essential to organizational success. It offers practical advice on how to raise performance levels through motivation.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 recognize the need for motivation.**
2. **Assess personal skills required to be a successful motivator.**
3. **Identify essentials for getting the best from people.**
4. **Develop strategies for motivating individuals and groups.**
5. **Recognize symptoms of unmotivated people.**
6. **Identify and apply strategies for dealing with apathy.**
7. **Identify and apply ways to recognize achievement and reward exceptional performance.**

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

- 1) **Analyzing Motivation**
 - a) **Understanding Motivation**
 - b) **Recognizing Needs**
 - c) **Understanding Behavior**
- 2) **Building Motivation**
 - a) **Assessing your Personal Attitudes**
 - b) **Being a Good Manager**
 - c) **Improving Communication**
 - d) **Creating a No-Blame Culture**
 - e) **Developing Winning Cooperation**
 - f) **Encouraging Initiative**
- 3) **Getting the Best from People**
 - a) **Motivating Individuals and Groups**
 - b) **Preventing Apathy**
 - c) **Using Appraisals Effectively**
 - d) **Empowering Staff**

- e) Rewarding Achievement
- f) Recognizing Excellence
- g) Using Change to Motivate
- h) How to Keep Motivation High

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture presentation and discussion with supporting handouts and visual overhead materials introducing concept of motivation, recognizing needs and understanding behavior, getting the best from people, preventing apathy, and recognizing excellence.**
2. **Small group application of content that includes assessing personal attitudes, improving communication, motivating individuals and groups, and keeping motivation high.**
3. **Guided practice in developing communication skills, using performance appraisals effectively, dealing with unmotivated people, and developing an effective morale improvement plan.**

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:

1. **Analyze case studies and develop written summary of the problems and a plan for improving morale. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **In small groups discuss workplace performance problems and present ways to remedy the problems.**

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. **Create and write your personal To-Do List of things you can do to improve your relationship with those you work with and/or supervise. Begin testing your ideas by putting them into action. Assess your results. Write 1-2 paragraphs explaining what you did and what the results were.**
Examples for paragraph content:
 If you took time to give praise for a job well done, what reaction did you get?
 If you took time to listen, really listen, to an employee's concern, what reaction did you get?
2. **Develop a plan for improving morale in your workplace. Refer to the assigned topic, handouts, use the Internet to research articles, or refer to other resources for ideas and suggestions. Start by identifying issues, and listing some of your ideas for resolving problems, then identify the key employees who would become lead members of your team to help with the planning process.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided

through the MSJC CMS system.		
Author	Title	
Publisher	ISBN	Publication Date
Required (2):		
Author	Title	
Publisher	ISBN	Publication Date
Required (3):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (1):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Caren Hennessy** Date: **2/20/10**

Discipline (select from this list)	Department (select from this list)	Subject (select from this list)	Course Number	Title
BADM - M	Business	BADM	098F	Developing Customer Relations and Rapport

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit - 16-18	1 unit - 48-54	.5	0	.5
2 units - 32-36	2 units - 96-108			
3 units - 48-54	3 units - 144-162			
4 units - 64-72	4 units - 192-216			
5 units - 80-90	5 units - 240-270			
		Lecture Hours	Lab Hours	Total Hours
		8-9	0	8-9

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	0501.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 guidelines for business students, business leaders, and anyone dealing with the public for enhancing their business and personal relationships. This course offers building blocks for developing a rapport with customers and clients, and resolving problems and conflicts.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 guidelines for business students, leaders and anyone dealing with the public to develop a positive and productive rapport with customers and clients.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

One of the skills business advisors identify as most important to the success of their business but find is clearly lacking in employees is the ability to develop and maintain positive relationships with customers and clients. This course offers building blocks for developing a rapport with customers and clients, understanding why customers get upset, and how to resolve problems and conflicts.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 customer service versus customer relations. Identify and explain customer service principles and the overall importance of customer relations related to business success.**
- 2. Examine the necessity of employee orientation, training, accountability, and explain how positive attitudes of employees can directly affect relationships with customers and clients.**
- 3. Analyze the various types of communication theories and processes and how to apply these theories to make a positive impact upon customer relations.**
- 4. Investigate the importance of training and practice in the essentials of telephone skills, both live and through voice mail, and explain how this one area can literally make or break an organization.**
- 5. Analyze proven methods of dealing with customer complaints that turn potential problems into positive outcomes.**

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

- 1) Customer Service v. Customer Relations**
 - a) Organizational Customer Relations Philosophies**
 - b) Customer Service and Honesty**
 - c) Employee Responsibilities in Customer Relations**
 - d) Employee Accountability and sense of Ownership**
- 2) Employee Training**

- a) Impact on customers
- b) Employee orientations
- c) Training topics
- d) Influencing positive attitudes
- 3) Communication Skills
 - a) The communication Process and the Importance of Being Consistent
 - b) Communication Channels and The Diffusion Process
 - c) Importance of Effective Writing and Speaking
 - d) Nonverbal Communication Cues
 - e) Maximizing Feedback Channels
 - f) Individual Communication, Committees/Board, and Focus Groups
 - g) Suggestion Boxes and Surveys
 - h) Incoming Mail, Electronic Mail and telephone VCalls
 - i) Reporting and Using Results
- 4) Handling Customer Complaints
 - a) The Impact of Unknown Complaints
 - b) Promoting Complaint Channels and Policies
 - c) Accepting Complaints and Developing Solutions
 - d) Delegating and Following Up
 - e) Using Complaints as Research

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture presentation and discussion with supporting handouts and visual overhead materials introducing guidelines for developing customer relations by giving quality service, developing positive attitudes, communicating skillfully, and applying proven methods for handling customer complaints.**
2. **Small group application of content that includes simulations of resolving complaints from unhappy customers, resolutions of case studies, and practice in developing telephone techniques for maintaining customer relations.**
3. **Guided practice in developing a company plan for handling customer complaints in a timely manner, establishing a follow-up system, developing a training plan for employees, and rewarding employees who consistently provide excellent service.**

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:

1. **Students will prepare a written analysis of case studies. In the analysis provide a brief overview identifying the problem, the solution and why or why you do not agree with the solution. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **Research a company plan that sets forth procedures for accepting complaints, developing solutions, and following up. Present an oral presentation that explains to the class the initial problem, the solution and any follow-up procedures, be prepared to answer questions.**

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. **Study the handout: "Handling Difficult Customers." Create a simulation of**

yourself as an angry customer; plan what you are unhappy about, what you will say, and how you will persist in challenging the patience of a company employee. At the next class meeting, be prepared to challenge a partner in the class with your simulated problem.

2. Create a simple form for recording incoming phone calls from complaining customers. In the left column, give customer phone number, date, time, nature of the complaint, and best time to call back. In the right column, record when the customer was called back and by whom, how the customer's problem was resolved and any recommendations for follow-up or other pertinent information.
3. Based upon your reading and research, develop a plan for your company that sets forth procedures for accepting complaints, developing solutions, and following up. Address plans for training employees in positive ways to handle difficult customers, and how to recognize and reward employees who consistently provide excellent service. Write at least 500 words outlining your plan and be prepared to give an oral report on your plan to the other members of the class.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author		Title	
Publisher		ISBN	Publication Date

Required (2):

Author		Title	
Publisher		ISBN	Publication Date

Required (3):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (1):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (2):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (3):

Author		Title	
Publisher		ISBN	Publication Date

Publisher

ISBN

Publication Date

Submitted by: **Caren Hennessy** Date: **2/25/10**

Discipline (select from this list)	Department (select from this list)	Subject (select from this list)	Course Number	Title
BADM - M	Business	BADM	098G	Business Ethics

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	.5		0		.5
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					
Lecture Hours	Lab Hours	Lecture Hours	+	Lab Hours	=	Total Hours
		8-9		0		8-9

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	0506.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 guidelines for identifying, analyzing, and systematically solving ethical dilemmas in a business setting. Students will be introduced to a variety of business scenarios for which they will learn how to identify the ethical issue and then systematically analyze the dilemma in order to reach an ethical solution.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 guidelines for identifying, analyzing, and systematically solving ethical dilemmas in a business setting.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Business advisors identify ethical conduct as an essential employee skill. This course offers employees a guideline for indentifying an ethical dilemma, understanding why unethical decisions are made and then how to solve dilemmas by using a systematic decision-making model.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

- 1. Define business ethics. Identify and explain the ethical issues in today's business environment.**
- 2. Identify the process of creating a formal code of conduct.**
- 3. Discuss the importance of making ethical decisions, and identify how these decisions impact individuals, corporations and society.**
- 4. Explore a variety of unethical activities and use methods to design ethical responses.**
- 5. Construct ethical solutions by applying a systematic six-step decision making model.**

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

- 1) Ethics**
 - a) Define Ethics**
 - b) Identify Areas of Ethical Concern**
 - c) Exam the Use and Formation of Formal Codes of Conduct**
- 2) Introduce the Six-Step Decision-Making Model for Ethical Behavior**
 - a) Background review**
 - b) Conflict description**
 - c) Outcome recognition**
 - d) Impact discovery**
 - e) Weigh impacts and outcomes**
 - f) Decide on action**
- 3) Apply the six-step model to analyze unethical dilemmas in the following areas:**
 - a) Office Ethics**
 - b) Corporate Ethics and Personal Values**
 - c) Outside, Personal, and Political Activities**
 - d) Office Technology, E-mail, Telephone, and Computers**
 - e) Verbal Communication, Rumors, and Gossip**

- f) Supervisor and Employee Relationships
- g) Office Relationships the Effect and Consequences of Behaviors
- h) Perceptions of Behavior versus Factual Behavior

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. **Lecture presentations, discussion with supporting handouts, and visual overhead materials will be used to introduce guidelines for making ethical business decisions, identify unethical business practices, explore methods for dealing with unethical issues, and define ways to promote ethical business practice.**
2. **A six-step process will be used to fully analyze unethical dilemmas, construct solution options, weigh outcomes, and make informed decisions.**
3. **Small group application of content will include using case studies to discuss, analyze and remedy unethical business practices.**

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:

1. **Written responses to case studies will be evaluated to determine appropriate application of six-step process and conclusion of ethical solution. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **Develop a written personal/business code of conduct, then present it to the class. Create the document in a word processor, be clear in content and free of spelling and grammatical errors. The presentation should be 5-10 minutes in length, be presented in an organized and clear manner.**

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. **Find an article dealing with a corporate ethics issue to share with the class. Be prepared to summarize the article for the class and discuss the ethical component. You may use a professional business periodical or the web.**
2. **Prepare a written code of conduct either for your business, organization or family. Be prepared to present this to the class explaining how you developed the plan and the important issues.**
3. **Read prepared case studies and then write your responses to the prepared questions that follow. Be prepared to discuss the case and hand in your response.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author	Title	
Publisher	ISBN	Publication Date

Required (2):

Author		Title	
Publisher		ISBN	Publication Date
Required (3):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (1):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (2):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (3):			
Author		Title	
Publisher		ISBN	Publication Date

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	120	Using Microsoft Office – Level 1 (formerly CAPP 120D Using Microsoft Office 2007-Level 1)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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 for the student who wants to learn the concepts of Microsoft Office computer applications. Students will begin to learn the functions and capabilities of Microsoft Access, Excel, PowerPoint, and Word, with emphasis on the integration of Microsoft Office software to solve business problems. This course will begin preparing students for Microsoft Office User Specialist (MOUS/MOS) Core-level Exams in the four above applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches the core skills in word processing, spreadsheets, database, and presentation graphics.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Skills taught in this class are needed for satisfactory performance in college classes and the office environment. This class is an Associate of Science elective and needed for several certificates.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Word Processing:
 1. Identify and operate basic components of the computer and Microsoft Word.
 2. Analyze and apply appropriate techniques utilized in starting the Word program, keying text into a document, and performing basic text editing functions.
 3. Differentiate between using the mouse or the keyboard for time-saving tasks in word processing.
 4. Experiment with appropriate techniques utilized in formatting characters and paragraphs utilizing fonts.
 5. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell- and Grammar-Check.
- B. Spreadsheets
 1. Identify major components of the Excel window
 2. Evaluate and select the most appropriate means for inserting text, values and formulas into a worksheet
 3. Create and apply number and character functions in the design of a spreadsheet solution
 4. Apply formatting to the worksheet in accordance with layout and design principles
- C. Presentation
 1. Identify major components of the PowerPoint window
 2. Analyze the needs and expectations of your audience

3. Assess the situation in which the presentation will be delivered
 4. Prepare an outline of the general organization of the presentation
 5. Develop an effective introduction, body, and conclusion
 6. Select and create appropriate visuals
 7. Create a presentation
- D. Database
1. Identify major components of the Access window
 2. Open and navigate a table
 3. Design and create a new database
 4. Analyze, design, and build fields and table primary keys
 5. Add, modify, and delete records from a database
- E. Outlook
1. Describe and define desktop information management.
 2. Start and define the Outlook Bar.
 3. Open and describe the components of the Calendar and Outlook window.
 4. Create personal folders.
 5. Enter appointment dates and times in various modes.
 6. Create events.
 7. Display and print the daily, weekly and monthly styles.
 8. Move and edit appointments.

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

1. Microsoft Word:
 - a) Inserting and Modifying Text
 - b) Creating and Modifying Paragraphs
 - c) Formatting Documents
 - d) Managing Documents
 - e) Working with Graphics
2. Microsoft Excel:
 - a) Working with Cells and Cell Data
 - b) Managing Workbooks
 - c) Formatting and Printing Worksheets
 - d) Modifying Workbooks
 - e) Creating and Revising Graphics
3. Microsoft Access
 - a) Creating and Using Databases
 - b) Creating and Modifying Tables
 - c) Creating and Modifying Queries
 - d) Creating and Modifying Forms
 - e) Viewing and Organizing Information
4. Microsoft PowerPoint
 - a) Creating Presentations
 - b) Inserting and Modifying Text
 - c) Inserting and Modifying Visual Elements
 - d) Modifying Presentation Formats
 - e) Printing Presentations
5. Microsoft Outlook
 - a) Enter appointments
 - b) Move appointments to new times

- c) Move appointments
- d) Move appointments to a new month
- e) Create an event
- f) Display the Calendar in week and month views

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture on components and core functions Microsoft Office.
- B. Lecture, and demonstrate keyboard shortcuts and drop down menus.
- C. Hands-on activities to construct word documents, spreadsheets, databases, and PowerPoint presentations.

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:

- A. Graded assignments from textbook. Apply Your Knowledge requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment. In the Lab 1 and Lab 2 are in-depth assignments per project that require students to apply knowledge gained in the project to construct office documents.
- B. Test that demonstrates the student's ability to use the appropriate components and core functions in Word, Excel, Access and PowerPoint applications.

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:

Microsoft Word

Creating a Research Paper

1. Introduction to documentation styles for a research paper: MLA and APA
2. Using headers and footers
3. Using Footnotes and endnotes
4. Creating a Works Cited Page
5. Saving and closing document

Microsoft Excel

Create a Monthly Accounts Receivable Balance Sheet

1. Enter worksheet title, column title, and row titles
2. Enter formula using the keyboard
3. Order of Operations
4. Copying formulas using the fill handle
5. Using average, max, and min functions
6. Formatting numbers using currency style, and comma style
7. Saving and closing workbook

Microsoft Access

Creating a Database

1. Creating a Table
2. Define fields in a table
3. Add records to a table
4. Creating additional table
5. Saving and closing a database

PowerPoint

Using Design Template to create a presentation

1. What is Microsoft PowerPoint
2. Choosing a Design Template
3. Creating a Title Slide
4. Creating Text Slide with a single-level bulleted list

- | |
|--|
| <p>5. Creating a third-level paragraph
 6. Ending a slide show with a Black Slide
 7. Saving and closing a presentation</p> |
|--|

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Shelly Cashman Vermaat	Microsoft Office 2007: Introductory Concepts and Techniques, Windows Vista Edition
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Author Title

Course Technology	1-4239-1230-6	May 2007
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Publisher ISBN Publication Date

Required (2):

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Author Title

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Publisher ISBN Publication Date

Required (3):

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Author Title

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Publisher ISBN Publication Date

Supplemental (1):

--	--

Author Title

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Publisher ISBN Publication Date

Supplemental (2):

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Author Title

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Publisher ISBN Publication Date

Supplemental (3):

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Author Title

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Publisher ISBN Publication Date

CAPP 120 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	121	Using Microsoft Word – Level 1 (formerly CAPP 121D Using Microsoft Word 2007 – Level 1)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270	48-54		0		48-54
		Lecture Hours		Lab Hours		Total Hours

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4)
(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.*
(More detailed information on course repeatability can be found [here](#)).

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 a basic course in Microsoft Word. Students learn fundamental word processing skills necessary for career and academic functions including skills necessary to format memos, letters, tables, and newspaper columns. They will also use styles, graphics, charts, templates, and wizards. This course presents all the topics included in the Core MOS exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 basic course in Microsoft Word introducing fundamental word processing skills. This course presents all the topics included in the Core MOS exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This is a core course in the Office Administration course of study, the Certificate in Business, Office Administration Technician, and Employment Concentration Certificates.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

OTEC 144 (with a grade of C or better) or keyboarding speed of 30 words per minute

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 operate the basic components of the computer and Microsoft Word.**
- 2. Analyze and apply appropriate techniques utilized in starting the Word program, keying text into a document, and performing basic text editing functions.**
- 3. Analyze and apply appropriate techniques utilized in formatting characters and paragraphs utilizing fonts, margins, line spacing, borders, and shading.**
- 4. Identify and describe component parts of creating headers, footers, page numbering, page and section breaks within documents.**
- 5. Utilize Word's automatic functions including: AutoCorrect, AutoComplete, Wizards, Templates, and using Fields.**
- 6. Identify and utilize the Graphic functions of Word.**
- 7. Analyze and apply the basic Collaboration functions.**

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

A. Basic Skills**1. Creating a Document**

- i. Starting Word and identifying parts of the Word screen
- ii. Naming and saving documents
- iii. Review and modify document properties
- iv. Identify different file types
- v. Organizing documents using file folders
- vi. Printing and closing documents
- vii. Using the help feature

2. Selecting and Editing Text

- i. Opening existing documents and creating new documents
- ii. Insert text, symbols, special and nonprinting characters
- iii. Moving within a document
- iv. Undo, redo, and repeat actions
- v. Selecting text
- vi. Saving a revised document
- vii. Insert the date and time as a field

3. Formatting Characters

- i. Applying basic character formatting
- ii. Changing fonts and font sizes
- iii. Repeating and copying character formats, changing case, highlighting text
- iv. Creating a drop cap effect

4. Writing Tools

- i. Using AutoComplete, AutoCorrect, AutoText and Smart Tags
- ii. Checking spelling and grammar
- iii. Using the Thesaurus, Research pane and Word count functions.

B. Paragraph Formatting, Margins, and Tabs**1. Formatting Paragraphs**

- i. Change paragraph alignment, spacing, indentation
- ii. Identify and change line breaks and hyphenation
- iii. Apply borders and shading
- iv. Repeat and copy paragraph formats
- v. Create bulleted lists, numbered lists, and outlines
- vi. Insert symbols and special characters
- vii. Create a hyperlink

2. Printing and Viewing Options

- i. Change print setup options
- ii. Identify document views
- iii. Organize document windows in splits and windows
- iv. Print envelopes and labels
- v. Preview documents and Web pages

3. Tabs and Tabbed Columns

- viii. Set left, right, centered, decimal, and dot leader tabs
- ix. Adjust or clear tab settings
- x. Create tabbed columns
- xi. Sort paragraphs and tabbed columns

C. Moving, Copying, and Replacing Text**1. Moving and Copying Text**

- i. Using the Office Clipboard
- ii. Moving text by dragging or using cut and paste
- iii. Copying text by dragging or using cut and paste
- iv. Working with multiple document windows
- v. Moving and copying text among windows

2. Find and Replace

- i. Find text
- ii. Find and replace text, special characters and formatting

D. Page Formatting**1. Page and Section Breaks**

- i. Using soft and hard page breaks
- ii. Controlling line and page breaks
- iii. Controlling section breaks
- iv. Formatting sections
- v. Using the Go To feature

2. Page Numbers, Headers, and Footers

- i. Add or vary page numbers
- ii. Change starting page numbers
- iii. Add headers and footers in documents
- iv. Work with headers and footers within section
- v. Link section headers and footers
- vi. Create continuation or alternate page headers and footers

E. Tables and Columns**1. Tables**

- i. Create a table
- ii. Key and edit text in tables
- iii. Select cells, rows, and columns
- iv. Edit table structures
- v. Format tables and cell contents
- vi. Convert tables and text

2. Columns

- i. Create multiple-column layouts
- ii. Key and edit text in columns
- iii. Format columns and column text
- iv. Control column breaks

F. Advanced topics**1. Styles**

- i. Create and apply styles
- ii. Use AutoFormat and the Style Gallery

2. Templates and Wizards

- i. Use, create, and modify templates
- ii. Use wizards

3. Graphics

- i. Searching for clip art
- ii. Insert, position, and size graphics
- iii. Use, create, and edit watermarks
- iv. Use, create and edit WordArt

- v. **Use, create and edit diagrams**
- vi. **Use, create and edit charts**
- vii. **Edit and modify chart data**
- 4. Mail Merge – Basic features**
 - i. **Create a main document**
 - ii. **Create a data source**
 - iii. **Insert merge fields into a main document**
 - iv. **Perform a mail merge**
- 5. Collaborating**
 - i. **Circulate documents for review**
 - ii. **Compare and merge documents**
 - iii. **Insert, view, and edit comments**
 - iv. **Track, accept, and reject proposed changes**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture presentation and classroom discussion on current principles and practices of correct word processing techniques.**
- B. Instructor-led guided practice of Word's functions.**
- C. Individualized instruction to assist students as they implement lecture concepts to produce sample documents.**

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:

- A. Comprehensive production problems will be given to test student knowledge of and ability to link business concepts and competencies to document production.**
- B. Written tests will be used to measure competencies in problem solving and analysis of correct procedures and techniques. Questions will test for content understanding of terminology and knowledge of subject matter through the student's ability to contrast and apply appropriate word processing concepts necessary to produce a variety of business documents.**

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. Following instructor lecture and demonstration of correct procedures used to format interoffice memorandums, students will complete a sample document for instructor approval demonstrating their ability to set margins and tabs, insert text in the correct location, check for correct spelling and punctuation, save to disk, and print a completed copy. Documents are evaluated to meet criteria of the workplace environment.**
- B. Following instructor lecture and demonstration of correct procedures used to format a newsletter; students will create column layouts, format column text, balance columns, convert text to a table, use Table AutoFormat, change column width, and compose a document. This document is a letter to a client**

describing options available to the client regarding a travel itinerary. Information for this letter is extrapolated from the first document. Students will proofread, save and print a copy for Instructor approval. Students may work in groups to evaluate document format and revise documents before submission to instructor.

- C. Following instructor lecture and demonstration of correct procedures used to insert graphics and charts in Word, students will complete a sample document for Instructor approval demonstrating their ability to insert WordArt, insert charts, edit chart data, change chart type, and add chart options. These documents are printed and evaluated to meet criteria of the workplace environment.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Shelley Gaskin, John Preston, Sally Preston, Robert Ferrett		<i>GO! With Microsoft Office Word 2003 Comprehensive</i>	
Author		Title	
Prentice Hall Publishing	ISBN 0-13-156528-1	2004 or most current version	
Publisher	ISBN	Publication Date	

OR

Required (2):

Zimmerman/Zimmerman/Shaffer		Microsoft Office Word 2003 – New Perspectives Series – Expert Edition	
Author		Title	
Course Technology	ISBN 1-4188-3911-6	2006 or most current version	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
	ISBN	Publication Date	

Supplemental (1):

Author		Title	
	ISBN	Publication Date	

Supplemental (2):

Author		Title	
	ISBN	Publication Date	

Supplemental (3):

Author		Title	
	ISBN	Publication Date	

Publisher

ISBN

Publication Date

CAPP 121 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	122	Using Microsoft Excel (formerly CAPP 122D Using Microsoft Excel 2007- Level 1)
Business-M	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code	0514.00	(click here for TOP code website)
			(choose only 1)		

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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).**

Students will learn the functions and capabilities of Excel with emphasis on using Excel to solve business problems. This course will prepare students for the Microsoft Office User Specialist (MOUS/MOS) Expert-Level Exam in Excel.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 beginning and advanced capabilities of Excel. This course prepares students for the Microsoft Expert-Level MOS Exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides the student with the advanced skills needed in the professional, course, and personal sectors. The student will also be able to show their proficiency in this program, as well as preparing them to take the Microsoft Office Specialist (MOS) Expert-level exam.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Identify major components of the Excel window
- B. Evaluate and select the most appropriate means for inserting text, values and formulas into a worksheet
- C. Create logical functions, and apply number and character functions in the design of a spreadsheet solution
- D. Apply formatting to the worksheet in accordance with layout and design principles
- E. Create charts that are appropriate for the data (and statistics) being depicted
- F. Identify elements on an Excel list
- G. Use a data form to enter, search for, edit, and delete records
- H. Apply conditional formatting to a range of data
- I. Create and use an Excel workspace
- J. Diagnose a spreadsheet problem and use the appropriate tool to remedy the problem (use audit formulas, trace and fix formula errors)
- K. Create and edit hyperlinks
- L. Create data entry validation rules appropriate to the data type and problem domain
- M. Create scenarios to perform what-if analysis
- N. Import data from a text file

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

- A. Introduction to Excel terminology
 - Excel Window
 - Basic characteristics of a worksheet and workbook

- B. Creating a worksheet
 - Entering text and numbers
 - Selecting a range
 - Changing font size and color
 - Centering across columns
 - Editing a worksheet
 - Saving and opening a workbook
 - Using Excel Help

- C. Formulas, Functions and Formatting
 - Entering dates and formulas
 - Verifying formulas
 - Conditional formatting
 - Changing widths of columns and rows
 - Creating a Pivot Table, and Pivot Chart
 - Preview and printing worksheet
 - Displaying and printing formulas
 - Simple What-If analysis and goal seeking
 - Deleting, inserting, copying and moving data
 - Use Solver to solve multiple problems
 - Analysis of Solver answer and multiple scenarios

- D. Creating Charts
 - Creating a 3-D Pie Chart on a Chart Sheet
 - Enhancing a 3-D Pie chart
 - Freezing titles

- E. Creating Queries
 - Creating a basic Query
 - Creating a parameter query

- F. Creating Templates
 - Building and copying a template
 - Customizing formats
 - Adding text boxes and arrows
 - Adding header and footer
 - Creating a workspace
 - Consolidating data by linking workbooks

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Demonstrate use of macros to increase the ease of use in Excel and demonstrate skills to needed to solve business problems.
- B. Lecture on design and implementation of excel projects with proper documentation, and on ways to solve complex problems by integrating Excel with other Window Programs.
- C. Hands on activities using pivot tables and charts to prepare what-if 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:

- A. Graded assignment from textbook. Review Assignment requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment.

- B. Graded assignments from textbook. Case 1 and Case 2 are in-depth assignments per project that require students to apply knowledge gained in the project to solve problems on the computer such as pivot tables and charts.
- C. Test that demonstrate the student's ability to select and apply appropriate Excel Skills in solving complex problems and integrating Excel, with other Microsoft applications. (i.e., Word, Access, PowerPoint) and using macros.
- D. Assign Internet assignments that challenge the student to find information on the Internet that they can use to create effective documents using what-if analysis.

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 Assignment to create a Monthly Accounts Receivable Balance Sheet following case scenario. Include formatting, styles.
- B. Enter formula's to check balances by month and end of year. Print worksheet and formula's
- C. Using case scenario from A, and B add a pivot table and chart. Re-print worksheet and formula's
- D. Add macro to save and close workbook from the above case scenario.
- E. Print workbooks, formulas, save and close workbook.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

June Jamrich Parsons, Dan Oja, Roy Ageloff, Patrick Carey Author	New Perspectives on Microsoft Office Excel 2007, Comprehensive Title
Course Technology Publisher	1-4239-0585-7 ISBN
	Aug 2007 Publication Date

Required (2):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Required (3):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (1):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (2):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

Supplemental (3):

 Author	 Title
 Publisher	 ISBN
	 Publication Date

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	123	Using Microsoft Access - Level 1 (formerly CAPP - 123D Using Microsoft Access - 2007 Level 1)
Business-M	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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).

Students will learn the functions and capabilities of Microsoft Access with an emphasis on the integration of Microsoft Office Access to solve course business problems. The course will begin to prepare the student to take the Microsoft Office Specialist (MOS) Expert-level exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 beginning and advanced capabilities of Access. This course prepares students for the Microsoft Expert-Level MOS Exam

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides the student with the advanced skills needed in the professional, course, and personal sector. This course will prepare students for the Microsoft Office Specialist (MOS) Expert-level exam in Access.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 major components of the Access window
2. Open and navigate a table
3. Design and create a new database
4. Analyze, design, and build fields and table primary keys
5. Add, modify, and delete records from a database
6. Create, run and save queries
7. Create a form in accordance with standard design principles
8. Maintain table data using a form
9. Create a complex form (mainform-subform)
10. Design and create a report in accordance with problem specifications
11. Define data validation criteria appropriate to the data type and problem domain
12. Use logical operators in a query
13. Design and create a custom form in accordance with problem specifications
14. Design and create a custom report in accordance with standard design principles
15. Create a crosstab query to analyze data
16. Improve database performance by viewing and creating indexes where appropriate

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

- A. Creating and Using Databases
 1. Create Access Databases
 2. Open database objects in multiple views
 3. Move among records
 4. Format datasheets
- B. Creating and Modifying Tables

1. Create and modify tables
 2. Add a pre-defined input mask to a field
 3. Create look-up fields
 4. Modify field properties
- C. Creating and Modifying Queries
1. Create and modify select queries
 2. Add calculated fields to Select queries
- D. Creating and Modifying Forms
1. Create and display forms
 2. Modify form properties
- E. Viewing and Modifying Information
1. Enter, edit and delete records
 2. Sort records
 3. Filter records
- F. Defining Relationships
1. Create one-to-many Relationships
 2. Enforce Referential Integrity
- G. Producing Reports
1. Create and format reports
 2. Add calculated controls to reports
 3. Preview and print reports
- H. Integrating with Other Applications
1. Import Data to Access
 2. Export Data from Access
 3. Create a simple data access page

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Demonstrate how to use Macros to increase ease of use of Microsoft Access and data entry forms, and reports.
- B. Lecture on design and implementation of database applications using major components and core functions of Access.
- C. Demonstrate how to construct and use databases, forms, reports and queries.
- D. Pair- and small-group problem solving and discussion on specific features available in the 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:

- A. Graded assignment from textbook. Review Assignment requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment.
- B. Graded assignments from textbook. In the Case 1 and Case 2 are in-depth assignments per project that require students to apply knowledge gained in the project to solve problems on the computer using components and core functions of Access.
- C. Test that demonstrate the student's ability to select and apply appropriate Access skills in solving business problems constructing databases, forms, reports, and queries.
- D. Team projects and Internet assignments that challenge the student to find information on the Internet that they can use to create effective database systems using keyboard shortcuts, and drop-down menus.

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. Students will prepare a database, with documentation of the database and its needs that apply to its design.

- B. Working from the database that student's prepared; students will define relationships and then create queries, reports and forms from the information.
- C. Continue working from database given, student's will create macros that will enhance the efficiency of the database.
- D. Taking the information from the database created in A, B, and C students will export the information from the tables into a Word document.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Joseph J. Adamski, Kathy Finnegan	New Perspectives on Microsoft Office Access 2007, Comprehensive	
Author	Title	

Course Technology	1-4239-0589-X	Sep 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title	

Publisher	ISBN	Publication Date

Required (3):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	

Publisher	ISBN	Publication Date

CAPP 123 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **OCT 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	124	Using Microsoft PowerPoint (formerly CAPP 124D Using Microsoft PowerPoint 2007-Level 1)
Business-M	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270	48-54		0		48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 introduces students to presentation software concepts and applications. Students will use Microsoft PowerPoint to create and present information for a variety of contexts. This course is designed for the student who is pursuing the MOUS certification as well as students who are interested in improving their interpersonal communication skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Develop single-user and workgroup applications using advanced features of MS PowerPoint.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course is part of our Computer Applications (CAPP) track.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 major components of the PowerPoint window
2. Analyze the needs and expectations of your audience
3. Assess the situation in which the presentation will be delivered
4. Prepare an outline of the general organization of the presentation
5. Develop an effective introduction, body, and conclusion
6. Select and create appropriate visuals
7. Create a presentation
8. Prepare outlines, handouts and speaker notes
9. Use design templates to establish presentation standards
10. Customize a design template using the Slide Masters
11. Apply graphics, sounds, and animation where appropriate
12. Evaluate sources of data and import Word outlines and Excel charts
13. Apply complex sound and animation effects to a presentation
14. Set up a self-running presentation
15. Design and create templates using the Slide Masters

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

- 1) Planning a Presentation
 - a) Planning a presentation
 - b) Determining the purpose of the presentation
 - c) Determining the outcomes of the presentation

- d) Analyzing the audience's needs and expectations
- 2) Selecting Appropriate Media
 - a) Chalkboards, whiteboard, notepad
 - b) Flip chart
 - c) Posters
 - d) Overheads
 - e) Handouts
 - f) Slides
 - g) On-screen
 - 3) Organizing a presentation
 - a) Developing an introduction
 - b) Developing the body of a presentation
 - c) Organizing information
 - i) Inductively
 - ii) Deductively
 - iii) Chronologically
 - iv) Spatially
 - v) Problem and solution
 - d) Supporting main points
 - e) Providing transitions
 - 4) PowerPoint Presentation Framework
 - a) Start the presentation
 - b) Create the text framework
 - c) Add charts
 - d) Add embellishments
 - e) Prepare a slide show
 - f) Save file
 - g) Solicit contributions from others
 - h) Generate printed output
 - i) Solicit feedback
 - 5) PowerPoint Views
 - a) Normal (developer) View
 - b) Outline View
 - c) Slide View
 - d) Slide Sorter View
 - 6) Starting a Presentation
 - a) Presentation design templates
 - b) Slide master
 - c) Creating a design from scratch
 - 7) Creating and Modifying Text
 - a) Entering the main topics
 - b) Adding bulleted text
 - c) Editing text

- d) Formatting text
- 8) Selecting and Adding Charts
 - a) Overview of chart types
 - b) Basic charts
 - c) Customizing charts
 - d) Organization charts
- 9) Adding embellishments
 - a) Adding clipart and photos
 - b) Providing transitions
 - c) Adding animation
 - d) Adding sound effects
- 10) Preparing a slide show
 - a) Setting up a self-running presentation
- 11) Web Publishing
 - a) Factors to consider
 - b) Saving the presentation as a web page
 - c) Publishing the presentation
 - d) Using web folders
- 12) Using PowerPoint with other applications
 - a) MS Word
 - b) MS Excel

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture on audience needs assessment and expectation analysis.
- B. Pair- and small-group problem solving and discussion on presentation creation with the AutoWizard feature.
- C. Hands-on activities using design templates and creating custom design templates. .

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:

- A. Homework assignments that demonstrate mastery of presentation creation with the AutoWizard feature.
- B. Team projects where students develop presentations that incorporate graphics, sounds, transitions and animation.
- C. Tests that demonstrate mastery of course objectives, for example: multiple choice questions to verify comprehension of presentation-software terminology; activity problems to demonstrate mastery of including special effects in a 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. Projects / Team Assignments. Given a case scenario the student will prepare an outline of the general organization of the presentation, highlighting audience needs and expectations.
- B. Projects / Team Assignments. Given a problem statement the student will develop a presentation using the *introduction, body, and conclusion* format.
- C. Projects / Team Assignments. The student will enhance a presentation by adding graphics, sounds, animation and transitions.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Beverly Zimmerman, S. Scott Zimmerman		New Perspectives on Microsoft Office PowerPoint 2007, Comprehensive	
Author		Title	
Course Technology	1-4239-0593-8	Aug 2007	
Publisher	ISBN	Publication Date	

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (2):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (3):

Author		Title	
Publisher	ISBN	Publication Date	

CAPP 124 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Mt. San Jacinto College
1499 North State Street
San Jacinto, Ca 92583

Author: Susan Carrier

Date: August 1, 2005

Discipline(s): 1. Bus Admin 2. Accounting 3. Office Admin

1. Course Title: Excel For Business And Accounting

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: CAPP 125C

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3	=	3	+	0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		48-54	=	48-54	+	0

3b. Credit Type

Dept: Business Program: Bus Admin/Office Admin

<input checked="" type="checkbox"/>	Transfer Credit (100 & higher) (click here for Transfer Form)	<input checked="" type="checkbox"/>	Degree Credit (70 & higher)	<input type="checkbox"/>	Non-Degree Credit (69 & lower)
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3c. AA/AS Degree Pattern

General Ed Breadth

Area(s):

3d. Maximum Enrollment: 35 Enter number

3e. Credit/No Credit ONLY No Yes or No (usually No)

3f. Credit/No Credit ALLOW Yes Yes or No (usually Yes)

3g. Can be taken 1 time(s) for credit (maximum 4):
(If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website) 0514.00

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).

Excel skills for business and accounting users. Course will focus on case studies and selecting and applying features and techniques for using Excel to improve business productivity and solve common accounting problems. Students will work with spreadsheet features including formatting, formulas, functions, charts and tools. Designed for students who have completed ACCT 124 or ACCT 124 A, B

& C or have equivalent experience in accounting.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
5. Class 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).
Excel for business and accounting users. This course covers basic and advanced features of Excel to be used in case studies and projects including financial statements, schedules and analysis with focus on timesaving tips and practical solutions. This course also covers formatting, formulas, functions, and charts
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
6. Need/Justification (in gray box below)
Knowledge of Excel is critical to anyone in any business or accounting field. The current course in Excel, CAPP 122C, focuses on the features of Excel needed for MOUS certification. This course will focus on training and practical application of the software for business and accounting users. Assignments will focus on case studies for solving real-world business and accounting problems.
7a. Prerequisite(s) (in gray box below): Prerequisites go through a separate approval process. See Forms E1-E4 for details.
None
7b. Corequisite(s) (in gray box below): Corequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7c. Recommended Preparation (in gray box below): Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.
ACCT124 or ACCT 124 A, B, & C or equivalent accounting experience
7d. Other Enrollment Criteria:
None.
8. Learning Objectives: (express in behavioral terms in gray box below): Upon the completion of the course the student will be able to do the following:
<ol style="list-style-type: none"> 1. Create, save and print Excel spreadsheets utilizing features for navigating, selecting, data entry, formatting, formulas, functions, charts, graphs, and help. 2. Evaluate and utilize a variety of techniques for increasing speed and accuracy in the design and use of a spreadsheet. 3. Analyze business and accounting problems using case studies and determine an effective solution using a variety of advanced Excel features to design forms, reports, and charts to compile, summarize and/or analyze data into useful information.
9. Course Content: (outline of main topics and subtopics in gray box below)
<ol style="list-style-type: none"> 1. The Excel Window <ol style="list-style-type: none"> a. Title bar, menus and toolbars b. Formula bar c. Scroll bars and sheet tabs d. The status bar 2. Moving Around in Excel

- a. Using the mouse and the keyboard
- b. Moving around in a workbook
- c. Selecting a group of cells
3. Help!
 - a. Using Excel's help feature
 - b. Index of topics
 - c. The Answer Wizard
4. Entering Data in Excel
 - a. Types of data (labels, numbers and formulas)
 - b. Data entry shortcuts
 - c. AutoCorrect, AutoComplete
 - d. SpellCheck
 - e. Inserting and deleting cells
5. Formatting Cells
 - a. Basic formatting techniques
 - b. The formatting toolbar and the format cells dialog box
 - c. Format painter
6. Editing a Spreadsheet
 - a. Cut, copy and paste
 - b. Drag and drop
 - c. Undo and redo
 - d. Inserting and deleting rows/columns
 - e. Autofill
7. Formulas and Functions
 - a. Simple formulas
 - b. The order of operands
 - c. Relative vs absolute cell addressing
 - d. SUM, AVERAGE, MIN and MAX functions
 - e. The AutoSum button
 - f. A brief tour of other function commands
8. Charts and Graphs
 - a. Creating basic charts and graphs
 - b. Chart types
9. Saving and Printing
 - a. Save, SaveAs, Open, and Close commands
 - b. Page Setup
10. Shortcuts – The Fastest Way to Increase Productivity
 - a. Navigation shortcuts
 - b. Selecting shortcuts
 - c. Editing shortcuts
 - d. Data entry tricks
 - e. AutoCorrect, AutoComplete, and multiple windows
11. Data Tables
 - a. "Table Manners" – rules for building data tables effectively
 - b. Sorting – sorting tables on multiple levels
 - c. AutoFilter – finding and manipulating data
 - d. Copy and Paste techniques – using GoTo and PasteSpecial
12. Advanced Functions

- a. The IF function
 - b. Date and time math
 - c. Consolidating data with LOOKUP, SUMIF and INDEX functions
 - d. Financial functions: amortization, depreciation, interest, present value, future value, yield, maturity, etc.
 - e. Statistical functions: rank, quartile, and count
 - f. Rounding functions
13. Form Design
- a. Validation
 - b. Protection
 - c. Conditional formatting
 - d. Drop-in data templates
14. Report Design
- a. Subtotals – automatic subtotals
 - b. Styles – using automatic styles for subtotals
 - c. Pivot tables
 - d. Query to a database
15. Advanced Charts
- a. Chart techniques – when to use each chart type
 - b. Custom colors, lines, scaling, annotation
 - c. Combination charts – Column chart and line chart
16. Special Tools
- a. Pro forma tools: Scenarios, Solver, and Goal Seek
 - b. Macros
 - c. Custom views
 - d. Spreadsheet auditing and error checking
 - e. Cell comments
17. Financial Charts and Graphs
- a. Chart techniques – when to use each chart type
 - b. Custom colors, lines, scaling, annotation
 - c. Combination charts – Column chart and line chart

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

- A. Lecture and guided practice to reinforce techniques.
- B. Discussion to identify, compare, and contrast Excel features in the effective design of forms, reports, and charts.
- C. Individual and/or group problem solving using case studies to develop skill in analyzing business and accounting problems and determining an effective solution using a variety of Excel features.

11. 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:

- A. Written tests to measure understanding of the software features
- B. Timed exercises to demonstrate competency in using software to solve specific problems
- C. Computer-assisted evaluations, including on-screen quizzes and/or exercises

12. 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 One: Expense Report

Use Excel to design a simple Excel spreadsheet for use in reporting employee business expenses (sample spreadsheet provided).

Minimum Requirements:

- Page header and footer, including company name
- Blank cells for employee name, employee number and department
- Column on left side for date and description of expenses
- Columns on right side for airfare, hotel, car rental, meals, telephone, etc.
- Formulas to calculate total expenses

Assignment Two: Sales Report and Graph

Create a sales report for a fictitious car dealership. Use the sales report to create a column chart (sample spreadsheets provided).

Minimum Requirements:

- Page header and footer including company name, report name and page numbering
- Create summary totals. Report should include row totals for each salesperson and column totals for each category.

Assignment Three: Form Design

Use Excel to design a comprehensive Excel spreadsheet for expense account reporting (printout of sample form provided).

Minimum Requirements:

- Company name and logo
- Place for employee name, employee number department and week ending date
- Columns on left side for date, description and project number
- Columns on right side for different types of expenses, including airline, hotel, telephone, meals, etc.
- Signature lines for employee and supervisor.

Assignment Four: Report Design

Create a series of sales reports based on an Excel list. Sales data in Excel list and sample reports provided.

Minimum Requirements:

- Page header and footer including company name, report name and page numbering
- Detail report for use by the Sales Reps. Report should include automatic subtotals for each Sales Rep (with page breaks) and subtotal for each customer.
- Summary report for use by the Sales Manager. Report should include total

sales for each customer, sorted by Sales Rep.

- Summary report for use by Marketing, Production and Forecasting Departments. Reports should include total sales quantity for each product, sorted and subtotaled by product category.

Assignment Five: Analysis Template

Design a template spreadsheet with a "Drop-in" table to analyze performance.

Minimum Requirements:

- Two linked worksheets: the first sheet containing analysis formulas and links to the second sheet; the second sheet containing the "drop-in" data
- VLOOKUP, HLOOKUP, and SUMIF formulas to pull data from the drop-in data table
- SUM, AVERAGE, or similar functions to analyze the data into a meaningful report.
- Chart the summary data using a variety of chart types

Assignment Six: Form Design

Use Excel to design a form to calculate a depreciation schedule

Minimum Requirements:

- Company name and logo
- Cells for ID number and description of each item
- Calculations for depreciation based on useful life and double-declining or similar method of allocating depreciation.

Assignment Seven: Ratio Analysis

Use a corporation's annual report to create a ratio analysis of the balance sheet and income statement.

Minimum Requirements:

- Page header and footer including company name, report name and page numbering
- Balance sheet and income statement should contain columns for at least 2 years.
- Calculate at least 10 ratios for liquidity, profitability, and asset usage.
- Research industry averages for the ratios calculated and include quartile statistics in your spreadsheet

Assignment Eight: Pro Forma Income Statement

Design a spreadsheet to calculate a 5-year pro forma income statement based on a series of assumptions.

Minimum Requirements:

- Create a spreadsheet which will estimate the income and expenses for the next 5 years for a manufacturing company
- Calculations should be based on a series of assumptions, such as:

- Market growth or market-share growth
- Expense increases (inflation) or decrease (volume pricing)
- Increase in marketing expense to increase sales
- Purchase of capital equipment to reduce production costs
- Use the Scenario feature of Excel to capture several different combinations of assumptions.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Excel 2003 Personal Trainer

(Author)

Custom Guide, Inc

(Title)

O'Reilly Publishing

0-596-00853-8

November 2004

(Publisher)

ISBN

(Publication Date)

(2) Required:

Ruth Maran

(Author)

Maran Illustrated Excel 2003

(Title)

South-Western

1-59200-876-3

2004

(Publisher)

ISBN

(Publication Date)

(3) Required:

Carlberg, Conrad

(Author)

Managing Data with Microsoft Excel

(Title)

Que

0-7897-3100-2

2004

(Publisher)

ISBN

(Publication Date)

(4) Required:

Gaylord N. Smith

(Author)

Excel for Accounting Principles

(Title)

South-Western

0-538-88887-3

March 2003

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

Jinjer Simon

(Author)

Excel 2000 in a Nutshell: A Power User's Quick Reference

(Title)

O'Reilly

1-56592-714-1

August 2000

(Publisher)

ISBN

(Publication Date)

(2) Supplemental:

(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		
5-10 floppy disks		

CAPP 125C – NEW JAN 06

Submitted by: **Bil Bergin**

Date: **27-Mar-2007**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	126E	Using In-Design CS2 (or most current version)- Level 1
Office Technology	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	Lab Units/Hours 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **30** Enter number
Credit/No-Credit ONLY **NO** Yes or No (usually No)

Credit/No-Credit ALLOW TOP code **YES** Yes or No (usually Yes)
0514.00 (click [here](#) for TOP code website)
(choose only 1)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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 introduces the student to the principles, concepts, and techniques of desktop publishing with Adobe InDesign. The focus in this course will be on composition and layout of multiple page documents that include imported text, graphics, and artwork. This course is designed for the student who wants to integrate desktop publishing applications with other business computing applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to the principles and concepts of desktop publishing with an emphasis on integration with other business applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is part of the series of CAPP courses that prepare students to work effectively with desktop publishing software.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Define the term desktop publishing and specify the components of a desktop publishing system**
- B. Compare traditional and desktop publishing methods of page design and printing**
- C. Identify the major components of the InDesign window**
- D. Create a single-page publication that includes text and graphics**
- E. Design a document with stacked groups and frames**
- F. Define basic typographic terms, and be able to explain and identify different categories of typefaces.**
- G. Evaluate and adjust for kerning, leading, character width and tracking in a publication.**
- H. Create master pages and style sheets**
- I. Recognize components that enhance or detract from page layout. Understand how color elements affect design**
- J. Create indexes and tables to support publication of large documents**

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

- 1. Introduction to desktop publishing**
 - a. Development of desktop publishing
 - b. Traditional vs/ Desktop Publishing systems
 - c. Components of a desktop publishing system

- 2. Introduction to InDesign**
 - a. Hardware requirements
 - b. Software requirements
 - c. InDesign window

- 3. Creating a publication**
 - a. Setting up a publication
 - b. Creating a publication

- 4. Importing and positioning text**
 - a. Adding text
 - b. Importing text
 - c. Moving, copying, and deleting text
 - d. Paragraphs
 - e. Text blocks
 - f. Frames

- 5. Typography**
 - a. Characters
 - b. Character size measurement
 - c. Typefaces
 - d. Popular typefaces
 - e. Type specifications

- 6. Working with graphics**
 - a. Adding graphics
 - b. Importing graphics
 - c. Text and graphics
 - d. Frames and graphics

- 7. Arranging and combining objects**
 - a. Grouping
 - b. Stacking
 - c. Aligning and distributing
 - d. Duplicating
 - e. Transforming

- 8. Working with styles**
 - a. Document structure
 - b. Master pages
 - c. Grids
 - d. Creating and modifying styles

- 9. Other features**

- a. Transparency
 - b. Drop shadows
 - c. Feathering
10. Large publications
- d. tables
 - e. indexes

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture on desktop publishing concepts.
- B. Pair- and small-group problem solving and discussion on creating master pages and style sheets.
- C. Hands-on activities in support of the discussions on typography.

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:

- A. Homework assignments that demonstrate mastery of desktop publishing features and techniques.
- B. Team projects where students will build a large publication using InDesign.
- C. Tests that demonstrate mastery of course objectives

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. Projects / Team Assignments. Given a case scenario, use Adobe InDesign to create a publication in accord with good design principles.
- 2. Projects / Team Assignments. Given a case scenario and sample data (text) sets, prepare a large publication that imports data, builds a publication, and utilizes tables and indexes.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Cohen, Sandee InDesign CS2 for Macintosh & Windows: Visual QuickStart Guide

Author	Title	
Peachpit Press	0321322010	September 2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author		Title	
Publisher	ISBN	Publication Date	
Supplemental (3):			
Author		Title	
Publisher	ISBN	Publication Date	

CAPP 126E rev JUNE 07

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **OCT 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	126G	Using Adobe InDesign (formerly Using Adobe InDesign CS3)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54		0		48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4)
(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 introduces the student to the principles, concepts, and techniques of desktop publishing with Adobe InDesign. The focus in this course will be on composition and layout of multiple page documents that include imported text, graphics, and artwork. This course is designed for the student who wants to integrate desktop publishing applications with other business computing applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to the principles and concepts of desktop publishing with an emphasis on integration with other business applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is part of the series of CAPP courses that prepare students to work effectively with desktop publishing software..

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Define the term desktop publishing and specify the components of a desktop publishing system**
- B. Compare traditional and desktop publishing methods of page design and printing**
- C. Identify the major components of the InDesign window**
- D. Create a single-page publication that includes text and graphics**
- E. Design a document with stacked groups and frames**
- F. Define basic typographic terms, and be able to explain and identify different categories of typefaces.**
- G. Evaluate and adjust for kerning, leading, character width and tracking in a publication.**
- H. Create master pages and style sheets**
- I. Recognize components that enhance or detract from page layout. Understand how color elements affect design**
- J. Create indexes and tables to support publication of large documents**

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

- 1. Introduction to desktop publishing**
 - a. Development of desktop publishing**
 - b. Traditional vs/ Desktop Publishing systems**
 - c. Components of a desktop publishing system**

- 2. Introduction to Adobe InDesign**
 - a. Hardware requirements
 - b. Software requirements
 - c. InDesign window

- 3. Creating a publication**
 - a. Setting up a publication
 - b. Creating a publication

- 4. Importing and positioning text**
 - a. Adding text
 - b. Importing text
 - c. Moving, copying, and deleting text
 - d. Paragraphs
 - e. Text blocks
 - f. Frames

- 5. Typography**
 - a. Characters
 - b. Character size measurement
 - c. Typefaces
 - d. Popular typefaces
 - e. Type specifications

- 6. Working with graphics**
 - a. Adding graphics
 - b. Importing graphics
 - c. Text and graphics
 - d. Frames and graphics

- 7. Arranging and combining objects**
 - a. Grouping
 - b. Stacking
 - c. Aligning and distributing
 - d. Duplicating
 - e. Transforming

- 8. Working with styles**
 - a. Document structure
 - b. Master pages
 - c. Grids
 - d. Creating and modifying styles

- 9. Other features**
 - a. Transparency
 - b. Drop shadows
 - c. Feathering

- 10. Large publications
 - d. tables
 - e. indexes

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture on desktop publishing concepts.
- B. Pair- and small-group problem solving and discussion on creating master pages and style sheets.
- C. Hands-on activities in support of the discussions on typography.

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:

- A. Homework assignments that demonstrate mastery of desktop publishing features and techniques.
- B. Team projects where students will build a large publication using Adobe InDesign.
- C. Tests that demonstrate mastery of course objectives

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. Projects / Team Assignments. Given a case scenario, use Adobe InDesign to create a publication in accord with good design principles.
- B. Projects / Team Assignments. Given a case scenario and sample data (text) sets, prepare a large publication that imports data, builds a publication, and utilizes tables and indexes.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Sandee Cohn		InDesign CS3 for Macintosh and Windows: Visual QuickStart Guide	
Author		Title	
Peachpit Press	0-321-50306-6	Oct 2007	
Publisher	ISBN	Publication Date	

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (2):

--	--	--	--

Author		Title	
Publisher	ISBN	Publication Date	
Supplemental (3):			
Author		Title	
Publisher	ISBN	Publication Date	

CAPP 126G rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business	BUS	CAPP	135	Using Microsoft Project (formerly CAPP 135D Using Microsoft Project 2007)
Computer Information Systems	CIS	CAPP	135	Using Microsoft Project (formerly CAPP 135D Using Microsoft Project 2007)
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	Lab Units/Hours 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	Lecture Units <input type="text" value="3"/>	+	Lab Units <input type="text"/>	=	Total Units <input type="text" value="3"/>
		Lecture Hours <input type="text" value="48-54"/>	+	Lab Hours <input type="text"/>	=	Total Hours <input type="text" value="48-54"/>

Maximum Enrollment: Enter number
Pass/No Pass ONLY No Yes or No (usually No)

TOP code (choose only 1) ([click here for TOP code website](#))

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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 students to Microsoft Project as a project management tool. Within the framework of the project management life cycle, the following activities will be examined: integration and scope management, time, cost, and quality management, and communications and risk management. This course is designed for the student who needs a working knowledge of project management tools and techniques.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces students to Microsoft Project. It includes topics of project integration, scope, time, cost, quality management, communications and risk management.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course introduces the student to one of the core subject areas in all Business environments, i.e. project management. The student will gain insight into career opportunities for project management specialists.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Assess project management and the impact on business
2. Analyze the project management life cycle.
3. Design and discuss various project views, filters, forms and reports and analyze their use in the decision making process.
4. Prepare a Work Breakdown Structure
5. Construct and use GANNT charts and PERT charts for project planning and tracking.
6. Examine and apply the different cost estimating techniques.
7. Analyze various kinds of project documentation.
8. Identify common sources of risk on projects and develop strategies for identifying and reducing them.
9. Organize Microsoft Project to support each of the major phases of the project management life cycle.

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

- 1) Introduction to project management
 - a) The role of project management in Business
 - b) Project management life cycle
 - c) Project phases
 - d) Project management process groups
- 2) Microsoft Project Basics
 - a) Establishing project start and end dates
 - b) Review the project panes, toolbars and screen structure.
 - c) Review the function of a GANTT and PERT chart
- 3) Project Tasks
 - a) Creating general tasks
 - b) Establishing Task durations

- c) Milestones
 - d) Summary and subordinate tasks
 - e) Linking tasks
 - i) Finish-to-Start
 - ii) Start-to-Start
 - iii) Finish-to-Finish
 - iv) Start-to-Finish
 - f) Establishing lag & lead
 - g) Identifying the critical path
 - h) Splitting tasks
 - i) Recurring tasks
 - j) Review and access the Task Information window
- 4) Project Resources
- a) Adding resources
 - b) Identifying resource fields
 - c) Editing resources
 - d) Assigning resources to tasks
 - e) Identifying and managing overallocated resources
- 5) Calendars
- a) Relationship between calendars and the project.
 - b) Creating project calendars.
 - c) Creating task calendars.
 - d) Creating resource calendars.
 - e) Editing and printing calendars.
- 6) Costs
- a) Identifying resource and task costs
 - b) Adding and editing cost information
 - c) Viewing and analyzing cost information
 - d) Identify ways to reduce a projects costs.
- 7) Project communications management
- a) Background
 - b) Communications planning
 - c) Sharing project components with stakeholders.
 - d) Consolidating and linking projects
 - e) Identify project documentation options - PDF, GANNT, PERT and Calendars
- 8) Executing a project
- a) Establishing a baseline
 - b) Identifying variances
 - c) Completing tasks
 - d) Managing resources
 - e) Analyze risk management concepts

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture on project management life cycle and the core and facilitating functions of project management.
2. Instructor-led guided practice of Microsoft Project's functions.
3. Case study analysis of actual projects to identify the positive and negative aspects of a particular project.
4. Student projects that utilize Microsoft Project as a management tool.

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:

1. Homework assignments that demonstrate mastery of using the Microsoft Project software.
2. Exams will be used to measure competencies in problem solving and analysis of correct procedures and techniques. Questions will test for content understanding of terminology and knowledge of subject matter.

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:

Identify a project that needs to be completed, prepare a 200 word description of the project and the desired outcome. Use Microsoft Project to document the project. The project requirements are: at least 20 tasks, has logical task linking, utilizes resources to complete tasks, identifies resource and task calendars and produces a GANNT. Students will present their project to the class, explain the project's purpose and organization, then answer questions from classmates. The project will be assessed on if it contains the required components and and the report and presentation clearly explains the project's scope and outcome.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

John Wiley & Sons	Microsoft Office Project 2007	
Author	Title	
Wiley & Sons	978-0-470-06953-0	1/1/2008
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Business Administration (Events Operation Management)

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: Date:

Discipline(s):

1. Course Title:

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number:

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	<input type="text" value="3.0"/>		<input type="text" value="3.0"/>		<input type="text" value="0.0"/>
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours		Lecture Hours		Lab Hours
		<input type="text" value="48-54"/>		<input type="text" value="48-54"/>		<input type="text" value="0.0"/>

3b. Credit Type

Dept: <input type="text" value="AGTM"/>	Program: <input type="text" value="Golf Course/Turf Management"/>	
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)	<input type="checkbox"/> Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s):

3d. Maximum Enrollment: Enter number

3e. Credit/No Credit ONLY Yes or No (usually No)

3f. Credit/No Credit ALLOW Yes or No (usually Yes)

3g. Can be taken time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

It is a lab class that emphasizes the development of skills over time

It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

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 examines how effective marketing plans are conceived, designed and implemented. The course emphasizes sales and marketing as it applies to a variety of resort, restaurant, and related hospitality service industry products.

The focus includes related sales and promotional strategies, merchandising, public relations and advertising.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

5. Class 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).

Marketing for the service industry with a focus on restaurant and resort products. Presents the fundamental marketing concepts of advertising, promotions, merchandising and sales.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

The course is part of the expanded offerings in the Golf Course/Turf Management Certificate to focus on golf resort operations, a growing industry in the region.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

The student will be able to:

- 1. Describe the elements needed for a successful marketing process**
- 2. Evaluate various hospitality/service industry products**
- 3. Formulate strategic marketing plans**
 - a. Analyze the elements in the regional marketing environment.**
 - b. Assemble marketing information from marketing research.**
 - c. Assess targeting and positioning concepts and design service industry products.**
 - d. Design a comprehensive marketing plan**
 - e. Evaluate the variety of consumer markets and distinguish marketing segments.**
- 4. Evaluate techniques of internal marketing.**
- 5. Appraise quality measures that build customer loyalty.**
- 6. Compare and evaluate strategies for pricing products.**
- 7. Assess distribution channels and discuss relative effectiveness.**
- 8. Evaluate techniques for promotion products.**
- 9. Compare various types of public relations systems.**
- 10. Evaluate effective sales techniques.**

9. Course Content: (outline of main topics and subtopics in gray box below)

- 1) The Marketing Process
 - a. Research
 - b. Design
 - c. Evaluation
 - d. Strategic Marketing Plans
- 2) Marketing Environments
 - a. Market Research
 - b. Consumer Markets
 - c. Marketing Segments
 - d. Targeting and Positioning Concepts
- 3) Marketing Products
 - a. Designing Products
 - b. Product Pricing
 - c. Merchandising
- 4) Sales
 - a. Strategies
 - b. Public Relations Systems
 - c. Sales Techniques
 - d. Advertising

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

- The following are the methods to be used to present course content.
- a. Lectures will cover major theories and application of marketing and sales techniques as it relates to the golf course and resort management.
 - b. Text assignments and reading materials will reinforce lecture topics
 - c. Classroom assignments to reinforce specific steps in development of marketing plans
 - d. Group research projects and presentations of Marketing Plans
 - e. Class discussions
 - f. Video skill demonstrations by students.
 - g. Guest Speakers representing industry

11. 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:

- a. Essay or term paper based on unit assignments
- b. Short answer exams
- c. Problem solving exercises related to lectures and reading assignments
- d. Research and participation in group assignment related to marketing
- e. Class participation and discussion

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

- a. Reading assignments from the text and supplemental material

- b. Writing, Problem Solving or Performance for example:**
 - 1. Write a one-page essay explaining the significance of merchandising to the service industry.
 - 2. Write a one-page essay commenting on the pricing of service products.
- c. Term paper, research paper on developing a marketing plan for a service company and present to the class.**

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Philip Kotler, John Bowen, James Makens

(Author)

Marketing for Hospitality and Tourism

(Title)

Prentice Hall 3rd edition

0130996114

2002

(2) Required:

(Publisher)

ISBN

(Publication Date)

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(3) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(2) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(3) Supplemental:

(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		

Transfer and Articulation to fill out the following:

MSJC Board of Trustees Approval Date	CSU Submit Date	CSU Approve Date	C S U G E	CSU GE Breadth		UC Submit Date	UC Approve Date		
				B r e a d t h	S u b m i t			Approve	
								Date	Area
New									
Revised									

MSJC Board of Trustees Approval Date	IGETC Submit		IGETC Approve		CAN Submit		CAN Approve	
	Area	Date	Area	Date	No.	Date	No.	Date
New								
Revised								

BADM 120 –new JUNE 05 (cr/ w AGTM 120)

Mt. San Jacinto College
1499 North State Street
San Jacinto, Ca 92583

Author: Rick Halsey

Date: 03/02/05

Discipline(s): 1. HORT 2. BADM 3.

1. Course Title: Resort Food & Beverage Operation

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: HORT 122/BADM 122 (formerly AGTM 122)

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3.0	=	3.0	+	0.0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		48-54	=	48-54	+	0.0

3b. Credit Type

Dept: HORT Program: Turf and Landscape Management

<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)	<input type="checkbox"/> Non-Degree Credit (69 & lower)
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3c. AA/AS Degree Pattern

General Ed Breadth
Area(s):

3d. Maximum Enrollment: 30 Enter number

3e. Credit/No Credit ONLY no Yes or No (usually No)

3f. Credit/No Credit ALLOW no Yes or No (usually Yes)

3g. Can be taken 1 time(s) for credit (maximum 4):
(If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website) 1307

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 techniques and methods of operating and controlling a food and beverage operation in a resort environment. It studies the management techniques necessary for the planning, monitoring and controlling of a food service operation and of the control systems available to insure a profitable operation.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course provides a general overview of food & beverage management and controlling costs within the operation. Emphasis is on guidelines related to resort operations.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

The course is part of the expanded offerings in the Turf and Landscape Management Certificate to focus on golf resort operations, a growing industry in the region.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

Upon completion of the course, students will be able to:

- a. Describe the principles of planning and control systems used in the management of food and beverage operations
- b. Apply appropriate principles of planning and control to specific situations in food and beverage operations
- c. Utilize standard techniques to monitor food and beverage operations
- d. Analyze food and beverage operations and utilize the information obtained to develop effective operational strategies.
- e. Demonstrate techniques of effectively communicating with employees
- f. Implement accepted industry policies and techniques to best manage the production of employees.

9. Course Content: (outline of main topics and subtopics in gray box below)

The Course Content and Scope:

- a. The food cost control cycle
- b. Menu planning and goal setting
- c. Monitoring operations and point of sales systems

- d. Purchasing policies and procedures
- e. Specifications and product quality
- f. Receiving and Storage
- g. Forecasting
- h. Production control
- i. Pre costing
- j. Payroll analysis and control
- k. Food cost performance
- l. Controlling beverage cost.
- m. Budgeting for food service operations
- n. Evaluation and decision making in food service operations

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

- A. Lectures on major considerations of resort food and beverage operations
- B. Assigned reading and review of supplemental materials provided by instructor on techniques and practices
- C. Research and Group presentations on specific topics in industry
- D. Class discussions on practices and procedures
- E. Video
- F. Guest Speakers from industry

11. 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:

- a. Essay
- b. Computation
- c. Non-Computational Problem-solving
- d. Skill Demonstration
- e. Multiple Choice
- f. Other (Written assignments involving analysis, conclusion and strategic planning to implement solutions)

12. 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. Readings in the textbook and in recommended supplementary literature.
- b. Participation in class research projects involving the collection, compilation and interpretation of data, including the composition or written or oral reports thereon
- c. Keep a journal of observations from local restaurants and operations.
- d. Presentations on a management style and problem-opportunities from the class and student solutions to those opportunities.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Paul R. Dittmer

(Author) Paul R. Dittmer

Principles of Food, Beverage and Cost Controls (7th)

(Title)

John Wiley & Sons Inc	0471397032	2002
(Publisher)	ISBN	(Publication Date)
(2) Required:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(3) Required:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(1) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(2) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(3) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		

BADM 122 –new JUNE 05 (cr/AGTM 122)

MR – Changed from AGTM to HORT CCA 11/13/06 – Catalog inclusion date: 2007-08

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: Date:

Discipline(s):

1. Course Title:

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number:

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit – 16-18	1 unit – 48-54	<input type="text" value="2.0"/>	=	<input type="text" value="2.0"/>	+	<input type="text" value="0.0"/>
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		<input type="text" value="32-36"/>	=	<input type="text" value="32-36"/>	+	<input type="text" value="0.0"/>

3b. Credit Type

Dept: Program:

<input checked="" type="checkbox"/>	Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/>	Degree Credit <small>(70 & higher)</small>	<input type="checkbox"/>	Non-Degree Credit (69 & lower)
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3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s):

3d. Maximum Enrollment: Enter number

3e. Credit/No Credit ONLY Yes or No (usually No)

3f. Credit/No Credit ALLOW Yes or No (usually Yes)

3g. Can be taken time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

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 studies the basic principles of menu making for a variety of types of food service operations within the golf industry, considering the factors of clientele, types of operations, economic requirements, nutritional adequacy, skill of personnel, and equipment limitations.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count.

Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course provides a general overview of menu design, costs related to the menu, and its general applications with emphasis on resort operations.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

The course is part of the expanded offerings in the Golf Course/Turf Management Certificate to focus on golf resort operations, a growing industry in the region.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

Upon completion of this course, students will be able to:

- a. Articulate the Importance of the menu document as a production tool and financial guide for food service operations.
- b. Identify and describe the relationships between the menu and the functions of a food service operation.
- c. Identify and describe the strategies of planning and design by producing a workable menu for a variety of food service operations to include:
 1. A breakfast menu
 2. A lunch menu
 3. A dinner menu
 4. A brunch menu
 5. A snack bar menu
 6. Various banquet style menus.

9. Course Content: (outline of main topics and subtopics in gray box below)

- a. The menu as a document
 1. Use as a planning tool
 2. Cover and cover design
 3. Sequence of menu items
 4. Menu copy
 5. Graphics, material, and type selection
- b. The Menu as a Sales Tool
 1. Common menu mistakes
 2. Creating atmosphere on a menu
 3. Specials

- 4. Pricing strategies
- 5. Takeouts
- c. Specialty Menus
 - 1. Merchandising low calorie items
 - 2. The use of foreign language on menus
 - 3. Wines and spirits
 - 4. Desserts
- d. Menu items and Descriptions
 - 1. Item categories
 - 2. Preparation types and styles
 - 3. Breakfast menus
 - 4. Room service menus
 - 5. Special occasion menus
- e. Inflation and the Menu
 - 1. Flexibility in menus
 - 2. Pricing and printing strategies
 - 3. Combining menu items for full service and to-go operations.

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

- a. Lecture and readings from text on menu planning and documentation
- b. Guided demonstration by instructor
- c. Group projects on developing menus and group presentations
- d. Class discussion
- e. Skill demonstrations by students
- f. Guest Speakers

11. 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:

- a. Essay on collection and interpretation of data related to menu plans and merchandising
- b. Computation related to menu pricing strategies
- c. Non-computation Problem-solving
- d. Skill Demonstration
- e. Multiple Choice
- f. Journal related to review and analysis of various types of menus

12. 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. Readings in the textbook and in recommended supplementary literature.
- b. Participation in lectures by instructor and occasional guest speaker, including the taking of detailed notes thereon.
- c. Collection of menus from various operations to compare and analysis.
- d. Presentations of reports by students, in panel or individually.
- e. A research project involving the collection and interpretation of data including the composition of written or oral reports thereon.
- f. Examinations of various types.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:		
Hug, Richard J. & Warfel, MC.		
<small>(Author)</small>		
Menu Planning & Merchandising		
<small>(Title)</small>		
McCutchan Publishing Corp.	0821107348	1997
<small>(Publisher)</small>	<small>ISBN</small>	<small>(Publication Date)</small>
(2) Required:		
<small>(Author)</small>		
<small>(Title)</small>		
<small>(Publisher)</small>	<small>ISBN</small>	<small>(Publication Date)</small>
(3) Required:		
<small>(Author)</small>		
<small>(Title)</small>		
<small>(Publisher)</small>	<small>ISBN</small>	<small>(Publication Date)</small>
(1) Supplemental:		
<small>(Author)</small>		
<small>(Title)</small>		
<small>(Publisher)</small>	<small>ISBN</small>	<small>(Publication Date)</small>
(2) Supplemental:		
<small>(Author)</small>		
<small>(Title)</small>		
<small>(Publisher)</small>	<small>ISBN</small>	<small>(Publication Date)</small>
(3) Supplemental:		
<small>(Author)</small>		
<small>(Title)</small>		
<small>(Publisher)</small>	<small>ISBN</small>	<small>(Publication Date)</small>
Other Reference Materials/Supplies		

Transfer and Articulation to fill out the following:

MSJC Board of Trustees Approval Date	CSU Submi t Date	CSU Approve Date	C S U G E B r e a d t h S u b m i t A r e a	CSU GE Breadth	UC Submit Date	UC Approve Date	
				Approve			
				Date			Area
New							
Revised							

MSJC Board of Trustees Approval Date	IGETC Submit		IGETC Approve		CAN Submit		CAN Approve	
	Area	Dat e	Are a	Date	No.	Dat e	No.	Date
New								
Revised								

BADM 123 –new JUNE 05 (cr/ w AGTM 123)

Submitted by: **Pat Golden-Romero** Date: **11/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business Education	Business	BADM	124	Introduction to Lodging Operations
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	1.0		0.0		1.0
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					
		Lecture Hours		Lab Hours		Total Hours
		16-18	+	0.0	=	16-18

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	1307.20	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program

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 understanding of the interdependent nature of

the major operational departments within a hotel/resort operation: rooms division, food & beverage, sales & marketing, convention services, housekeeping & general administrative. Analyzes the interrelationship between these departments & communication processes necessary to provide quality guest services and customer satisfaction.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Introduction to the key hotel and resort operational departments and communication processes necessary to provide quality guest services and customer satisfaction.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The course is part of the (proposed) Event Operations Management concentration. It provides explanation of resort operations in the tourism industry which provides an increasing number of career opportunities in the region.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. Describe the key departments of hotel/resort operations.
2. State the functions and responsibilities of the food & beverage department.
3. Describe the effects of a global economy on the hotel/ tourism industry.
4. Describe the main function of the departments within the Rooms division.
5. Discuss the concepts of: revenue management, occupancy, ADR and RevPar.
6. Outline the responsibilities, and discuss interdependent relationships between convention services, catering and sales departments.
7. Identify the key responsibilities & operational structure of the housekeeping department.
8. Discuss the interrelationship between these departments & communication processes necessary to provide quality guest services and customer satisfaction.

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

- 1) The Hospitality Industry
 - a. Characteristics of the industry
- 2) Hotel /Resort Development & Ownership
 - a. Franchising /Management contracts/Independent
 - b. Types of hotel classifications
- 3) Organizational/ operational structure of key departments
 - a. Food & Beverage Operations
 - b. Rooms Division

- c. Sales & Marketing
- d. Convention Services/Catering
- e. Housekeeping/ Guest Services
- f. Division of front of house/ back of house (support) departments
- 4) Department inter-communication procedures
 - b. Operations, Records maintenance
 - c. Service delivery methods philosophies
 - d. Service Recovery strategies
 - a. Best Practices

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lectures will cover major theories and application of department operations within a resort for accommodation of individual guests and group events.
2. Text assignments and reading materials will reinforce lecture topics.
3. Classroom assignments will include industry specific case studies, which will reinforce concepts presented by text and instructor.
4. Group and individual research projects on topics on global economy on the hotel/tourism industry using library materials.
5. Small group discussions on the concepts related to revenue management and occupancy in relation to lodging operations.
6. Presentations from guest speakers representing the industry on topics related to the hotel/resort operations

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:

1. Assign essay or term paper based on unit assignment in Hotel Operations.
2. Quizzes / unit exams to assess student's knowledge on the key components and major course concept related to the application of lodging operations.
3. Utilize problem solving exercises to show student understanding of terminology, knowledge of the interrelationship between convention services and sales departments.
4. Students will be evaluated on a research project related to the topics surrounding global economy in the hotel/tourism industry.
5. Students will be evaluated on class participation and discussion on course content concepts.

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. Reading assignments from the text and supplemental material on Hotel Operations.
2. Writing, Problem Solving or performance assignments for example:
 - a. Write a one-page essay explaining the operations and organizational structure of the rooms division of a resort.
 - b. Write a two-page essay explaining the responsibilities of both the resort Sales, and the Convention Services departments; in servicing groups and individual customers.
3. Term paper which researches daily operations of these departments at a selected lodging operation, to include developed interview questions for key

department heads in at least two operational areas.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

John R. Walker	Introduction to Hospitality
Author	Title

Wiley	0-13-11911012-2	2008
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title

Publisher	ISBN	Publication Date

JAN 10

Integrated Course Outline of Record – Computer Information Systems (Service Desk – Help Desk Program)

Submitted by: **Donna Holts** Date: **February 4, 2010**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business	BUS	BUS	104	Business Communications
English	ENGL	ENGL	104	Business Communications
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	0501.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course is a study of the principles, strategies, and techniques of written and oral business communication. The emphasis is placed on analyzing problems and

implementing solutions involving appropriate methods of business communication, i.e. letters, memos, proposals, reports, and resumes. The course also includes a study of oral communication techniques for meetings, conferences, business presentations, and interviews.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Study of the principles, strategies, and techniques of written and oral business communication. Methods learned include business letters, memos, reports, resumes, and oral business presentations

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course can be used to meet the communication and analytical thinking (D2) requirements for the MSJC AS/AA degree pattern (Option A) and as business elective credit transferable to the CS/UC systems. This course articulates to some colleges, such as Cal State San Diego and Cal State San Marcos, to a specific business communications course requirement. This course is a requirement for the MSJC Office Administration major and several employment concentration certificates; it is also an elective in the Business Administration major and several certificate programs in Business Administration

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

ENGL 098, OTEC 144 or typing speed of 25 wpm, and OTEC/ENGL 095

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 barriers to successful communication—in particular, ineffective analyses of audience and purpose—and evaluate techniques to overcome them.**
- 2. Compare those elements of writing style that are both helpful and harmful in achieving written business communication goals, and create documents that effectively employ those elements that are helpful—such as clear, concise, coherent, and courteous language—while avoiding those elements that are harmful—such as slang, or trite or outdated language.**
- 3. Deduce appropriate tone in written business communication.**
- 4. Analyze, organize, document, interpret, and illustrate qualitative and quantitative data in business report preparation.**

5. Compose and format complex analytical business letters and memoranda.
6. Compose and format complex analytical business reports and proposals.
7. Compose and format resumes, cover letters, and follow-up letters.
8. Compare and contrast those principles of written communication--audience, purpose, emphasis, tone, and style--that also apply to oral communication.
9. Evaluate alternative behaviors to determine ethical outcomes in situations involving business communications.
10. Analyze live or video business presentations for effective oral communication skills.
11. Plan and create a simulated group business project (e.g. creating an employee handbook, a company brochure, a marketing proposal, a yardstick report, etc.), including group decision making in the planning, creation, and presentation of the project.

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

1. **Communication Foundations**
 - a. Understanding the process of communication
 - b. Examining business communication ethics
 - c. Developing team, listening, and etiquette skills
 - d. Planning and participating in business meetings
 - e. Using technology to facilitate collaboration
 - f. Improving communication in intercultural environments
2. **The Writing Process**
 - a. Analyzing and adapting to the purpose and audience
 - b. Researching data, organizing content according to strategy, and composing draft
 - c. Revising message for clarity and tone, proofreading for errors in mechanics, and evaluating final message
3. **Business Correspondence**
 - a. Applying the writing process to e-mail and memos
 - b. Structuring and formatting e-mail and memos
 - c. Applying the writing process to business letters
 - d. Structuring and formatting business letters
 - e. Understanding persuasion and how to use it effectively and ethically
 - f. Planning and composing effective sales and marketing messages
 - g. Applying techniques for delivering bad news sensitively
4. **Reports, Proposals, and Presentations**
 - a. Understanding business report concepts
 - b. Gathering primary and secondary sources of information
 - c. Illustrating and documenting report data
 - d. Writing formal and informal business reports and marketing proposals
 - e. Creating and presenting oral business presentations

5. Employment Communication

- a. Searching for jobs and creating customized resumes and cover letters
- b. Preparing for job interviews and writing follow-up messages

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture, discussion, and video presentation on barriers to communication.
2. In-class writing practice and review of techniques for improving tone and style of business messages.
3. In-class individual and group brainstorming practice, editing practice, and creation of marketing messages.
4. Out-of-class writing practice and in-class analysis and review of business e-mail, memos, and letters.
5. Lecture and discussion of analytical business reports.
6. Out-of-class viewing and/or in-class video of oral business presentations and analysis of speaker skill.

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:

1. Evaluation of a minimum of five assigned written business messages for tone, mechanics, content, style, and format.
2. Evaluation of written exam in which student creates a business message incorporating appropriate strategy, tone, content and style, and which displays correct mechanics and formatting.
3. Evaluation of occasional tests for student's knowledge of business report writing.
4. Evaluation of oral presentation for appropriate planning, researching, organizing, composing, and presenting.

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

1. Using specific background information, student will compose a business letter conveying negative news to the reader, demonstrating appropriate organization, tone, style, format, and mechanics.
2. Using a preapproved business objective, student will plan, research, organize, and compose a written business report that presents a viable solution to the business problem solved.
3. In a group environment, student will present a persuasive oral argument for the business solution selected as a result of research during the creation of a business report.
4. Student will read an article from a business journal relating to the topic of ethics in business, write a summary of the article, and discuss their personal perspective on the specific example of ethical/unethical behavior addressed.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Mary Ellen Guffey	Business Communication: Process & Product, Sixth Edition	
Author	Title	

South-Western Cengage Learning	0324542909	2008
Publisher	ISBN	Publication Date

Required (2):

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Author	Title	
Publisher	ISBN	Publication Date
Required (3):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (1):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Belinda Heiden Scott** Date: **8-27-09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Office Technologies	Business	OTEC	178	Office Procedures and Systems
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	051400	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course develops administration professionals in effective office processes

including customer service, time, organizational, follow-up, and work life balance skills necessary for employment as a receptionist, clerk, administrative assistant, office manager, and executive assistant. Students enhance file management, business correspondence, and presentation skills through the use of current technologies. Soft skills will be incorporated in the curriculum as well as resume and interview techniques development.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 develop effective office administrative processes and procedures through the use of technology as well as customer service, time management, organizational and human relations skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is required in the Office Administration AS Degree, Certificate in Business – Clerical, and Certification in Business – Office Administration Technician.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 assess the skills and knowledge needed for the twenty-first century office.**
- 2. Implement common office procedures such as file management, business correspondence, follow-up, and organization skills utilizing technology.**
- 3. Compare and contrast strategies for event planning and travel arrangements.**
- 4. Apply a business communication process in oral, written, and presentation communications.**
- 5. Identify and apply skills in telecommunications, messaging services, and etiquette.**
- 6. Relate and recognize the virtual workforce as it relates to the office professional.**
- 7. Evaluate and prepare resumes and application letters for finding and advancing on a job.**
- 8. Evaluate and demonstrate appropriate businesses interview techniques.**
- 9. Analyze and develop leadership skills for effective interaction in the business office or help desk situations.**

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

- 1. The Workplace**
 - a. Constantly Changing**
 - i. organizational structures**

- ii. multinational organizations
 - iii. strategies for coping with change
 - iv. administrative professional workplace requirements
 - b. Workplace Teams
 - i. team composition
 - ii. diversity in the workplace
 - iii. productive communication
 - c. The Virtual Workforce
 - i. telework and virtual assistants
 - ii. virtual workplace considerations
- 2. Workforce Behaviors
 - a. Professional Image
 - i. characteristics of a professional
 - ii. understanding business etiquette
 - b. Anger, Stress, and Time Management
 - i. stress and its effects in the workplace
 - ii. the purpose and resolution of anger
 - iii. administrative professionals and time wasters
 - iv. techniques for managing stress, anger, and time
 - c. Ethical Theories and Behaviors
 - i. the importance of business ethics
 - ii. characteristics of ethical organizations
 - iii. discrimination and its implications for the organization
- 3. Communication Essentials
 - a. Written Communications
 - i. characteristics of effective correspondence
 - ii. planning and writing guidelines
 - iii. collaborative writing
 - b. Verbal Communication and Presentations
 - i. verbal and nonverbal communications
 - ii. presentation planning and guidelines
 - c. Customer Service
 - i. importance and commitment to customer service
 - ii. web customer service
 - iii. inappropriate customer behavior
- 4. Technology Basics and Electronic Records
 - a. Technology Update
 - i. computer hardware and software
 - ii. technology issues
 - b. Workplace Mail and Office Machines
 - i. Private Mail Services
 - ii. Email and mail handling responsibilities
 - iii. Fax and copy machine tasks
 - iv. Shredding and recycling
 - c. Managing Paper and Electronic Records
 - i. the importance of record management
 - ii. alphabetic indexing and cross-referencing rules
 - iii. managing electronic records with retention, transfer, and disposal

5. Meetings and Travel
 - a. Event Planning
 - i. effective meetings
 - ii. meeting roles and responsibilities
 - iii. conference and conventions
 - b. Travel Arrangements
 - i. domestic and international travel
 - ii. organizational travel procedures
6. Career Advancement
 - a. Job Search and Advancement
 - i. understanding individual skills, interests, and abilities
 - ii. job search plan
 - iii. resume, cover letter, and letter of application
 - iv. interview strategies
 - v. evaluate a job offer
 - vi. develop job advancement strategies
 - b. Leadership and Management
 - i. leadership traits and characteristics
 - ii. functions of management
 - iii. administrative professional responsibilities

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture and interactive discussion of current concepts and office trends using appropriate visual materials (overhead projection and/or multimedia).
2. Facilitated group discussions on contemporary issues in the office, help desk, and customer service environments.
3. Instructional videos, PowerPoint presentations, on-line resources and multimedia will be utilized to illustrate and examine common situations faced by employees in the office environment.
4. Group/individual presentations on contemporary business/office issues such as stress, time management, ethics, sexual harassment, diversity in the workplace, and the multinational business with the use of Microsoft PowerPoint.

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:

1. Written analysis of an office process or procedure using one of the following: meetings and travel, records management, customer service, or workforce behavior.
2. Midterm/Final exam: Objective questions on fundamental concepts and essay questions demonstrating analysis and application of office procedures and processes.
3. Class group/or individual presentation on an office position (virtual assistant, customer service assistant, office manager, administrative assistant, or executive assistant) examining the daily work environment and skills needed

to exceed employer expectations.

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. Each student will choose a current job opportunity from the internet or newspaper, develop a personal resume, and write a letter of application for this position.**
- 2. Each student will make a 5-minute oral presentation on a current business topic (approved by instructor). They will be evaluated on quality of research of their subject, development of an appropriate opening, a strong closing, eye contact, dress, and appropriate body language for their presentation.**
- 3. Students will format a variety of documents—e-mail, memorandums, and letters—to demonstrate their general office skills.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Fulton-Calkins & Stulz	Procedures & Theory for Administrative Professionals	
Author	Title	
South-Western/Thompson Learning	0-538-73052-8	2009
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

IAAP Web site	http://www.iaap-hq.org	
Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Business Administration (Project Management Concentration)

Submitted by: **Nancy A. Johnson, Esq.** Date: **9/27/2007**

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
Management-M	MGT	MGT	103	Introduction to Management

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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.

<u>Lecture Units/Hours</u>	<u>Lab Units/Hours</u>	<u>Lecture Units</u>	+	<u>Lab Units</u>	=	<u>Total Units</u>
1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	3		0		3
		<u>Lecture Hours</u>		<u>Lab Hours</u>		<u>Total Hours</u>
		48-54	+	0	=	48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	45	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0506	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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).

U.S. businesses operate in a constantly changing global business environment. Thus

modern business managers need to be aware of a wide variety of domestic and global issues. This course will introduce students to the task of managing, the history of management, the role of planning, organizing, leading and controlling on both a domestic and global level. Students will review the role of information systems, management theories, and examine current issues in management.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 task of managing a diversity of employees, information, and materials in a global environment.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is a core course option for students pursuing a Management/Supervision or Business Administration major

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Discuss the history of management, organizational environments and culture that affect management decisions.
2. Discuss the issues of ethics, social responsibility and globalization.
3. Develop the basic skills required for planning and decision making, organizational strategy development, and handling innovation and change in a global market.
4. Practice organizational skills through team management, development of human resource systems and role playing managing individuals in a diverse work force.
5. Develop a project that incorporates planning and organizing with leading and controlling to demonstrate measurable management skills.
6. Research the use of information and information systems in the business management context.
7. Review management of services and manufacturing operations.

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

- I. Introduction to Management
 - a. History of management
 - b. Domestic and global organizational environments and cultures
 - c. Business ethics and social responsibility
- II. Planning
 - a. The role of planning and decision making in management
 - b. Organizational strategies for maintain and advancing market share
 - c. Encouraging innovation and managing change
 - d. Managing in a global environment

- III. Leading
 - a. Motivating others
 - b. Leadership and leadership traits
 - c. Managing communications
- IV. Organizing
 - a. Utilizing and managing teams
 - b. Designing adaptive organizations and organizational structures
 - c. Human resource management
- V. Controlling
 - a. The source and nature of control
 - b. Using technology to manage information
 - c. Managing service and manufacturing operations

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture and discussion with presentations using visual materials (Powerpoint, on-line materials or multimedia) to introduce the fundamentals of management.
2. Role playing a variety of normal management situations and then evaluating the outcomes as a class.
3. Research a profitable business with a good reputation to determine what decisions management has made to develop the business.
4. Assigned on-line research activities, interactive games, movies, pre-tests and slides to augment classroom lecture.
5. Analysis and presentation of management issues currently in the news and why they are newsworthy.

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:

1. Quizzes on course related concepts.
2. Written analysis of case studies on current management topics.
3. Team activity evaluation by other team members and instructor.
4. Midterm/Final exam: Objective questions on fundamental concepts and essay questions that show analysis and application of basic business knowledge.
5. Research paper examining management techniques and strategies of successful businesses.
6. On-line interactive pre-tests and 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:

1. Team activities: The class will be divided into several teams with a similar problem to solve. Each team member must contribute to the discussion and will be evaluated on the basis of quality of input, participation, ability to work with others, and team presentation to the class.
2. Individual Presentation/Paper: Prepare a presentation or paper on a designated domestic or global management topic. Discuss the substance of the topic or article and its significance to the current business environment and possible future domestic and global ramifications.
3. Multi-media presentation: Study a famous manager and prepare a short movie, Powerpoint presentation or combined media presentation explaining why the manager is noteworthy and what can be learned from his/her management techniques.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Williams	Management 4th edition	
Author	Title	

Thomson	0-324-31679-8 or 0-324-31659-3	2007 or most recent edition
Publisher	ISBN	Publication Date

Required (2):

Author	Title	

Publisher	ISBN	Publication Date

Required (3):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	

Publisher	ISBN	Publication Date

Submitted by: Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business	BUS	CAPP	135	Using Microsoft Project (formerly CAPP 135D Using Microsoft Project 2007)
Computer Information Systems	CIS	CAPP	135	Using Microsoft Project (formerly CAPP 135D Using Microsoft Project 2007)
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3				3
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216	48-54				48-54
5 units - 80-90	5 units - 240-270					

Maximum Enrollment: Enter number
Pass/No Pass ONLY Yes or No (usually No)
TOP code (choose only 1) ([click here for TOP code website](#))

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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 students to Microsoft Project as a project management tool. Within the framework of the project management life cycle, the following activities will be examined: integration and scope management, time, cost, and quality management, and communications and risk management. This course is designed for the student who needs a working knowledge of project management tools and techniques.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces students to Microsoft Project. It includes topics of project integration, scope, time, cost, quality management, communications and risk management.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course introduces the student to one of the core subject areas in all Business environments, i.e. project management. The student will gain insight into career opportunities for project management specialists.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Assess project management and the impact on business
2. Analyze the project management life cycle.
3. Design and discuss various project views, filters, forms and reports and analyze their use in the decision making process.
4. Prepare a Work Breakdown Structure
5. Construct and use GANNT charts and PERT charts for project planning and tracking.
6. Examine and apply the different cost estimating techniques.
7. Analyze various kinds of project documentation.
8. Identify common sources of risk on projects and develop strategies for identifying and reducing them.
9. Organize Microsoft Project to support each of the major phases of the project management life cycle.

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

- 1) Introduction to project management
 - a) The role of project management in Business
 - b) Project management life cycle
 - c) Project phases
 - d) Project management process groups
- 2) Microsoft Project Basics
 - a) Establishing project start and end dates
 - b) Review the project panes, toolbars and screen structure.
 - c) Review the function of a GANTT and PERT chart
- 3) Project Tasks
 - a) Creating general tasks
 - b) Establishing Task durations

- c) Milestones
 - d) Summary and subordinate tasks
 - e) Linking tasks
 - i) Finish-to-Start
 - ii) Start-to-Start
 - iii) Finish-to-Finish
 - iv) Start-to-Finish
 - f) Establishing lag & lead
 - g) Identifying the critical path
 - h) Splitting tasks
 - i) Recurring tasks
 - j) Review and access the Task Information window
- 4) Project Resources
- a) Adding resources
 - b) Identifying resource fields
 - c) Editing resources
 - d) Assigning resources to tasks
 - e) Identifying and managing overallocated resources
- 5) Calendars
- a) Relationship between calendars and the project.
 - b) Creating project calendars.
 - c) Creating task calendars.
 - d) Creating resource calendars.
 - e) Editing and printing calendars.
- 6) Costs
- a) Identifying resource and task costs
 - b) Adding and editing cost information
 - c) Viewing and analyzing cost information
 - d) Identify ways to reduce a projects costs.
- 7) Project communications management
- a) Background
 - b) Communications planning
 - c) Sharing project components with stakeholders.
 - d) Consolidating and linking projects
 - e) Identify project documentation options - PDF, GANNT, PERT and Calendars
- 8) Executing a project
- a) Establishing a baseline
 - b) Identifying variances
 - c) Completing tasks
 - d) Managing resources
 - e) Analyze risk management concepts

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture on project management life cycle and the core and facilitating functions of project management.
2. Instructor-led guided practice of Microsoft Project's functions.
3. Case study analysis of actual projects to identify the positive and negative aspects of a particular project.
4. Student projects that utilize Microsoft Project as a management tool.

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:

1. Homework assignments that demonstrate mastery of using the Microsoft Project software.
2. Exams will be used to measure competencies in problem solving and analysis of correct procedures and techniques. Questions will test for content understanding of terminology and knowledge of subject matter.

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:

Identify a project that needs to be completed, prepare a 200 word description of the project and the desired outcome. Use Microsoft Project to document the project. The project requirements are: at least 20 tasks, has logical task linking, utilizes resources to complete tasks, identifies resource and task calendars and produces a GANNT. Students will present their project to the class, explain the project's purpose and organization, then answer questions from classmates. The project will be assessed on if it contains the required components and and the report and presentation clearly explains the project's scope and outcome.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

John Wiley & Sons	Microsoft Office Project 2007	
Author	Title	
Wiley & Sons	978-0-470-06953-0	1/1/2008
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Caren Hennessy** Date: **10/14/08**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Management	MGT	MGT	133	Productivity Management

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	3		0		3
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	0506	(click here for TOP code website)
			(choose only 1)		

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 surveys and researches the role productivity plays in various business structures. Included is a study of internal and external factors contributing to productivity and the effects national and global elements have on productivity. Students will survey and research management theories, practices and methods. Through case study analysis students will apply techniques to analyze current productivity and apply methods to sustain and improve productivity.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 surveys and researches the role productivity plays in various business structures. Included is a study of productivity management theories, practices, and influences.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This is an elective course in the Management/Supervision and Business Administration and Small Business Operations Certificates.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

MGT 103 (with a grade of C or better)

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- I. Investigate overall productivity concepts such as, definition, misconceptions, roles and relationships.
- II. Examine the internal and external factors effecting productivity.
- III. Compare and contrast productivity analysis methods.
- IV. Analyze management methods to promote productivity.
- V. Discuss and research productivity improvement methods.
- VI. Investigate the national and global factors that influence productivity
- VII. Consider new trends and concepts in productivity management.

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

- I. General concepts
 - A. Definition
 - B. Misconceptions
 - C. Role productivity has in the organization
 - D. Relationship with personnel and departments
- II. Factors Effecting productivity
 - A. Internal Factors
 - i. Products
 - ii. Technology
 - iii. Materials
 - iv. People
 - v. Organization
 - vi. Management Styles
 - vii. Work Processes
 - B. External Factors
 - i. Social adjustments
 - ii. Economic Changes

- C. Political Environment**
- III. Productivity Analysis Methods**
 - A. Total Productivity**
 - B. Labour**
 - C. Enterprise**
 - D. Current trends**
- IV. Promoting Productivity through Management**
 - A. Improvement Strategies**
 - B. Management Responsibilities**
 - C. Program Improvement Programs (PIP)**
 - D. Cost-Benefit**
 - E. Organizational Approaches**
 - F. Productivity Improvement Circles**
 - G. Performance Action Teams**
- V. Productivity Improvement Methods**
 - A. Work Simplification**
 - B. Field Analysis**
 - C. Incentives**
 - D. Training**
 - E. Brainstorming**
 - F. Organizational Development**
 - G. New Trends and Methods**
- VI. National and Global Influences**
 - A. Political**
 - B. Economic**
 - C. Environmental**
- VII. Current Practices**
 - a. Trends**
 - b. Research**
 - c. Practices**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture and discussion with presentations using visual materials (Powerpoint, on-line resources, or multimedia) to introduce fundamental concepts.**
- 2. Use of in class discussions of cases studies provided in the textbook and/or through online resources that define productivity scenarios so the class can discuss productivity issues.**
- 3. Student presentations of cases studies provided in the textbook or through online resources provide students an opportunity to share their research and explore classmate's input.**

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:

- 1. Written analysis of case studies based on content and communication ability.**
- 2. Midterm/Final exam: Objective questions on fundamental concepts and essay questions demonstrating analysis and application of productivity management knowledge.**
- 3. Evaluate student class presentations based on content, communication skills**

and clarity.

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

Case Study Presentation- Students will be given a hypothetical situation in which productivity is declining. They will present to the class an analysis, explanation of the contributing factors, and a plan to increase productivity. The plan will require measureable goals, timelines and outcomes.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Joshua Seldman	Executive Stamina: How to Optimize, Time, Energy and Productivity to Achieve Peak Performance	
Author	Title	

Wiley	0470222905	2008
Publisher	ISBN	Publication Date

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Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title

Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Business Administration (Virtual Office Professional Concentration)

Submitted by: **Caren Hennessy** Date: **2/14/2011**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Office Technologies	BUS	OTEC	160	Creating and Managing the Virtual Office
Business - M				
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162	Lecture Hours		Lab Hours		Total Hours
4 units - 64-72	4 units - 192-216	48-54	+	0	=	48-54
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	0514.40	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 introduces the concept of working virtually, examines current trends in

the virtual arena, and identifies companies promoting the virtual professional. Students explore topics related to creating, managing and working in a virtual office and investigate equipment requirements, as well as the managerial and personal skills needed to be a successful virtual professional.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 explore the virtual assistant environment. Topics include equipment and workspace considerations as well as managerial and personal skills needed by a virtual professional.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The increased use of the Web and emerging technologies has provided individuals the opportunity to work outside the traditional office setting. This course introduces the concept of being a virtual worker and provides techniques to manage the virtual office

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

- 1. Define the concept of a virtual assistant.**
- 2. Explore current industry trends, evaluate employment options, and research future growth.**
- 3. Identify, analyze and develop the personal skills needed by a virtual professional.**
- 4. Discuss and research the specifics of creating a virtual office.**
- 5. Identify the daily activities of a virtual professional.**

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

A. Concept

- 1. Define virtual assistant**
- 2. Explain the history**
- 3. Discuss the advantages and disadvantages of being a VA**
- 4. Discuss the advantages and disadvantages of hiring a VA**

B. Current industry practices

- 1. Identify industries using virtual assistants**
- 2. Identify services a virtual assistant can offer**
- 3. Research current trends and practices in the industry**

C. Identify the basic skills needed by a virtual assistant

- 1. Identify necessary computer skills**
- 2. Discuss soft skills topics including: organization and filing, time**

management, customer service, networking, stress management, and motivation.

3. Explore various support options including online forums, virtual assistant web sites, training opportunities

D. Discuss creating a virtual office

1. Discuss where to set up an office
2. Identify office furniture and storage requirements
3. Identify various communication requirements including, phone systems and services, faxes, computers, e-mail, online conferencing and current trends.
4. Discuss issues involved in maintaining a virtual office.

E. Discuss working in a virtual office

1. Discuss techniques to separate work from personal life
2. Identify desirable work habits.
3. Create a disaster plan

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

A. Students will be directed to websites, blogs, podcasts or any contemporary internet tool to study current trends and relevant topics. Findings will be discussed in class.

B. Lecture presentation and/or classroom discussion will be used to introduce and explore topics.

C. Small groups will be formed to complete research and present findings to the class for discussion.

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:

A. Exams and quizzes designed to define terms that relate to the virtual assistant professional.

B. Written reports will be prepared and used as a decision making tool.

C. Oral presentations will be used to present research on topics such as current trends, industry standards and growth.

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

A. In order to help you decide what service provider to sign with, create a written report that compares and contrasts three online service providers; identify the services provided, cost, and any other pertinent information. Explain which provider you decided is the best and why.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Ennen, Poelker

Virtual Assistant, The Series: Become a Highly Successful, Sought after VA

Author

Title

Another 8 Hour Publishing

0-9742790-2-1

2004 or most current edition

Publisher

ISBN

Publication Date

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (2):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (3):

Author		Title	
Publisher	ISBN	Publication Date	

OTEC 160 new JUNE 07

Submitted by: **Caren Hennessy** Date: **2/14/2011**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business - M	BUS	OTEC	163	Operating and Marketing the Virtual Office
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.40	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4)
(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 is an advanced level virtual office course. Students will design a business and marketing plan, discuss financial, legal, and ethical business practices, and

investigate virtual networking and interviewing. Much of the work done in this class will be completed using virtual tools.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 advanced level virtual office course focuses on all areas of operating and marketing a virtual office. Students will work in a virtual environment.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This is the second level course focused on operating and marketing a virtual office. This is a required course in the Virtual Assistant Professional Certificate.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

OTEC 160 – Creating and Managing the Virtual Office

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. **Develop a Business Plan**
2. **Examine marketing approaches use by the virtual professional**
3. **Identify and design paper-based marketing materials**
4. **Identify and design virtual marketing materials**
5. **Identify and develop interpersonal online skills**
6. **Discuss legal issues faced by the virtual professional**

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

- A. **Develop a Business Plan**
 1. **Define the use of a business plan**
 2. **Develop a business plan**
- B. **Examine marketing approaches**
 1. **Relationship-based marketing**
 2. **Networking**
 3. **Referral-based marketing**
 4. **Niche identification and development**
 5. **Customer service driven**
- C. **Identify and design paper-based marketing materials**
 1. **Design company business cards**
 2. **Design letterheads**
 3. **Design a logo**
 4. **Discuss the use of a newsletter, brochure, and flyers**
 5. **Identify paper-base advertising opportunities**
- D. **Identify and design virtual marketing materials**
 1. **Discuss the role of and components necessary in a website**
 2. **Compare and contrast current websites to determine good and bad web**

- practices.
- 3. Design a website
- 4. Identify current online marketing tools
 - i. Podcasts
 - ii. Blogs
 - iii. Other current online marketing tools
- 5. Identify virtual advertising opportunities
- E. Identify communication tools and develop communication skills
 - 1. Demonstrate professional e-mail techniques
 - 2. Discuss and demonstrate professional phone etiquette
 - 3. Discuss proper file transfer protocol
 - 4. identify communication tools
- F. Discuss legal issues faced by the virtual worker

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Students will be directed to websites, blogs, podcasts or any contemporary internet tool to study current trends and relevant topics. Findings will be discussed in class.
- B. Lecture presentation and/or classroom discussion will be used to introduce and explore topics.
- C. Small groups will be formed to complete research and present findings to the class for discussion.

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:

- A. Exams and quizzes designed to define terms that relate to the virtual assistant professional.
- B. Written reports will be prepared and used as a decision making tool.
- C. Oral presentations will be used to present research on topics such as current trends, industry standards and growth.

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

Working in a small group, develop a disaster plan for your office. As a group, present an oral presentation to share your plan with the class. Identify any purchases that are necessary, the disaster plan, procedures, and the recovery plan.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Jamison, Michelle	The Virtual Assistant's Guide to Marketing	
Author	Title	

Word Association Publishers	1-932205-67-5	2003 or most current edition
Publisher	ISBN	Publication Date

Required (2):

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Author	Title	
Publisher	ISBN	Publication Date
Required (3):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (1):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

OTEC 163 new JUNE 07

Submitted by: **Donna Holts** Date: **February 4, 2010**

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
Business	BUS	BUS	104	Business Communications
English	ENGL	ENGL	104	Business Communications
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	0501.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course is a study of the principles, strategies, and techniques of written and oral business communication. The emphasis is placed on analyzing problems and

implementing solutions involving appropriate methods of business communication, i.e. letters, memos, proposals, reports, and resumes. The course also includes a study of oral communication techniques for meetings, conferences, business presentations, and interviews.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Study of the principles, strategies, and techniques of written and oral business communication. Methods learned include business letters, memos, reports, resumes, and oral business presentations

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course can be used to meet the communication and analytical thinking (D2) requirements for the MSJC AS/AA degree pattern (Option A) and as business elective credit transferable to the CS/UC systems. This course articulates to some colleges, such as Cal State San Diego and Cal State San Marcos, to a specific business communications course requirement. This course is a requirement for the MSJC Office Administration major and several employment concentration certificates; it is also an elective in the Business Administration major and several certificate programs in Business Administration

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

ENGL 098, OTEC 144 or typing speed of 25 wpm, and OTEC/ENGL 095

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 barriers to successful communication—in particular, ineffective analyses of audience and purpose—and evaluate techniques to overcome them.**
- 2. Compare those elements of writing style that are both helpful and harmful in achieving written business communication goals, and create documents that effectively employ those elements that are helpful—such as clear, concise, coherent, and courteous language—while avoiding those elements that are harmful—such as slang, or trite or outdated language.**
- 3. Deduce appropriate tone in written business communication.**
- 4. Analyze, organize, document, interpret, and illustrate qualitative and quantitative data in business report preparation.**

5. **Compose and format complex analytical business letters and memoranda.**
6. **Compose and format complex analytical business reports and proposals.**
7. **Compose and format resumes, cover letters, and follow-up letters.**
8. **Compare and contrast those principles of written communication--audience, purpose, emphasis, tone, and style--that also apply to oral communication.**
9. **Evaluate alternative behaviors to determine ethical outcomes in situations involving business communications.**
10. **Analyze live or video business presentations for effective oral communication skills.**
11. **Plan and create a simulated group business project (e.g. creating an employee handbook, a company brochure, a marketing proposal, a yardstick report, etc.), including group decision making in the planning, creation, and presentation of the project.**

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

1. **Communication Foundations**
 - a. **Understanding the process of communication**
 - b. **Examining business communication ethics**
 - c. **Developing team, listening, and etiquette skills**
 - d. **Planning and participating in business meetings**
 - e. **Using technology to facilitate collaboration**
 - f. **Improving communication in intercultural environments**
2. **The Writing Process**
 - a. **Analyzing and adapting to the purpose and audience**
 - b. **Researching data, organizing content according to strategy, and composing draft**
 - c. **Revising message for clarity and tone, proofreading for errors in mechanics, and evaluating final message**
3. **Business Correspondence**
 - a. **Applying the writing process to e-mail and memos**
 - b. **Structuring and formatting e-mail and memos**
 - c. **Applying the writing process to business letters**
 - d. **Structuring and formatting business letters**
 - e. **Understanding persuasion and how to use it effectively and ethically**
 - f. **Planning and composing effective sales and marketing messages**
 - g. **Applying techniques for delivering bad news sensitively**
4. **Reports, Proposals, and Presentations**
 - a. **Understanding business report concepts**
 - b. **Gathering primary and secondary sources of information**
 - c. **Illustrating and documenting report data**
 - d. **Writing formal and informal business reports and marketing proposals**
 - e. **Creating and presenting oral business presentations**

5. Employment Communication

- a. Searching for jobs and creating customized resumes and cover letters
- b. Preparing for job interviews and writing follow-up messages

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture, discussion, and video presentation on barriers to communication.
2. In-class writing practice and review of techniques for improving tone and style of business messages.
3. In-class individual and group brainstorming practice, editing practice, and creation of marketing messages.
4. Out-of-class writing practice and in-class analysis and review of business e-mail, memos, and letters.
5. Lecture and discussion of analytical business reports.
6. Out-of-class viewing and/or in-class video of oral business presentations and analysis of speaker skill.

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:

1. Evaluation of a minimum of five assigned written business messages for tone, mechanics, content, style, and format.
2. Evaluation of written exam in which student creates a business message incorporating appropriate strategy, tone, content and style, and which displays correct mechanics and formatting.
3. Evaluation of occasional tests for student's knowledge of business report writing.
4. Evaluation of oral presentation for appropriate planning, researching, organizing, composing, and presenting.

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

1. Using specific background information, student will compose a business letter conveying negative news to the reader, demonstrating appropriate organization, tone, style, format, and mechanics.
2. Using a preapproved business objective, student will plan, research, organize, and compose a written business report that presents a viable solution to the business problem solved.
3. In a group environment, student will present a persuasive oral argument for the business solution selected as a result of research during the creation of a business report.
4. Student will read an article from a business journal relating to the topic of ethics in business, write a summary of the article, and discuss their personal perspective on the specific example of ethical/unethical behavior addressed.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Mary Ellen Guffey

Business Communication: Process & Product, Sixth Edition

Author

Title

South-Western Cengage Learning

0324542909

2008

Publisher

ISBN

Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date
Required (3):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (1):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Caren Hennessy** Date: **2/16/10**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098A	Developing Effective Time Management Techniques
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	8-9	+	0	=	8-9
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	050100	(click here for TOP code website)
			(choose only 1)		

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 practical and contemporary ways to manage personal time by identifying goals and objectives, prioritizing actions, tackling time

management roadblocks and utilizing technology and adopting an approach to maximize productivity and achieve goals.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 practical ways to manage time by identifying goals and objectives, prioritizing actions, tackling roadblocks and exploring time management software.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

One of the important skills business advisors identify for a successful business is to achieve objectives on schedule and within budget. This course provides ways to develop effective time management skills for managers, supervisors, and employees that will optimize individual and organizational performance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 a proactive and a reactive approach to time management.**
2. **Create personal objectives**
3. **Generate personal and institutional goals**
4. **Design a prioritized task list**
5. **Anticipate the types of time management roadblocks.**
6. **Identify and apply methods to handle time management roadblocks.**
7. **Formulate a plan for scheduling time and turning decisions into actions**

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

- 1) **Time management approaches**
 - a) **Define a proactive approach**
 - b) **Define a reactive approach**
- 2) **Goals and Objectives**
 - a) **Differentiate between goals and objectives**
 - b) **Define SMART goals – those that are specific, measurable, attainable, realistic and timely.**
- 3) **From a time management perspective, identify the importance of and roadblocks from:**
 - a) **Delegating**
 - b) **Creating and Prioritizing a To-Do List**
 - c) **Scheduling and Using Time Wisely**
 - d) **Procrastination**
 - e) **Organization**

- f) Managing stress
- g) Adapting to change
- 4) Formulating a time-management plan by using:
 - a) Goals
 - b) Prioritized lists
 - c) Technology
 - d) Organization
 - e) Leadership

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and discussion with supporting handouts and visual overhead materials introducing concept of time management, developing improvement plans, and strategies for implementing time management techniques.
2. Small group application of content that includes self-analysis, analysis of case studies, and discussion of personal improvement plans.

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:

1. Students will prepare a written analysis of time management topics and case scenarios. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.
2. Students will write SMART goals. Each goal should contain content that is identified as specific, measurable, attainable, realistic and timely.
3. Students will create, present and explain their prioritized task list.

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. Research a current time management article, then prepare a 50 word written summary of the article, present the research to the class and field any questions.
2. Refer to the goals worksheet. Analyze each goal, if they meet the SMART criteria explain why, if they do not explain why, then re-write the goal to meet the criteria.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author		Title	
Publisher	ISBN	Publication Date	

Submitted by: **Caren Hennessy** Date: **3/1/10**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098B	Reducing Stress and Improving Performance
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	8-9	+	0	=	8-9
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	050100	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 practical ways to reduce stress and improve performance by identifying the causes and symptoms of stress, monitoring one's response to

pressure, and implementing coping strategies. This course shows how to manage stress in one's personal life as well as how to reorganize work practices and use techniques for dealing with problems and potential problems in the workplace.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 ways to reduce workplace and personal stress by identifying causes and symptoms of stress and implementing coping strategies.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

An important asset to a successful business is a stress-free work environment. Business advisors identify the need for stress management training for their managers, supervisors, and employees as a way to optimize individual and organizational performance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. Define and recognize symptoms of workplace stress
2. Analyze causes of stress
3. Assess personal limits and establish personal boundaries
4. Devise strategies for taking positive action to manage stress
5. Formulate a plan for establishing healthy eating habits, exercise, and rest
6. Establish personal objectives for managing time, taking control at home and at work, and balancing between work and play

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

- 1) Understanding Stress
 - a) Define stress
 - b) Positive aspects of stress
 - c) Negative aspects of stress
 - d) Define stress at work
 - e) Define personal stress
- 2) Measuring Stress
 - a) Recognizing symptoms of being over-stressed
 - b) Identify your stress level
 - c) Analyzing the causes of stress
- 3) Causes of stress
 - a) Changing societies, organizations, practices
 - b) Personal and workplace relationships
 - c) Coping With Daily Life

- d) Dealing With Stress At Work
- e) Attitudes
- 4) Devising a strategy to take positive action to reduce stress that includes:
 - a) Organization - reclaiming your desk
 - b) Studying work patterns
 - c) Managing time
 - d) Communication techniques
 - e) Gaining Inner Balance
 - f) Making Time To Relax
 - g) Seeing Stress In Others
 - h) Analyzing Personality
 - i) Developing Interests

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture presentation and discussion with supporting handouts and visual overhead materials introducing concepts of identifying and understanding stress factors, management strategies, and developing improvement plans
2. Small group application of content that includes self-analysis, analysis of case studies, and discussion of personal improvement plans.
3. Guided practice in identifying personal stress factors, developing and implementing improvement plans, and assessing success in reducing stress.

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:

1. Students will prepare written analysis of stress management topics and case scenarios. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.
2. Students will develop action plans to reduce and/or manage stress. For each provide the stress related problem, the objective of the action plan and a specific action plan.

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

1. Write a stress management and reduction plan of at least 300 words that identifies your key stress factors, a plan for reducing or eliminating these factors. Include strategies and timelines for implementing the plan and how results will be measured.
2. Write a three-paragraph summary of the stress management techniques you implemented during this course and appraise your success in reducing stress. Specifically address the highest stress factor you identified in the stress list you created at the beginning of the course, explain the strategies you used for reducing this stress, and evaluate your success.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author	Title	
Publisher	ISBN	Publication Date
Required (2):		
Author	Title	
Publisher	ISBN	Publication Date
Required (3):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (1):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Caren Hennessy** Date: **2/20/10**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098F	Developing Customer Relations and Rapport

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Lecture Hours		Lab Hours		Total Hours
		8-9		0		8-9

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	0501.00	(click here for TOP code website)
			(choose only 1)		

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 guidelines for business students, business leaders, and anyone dealing with the public for enhancing their business and personal relationships. This course offers building blocks for developing a rapport with customers and clients, and resolving problems and conflicts.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 guidelines for business students, leaders and anyone dealing with the public to develop a positive and productive rapport with customers and clients.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

One of the skills business advisors identify as most important to the success of their business but find is clearly lacking in employees is the ability to develop and maintain positive relationships with customers and clients. This course offers building blocks for developing a rapport with customers and clients, understanding why customers get upset, and how to resolve problems and conflicts.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 customer service versus customer relations. Identify and explain customer service principles and the overall importance of customer relations related to business success.**
- 2. Examine the necessity of employee orientation, training, accountability, and explain how positive attitudes of employees can directly affect relationships with customers and clients.**
- 3. Analyze the various types of communication theories and processes and how to apply these theories to make a positive impact upon customer relations.**
- 4. Investigate the importance of training and practice in the essentials of telephone skills, both live and through voice mail, and explain how this one area can literally make or break an organization.**
- 5. Analyze proven methods of dealing with customer complaints that turn potential problems into positive outcomes.**

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

- 1) Customer Service v. Customer Relations**
 - a) Organizational Customer Relations Philosophies**
 - b) Customer Service and Honesty**
 - c) Employee Responsibilities in Customer Relations**
 - d) Employee Accountability and sense of Ownership**
- 2) Employee Training**

- a) Impact on customers
- b) Employee orientations
- c) Training topics
- d) Influencing positive attitudes
- 3) Communication Skills
 - a) The communication Process and the Importance of Being Consistent
 - b) Communication Channels and The Diffusion Process
 - c) Importance of Effective Writing and Speaking
 - d) Nonverbal Communication Cues
 - e) Maximizing Feedback Channels
 - f) Individual Communication, Committees/Board, and Focus Groups
 - g) Suggestion Boxes and Surveys
 - h) Incoming Mail, Electronic Mail and telephone VCalls
 - i) Reporting and Using Results
- 4) Handling Customer Complaints
 - a) The Impact of Unknown Complaints
 - b) Promoting Complaint Channels and Policies
 - c) Accepting Complaints and Developing Solutions
 - d) Delegating and Following Up
 - e) Using Complaints as Research

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture presentation and discussion with supporting handouts and visual overhead materials introducing guidelines for developing customer relations by giving quality service, developing positive attitudes, communicating skillfully, and applying proven methods for handling customer complaints.**
2. **Small group application of content that includes simulations of resolving complaints from unhappy customers, resolutions of case studies, and practice in developing telephone techniques for maintaining customer relations.**
3. **Guided practice in developing a company plan for handling customer complaints in a timely manner, establishing a follow-up system, developing a training plan for employees, and rewarding employees who consistently provide excellent service.**

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:

1. **Students will prepare a written analysis of case studies. In the analysis provide a brief overview identifying the problem, the solution and why or why you do not agree with the solution. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **Research a company plan that sets forth procedures for accepting complaints, developing solutions, and following up. Present an oral presentation that explains to the class the initial problem, the solution and any follow-up procedures, be prepared to answer questions.**

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. **Study the handout: "Handling Difficult Customers." Create a simulation of**

yourself as an angry customer; plan what you are unhappy about, what you will say, and how you will persist in challenging the patience of a company employee. At the next class meeting, be prepared to challenge a partner in the class with your simulated problem.

2. Create a simple form for recording incoming phone calls from complaining customers. In the left column, give customer phone number, date, time, nature of the complaint, and best time to call back. In the right column, record when the customer was called back and by whom, how the customer's problem was resolved and any recommendations for follow-up or other pertinent information.
3. Based upon your reading and research, develop a plan for your company that sets forth procedures for accepting complaints, developing solutions, and following up. Address plans for training employees in positive ways to handle difficult customers, and how to recognize and reward employees who consistently provide excellent service. Write at least 500 words outlining your plan and be prepared to give an oral report on your plan to the other members of the class.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author		Title	
Publisher		ISBN	Publication Date

Required (2):

Author		Title	
Publisher		ISBN	Publication Date

Required (3):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (1):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (2):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (3):

Author		Title	
Publisher		ISBN	Publication Date

Publisher

ISBN

Publication Date

Submitted by: **Caren Hennessy** Date: **2/25/10**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BADM - M	Business	BADM	098G	Business Ethics

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	.5		0		.5
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Lecture Hours		Lab Hours		Total Hours
		8-9		0		8-9

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	0506.00	(click here for TOP code website)
			(choose only 1)		

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.

A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 guidelines for identifying, analyzing, and systematically solving ethical dilemmas in a business setting. Students will be introduced to a variety of business scenarios for which they will learn how to identify the ethical issue and then systematically analyze the dilemma in order to reach an ethical solution.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 guidelines for identifying, analyzing, and systematically solving ethical dilemmas in a business setting.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Business advisors identify ethical conduct as an essential employee skill. This course offers employees a guideline for indentifying an ethical dilemma, understanding why unethical decisions are made and then how to solve dilemmas by using a systematic decision-making model.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. **Define business ethics. Identify and explain the ethical issues in today's business environment.**
2. **Identify the process of creating a formal code of conduct.**
3. **Discuss the importance of making ethical decisions, and identify how these decisions impact individuals, corporations and society.**
4. **Explore a variety of unethical activities and use methods to design ethical responses.**
5. **Construct ethical solutions by applying a systematic six-step decision making model.**

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

- 1) **Ethics**
 - a) **Define Ethics**
 - b) **Identify Areas of Ethical Concern**
 - c) **Exam the Use and Formation of Formal Codes of Conduct**
- 2) **Introduce the Six-Step Decision-Making Model for Ethical Behavior**
 - a) **Background review**
 - b) **Conflict description**
 - c) **Outcome recognition**
 - d) **Impact discovery**
 - e) **Weigh impacts and outcomes**
 - f) **Decide on action**
- 3) **Apply the six-step model to analyze unethical dilemmas in the following areas:**
 - a) **Office Ethics**
 - b) **Corporate Ethics and Personal Values**
 - c) **Outside, Personal, and Political Activities**
 - d) **Office Technology, E-mail, Telephone, and Computers**
 - e) **Verbal Communication, Rumors, and Gossip**

- f) Supervisor and Employee Relationships
- g) Office Relationships the Effect and Consequences of Behaviors
- h) Perceptions of Behavior versus Factual Behavior

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. **Lecture presentations, discussion with supporting handouts, and visual overhead materials will be used to introduce guidelines for making ethical business decisions, identify unethical business practices, explore methods for dealing with unethical issues, and define ways to promote ethical business practice.**
2. **A six-step process will be used to fully analyze unethical dilemmas, construct solution options, weigh outcomes, and make informed decisions.**
3. **Small group application of content will include using case studies to discuss, analyze and remedy unethical business practices.**

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:

1. **Written responses to case studies will be evaluated to determine appropriate application of six-step process and conclusion of ethical solution. The analysis will be created in a word processor, be clear in content and free of spelling and grammatical errors.**
2. **Develop a written personal/business code of conduct, then present it to the class. Create the document in a word processor, be clear in content and free of spelling and grammatical errors. The presentation should be 5-10 minutes in length, be presented in an organized and clear manner.**

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. **Find an article dealing with a corporate ethics issue to share with the class. Be prepared to summarize the article for the class and discuss the ethical component. You may use a professional business periodical or the web.**
2. **Prepare a written code of conduct either for your business, organization or family. Be prepared to present this to the class explaining how you developed the plan and the important issues.**
3. **Read prepared case studies and then write your responses to the prepared questions that follow. Be prepared to discuss the case and hand in your response.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Learning Objects will be provided through the MSJC CMS system.

Author

Title

Publisher

ISBN

Publication Date

Required (2):

Author		Title	
Publisher		ISBN	Publication Date
Required (3):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (1):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (2):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (3):			
Author		Title	
Publisher		ISBN	Publication Date

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	120	Using Microsoft Office – Level 1 (formerly CAPP 120D Using Microsoft Office 2007-Level 1)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162	Lecture Hours		Lab Hours		Total Hours
4 units – 64-72	4 units – 192-216	48-54		0		48-54
5 units – 80-90	5 units – 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW TOP code	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	(choose only 1)	0514.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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 for the student who wants to learn the concepts of Microsoft Office computer applications. Students will begin to learn the functions and capabilities of Microsoft Access, Excel, PowerPoint, and Word, with emphasis on the integration of Microsoft Office software to solve business problems. This course will begin preparing students for Microsoft Office User Specialist (MOUS/MOS) Core-level Exams in the four above applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches the core skills in word processing, spreadsheets, database, and presentation graphics.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Skills taught in this class are needed for satisfactory performance in college classes and the office environment. This class is an Associate of Science elective and needed for several certificates.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

A. Word Processing:

1. Identify and operate basic components of the computer and Microsoft Word.
2. Analyze and apply appropriate techniques utilized in starting the Word program, keying text into a document, and performing basic text editing functions.
3. Differentiate between using the mouse or the keyboard for time-saving tasks in word processing.
4. Experiment with appropriate techniques utilized in formatting characters and paragraphs utilizing fonts.
5. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell- and Grammar-Check.

B. Spreadsheets

1. Identify major components of the Excel window
2. Evaluate and select the most appropriate means for inserting text, values and formulas into a worksheet
3. Create and apply number and character functions in the design of a spreadsheet solution
4. Apply formatting to the worksheet in accordance with layout and design principles

C. Presentation

1. Identify major components of the PowerPoint window
2. Analyze the needs and expectations of your audience

3. Assess the situation in which the presentation will be delivered
 4. Prepare an outline of the general organization of the presentation
 5. Develop an effective introduction, body, and conclusion
 6. Select and create appropriate visuals
 7. Create a presentation
- D. Database
1. Identify major components of the Access window
 2. Open and navigate a table
 3. Design and create a new database
 4. Analyze, design, and build fields and table primary keys
 5. Add, modify, and delete records from a database
- E. Outlook
1. Describe and define desktop information management.
 2. Start and define the Outlook Bar.
 3. Open and describe the components of the Calendar and Outlook window.
 4. Create personal folders.
 5. Enter appointment dates and times in various modes.
 6. Create events.
 7. Display and print the daily, weekly and monthly styles.
 8. Move and edit appointments.

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

1. Microsoft Word:
 - a) Inserting and Modifying Text
 - b) Creating and Modifying Paragraphs
 - c) Formatting Documents
 - d) Managing Documents
 - e) Working with Graphics
2. Microsoft Excel:
 - a) Working with Cells and Cell Data
 - b) Managing Workbooks
 - c) Formatting and Printing Worksheets
 - d) Modifying Workbooks
 - e) Creating and Revising Graphics
3. Microsoft Access
 - a) Creating and Using Databases
 - b) Creating and Modifying Tables
 - c) Creating and Modifying Queries
 - d) Creating and Modifying Forms
 - e) Viewing and Organizing Information
4. Microsoft PowerPoint
 - a) Creating Presentations
 - b) Inserting and Modifying Text
 - c) Inserting and Modifying Visual Elements
 - d) Modifying Presentation Formats
 - e) Printing Presentations
5. Microsoft Outlook
 - a) Enter appointments
 - b) Move appointments to new times

- c) Move appointments
- d) Move appointments to a new month
- e) Create an event
- f) Display the Calendar in week and month views

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture on components and core functions Microsoft Office.
- B. Lecture, and demonstrate keyboard shortcuts and drop down menus.
- C. Hands-on activities to construct word documents, spreadsheets, databases, and PowerPoint presentations.

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:

- A. Graded assignments from textbook. Apply Your Knowledge requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment. In the Lab 1 and Lab 2 are in-depth assignments per project that require students to apply knowledge gained in the project to construct office documents.
- B. Test that demonstrates the student's ability to use the appropriate components and core functions in Word, Excel, Access and PowerPoint applications.

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:

Microsoft Word

Creating a Research Paper

1. Introduction to documentation styles for a research paper: MLA and APA
2. Using headers and footers
3. Using Footnotes and endnotes
4. Creating a Works Cited Page
5. Saving and closing document

Microsoft Excel

Create a Monthly Accounts Receivable Balance Sheet

1. Enter worksheet title, column title, and row titles
2. Enter formula using the keyboard
3. Order of Operations
4. Copying formulas using the fill handle
5. Using average, max, and min functions
6. Formatting numbers using currency style, and comma style
7. Saving and closing workbook

Microsoft Access

Creating a Database

1. Creating a Table
2. Define fields in a table
3. Add records to a table
4. Creating additional table
5. Saving and closing a database

PowerPoint

Using Design Template to create a presentation

1. What is Microsoft PowerPoint
2. Choosing a Design Template
3. Creating a Title Slide
4. Creating Text Slide with a single-level bulleted list

- | |
|---|
| <p>5. Creating a third-level paragraph
6. Ending a slide show with a Black Slide
7. Saving and closing a presentation</p> |
|---|

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Shelly Cashman Vermaat	Microsoft Office 2007: Introductory Concepts and Techniques, Windows Vista Edition	
Author	Title	

Course Technology	1-4239-1230-6	May 2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title	

Publisher	ISBN	Publication Date

Required (3):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	

Publisher	ISBN	Publication Date

CAPP 120 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Integrated Course Outline of Record – Business Administration (Records Management Concentration)

Submitted by: **Donna Holts** Date: **February 4, 2010**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business	BUS	BUS	104	Business Communications
English	ENGL	ENGL	104	Business Communications
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54		0		48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: Enter number
Pass/No Pass ONLY: Yes or No (usually No)
Pass/No Pass ALLOW TOP code: (choose only 1)
 Yes or No (usually Yes)
 (click here for TOP code website)

Can be taken: **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course is a study of the principles, strategies, and techniques of written and oral business communication. The emphasis is placed on analyzing problems and

implementing solutions involving appropriate methods of business communication, i.e. letters, memos, proposals, reports, and resumes. The course also includes a study of oral communication techniques for meetings, conferences, business presentations, and interviews.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Study of the principles, strategies, and techniques of written and oral business communication. Methods learned include business letters, memos, reports, resumes, and oral business presentations

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course can be used to meet the communication and analytical thinking (D2) requirements for the MSJC AS/AA degree pattern (Option A) and as business elective credit transferable to the CS/UC systems. This course articulates to some colleges, such as Cal State San Diego and Cal State San Marcos, to a specific business communications course requirement. This course is a requirement for the MSJC Office Administration major and several employment concentration certificates; it is also an elective in the Business Administration major and several certificate programs in Business Administration

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

ENGL 098, OTEC 144 or typing speed of 25 wpm, and OTEC/ENGL 095

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 barriers to successful communication—in particular, ineffective analyses of audience and purpose—and evaluate techniques to overcome them.**
- 2. Compare those elements of writing style that are both helpful and harmful in achieving written business communication goals, and create documents that effectively employ those elements that are helpful—such as clear, concise, coherent, and courteous language—while avoiding those elements that are harmful—such as slang, or trite or outdated language.**
- 3. Deduce appropriate tone in written business communication.**
- 4. Analyze, organize, document, interpret, and illustrate qualitative and quantitative data in business report preparation.**

5. **Compose and format complex analytical business letters and memoranda.**
6. **Compose and format complex analytical business reports and proposals.**
7. **Compose and format resumes, cover letters, and follow-up letters.**
8. **Compare and contrast those principles of written communication--audience, purpose, emphasis, tone, and style--that also apply to oral communication.**
9. **Evaluate alternative behaviors to determine ethical outcomes in situations involving business communications.**
10. **Analyze live or video business presentations for effective oral communication skills.**
11. **Plan and create a simulated group business project (e.g. creating an employee handbook, a company brochure, a marketing proposal, a yardstick report, etc.), including group decision making in the planning, creation, and presentation of the project.**

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

1. **Communication Foundations**
 - a. **Understanding the process of communication**
 - b. **Examining business communication ethics**
 - c. **Developing team, listening, and etiquette skills**
 - d. **Planning and participating in business meetings**
 - e. **Using technology to facilitate collaboration**
 - f. **Improving communication in intercultural environments**
2. **The Writing Process**
 - a. **Analyzing and adapting to the purpose and audience**
 - b. **Researching data, organizing content according to strategy, and composing draft**
 - c. **Revising message for clarity and tone, proofreading for errors in mechanics, and evaluating final message**
3. **Business Correspondence**
 - a. **Applying the writing process to e-mail and memos**
 - b. **Structuring and formatting e-mail and memos**
 - c. **Applying the writing process to business letters**
 - d. **Structuring and formatting business letters**
 - e. **Understanding persuasion and how to use it effectively and ethically**
 - f. **Planning and composing effective sales and marketing messages**
 - g. **Applying techniques for delivering bad news sensitively**
4. **Reports, Proposals, and Presentations**
 - a. **Understanding business report concepts**
 - b. **Gathering primary and secondary sources of information**
 - c. **Illustrating and documenting report data**
 - d. **Writing formal and informal business reports and marketing proposals**
 - e. **Creating and presenting oral business presentations**

5. Employment Communication

- a. Searching for jobs and creating customized resumes and cover letters
- b. Preparing for job interviews and writing follow-up messages

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture, discussion, and video presentation on barriers to communication.
2. In-class writing practice and review of techniques for improving tone and style of business messages.
3. In-class individual and group brainstorming practice, editing practice, and creation of marketing messages.
4. Out-of-class writing practice and in-class analysis and review of business e-mail, memos, and letters.
5. Lecture and discussion of analytical business reports.
6. Out-of-class viewing and/or in-class video of oral business presentations and analysis of speaker skill.

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:

1. Evaluation of a minimum of five assigned written business messages for tone, mechanics, content, style, and format.
2. Evaluation of written exam in which student creates a business message incorporating appropriate strategy, tone, content and style, and which displays correct mechanics and formatting.
3. Evaluation of occasional tests for student's knowledge of business report writing.
4. Evaluation of oral presentation for appropriate planning, researching, organizing, composing, and presenting.

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

1. Using specific background information, student will compose a business letter conveying negative news to the reader, demonstrating appropriate organization, tone, style, format, and mechanics.
2. Using a preapproved business objective, student will plan, research, organize, and compose a written business report that presents a viable solution to the business problem solved.
3. In a group environment, student will present a persuasive oral argument for the business solution selected as a result of research during the creation of a business report.
4. Student will read an article from a business journal relating to the topic of ethics in business, write a summary of the article, and discuss their personal perspective on the specific example of ethical/unethical behavior addressed.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Mary Ellen Guffey	Business Communication: Process & Product, Sixth Edition	
Author	Title	
South-Western Cengage Learning	0324542909	2008
Publisher	ISBN	Publication Date

Required (2):

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Author		Title	
Publisher		ISBN	Publication Date
Required (3):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (1):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (2):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (3):			
Author		Title	
Publisher		ISBN	Publication Date

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	123	Using Microsoft Access - Level 1 (formerly CAPP - 123D Using Microsoft Access - 2007 Level 1)
Business-M	BUS			
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	Lab Units/Hours 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35 Enter number	Pass/No-Pass ALLOW	YES Yes or No (usually Yes)
Pass/No-Pass ONLY	NO Yes or No (usually No)	TOP code (choose only 1)	0514.00 (click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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).

Students will learn the functions and capabilities of Microsoft Access with an emphasis on the integration of Microsoft Office Access to solve course business problems. The course will begin to prepare the student to take the Microsoft Office Specialist (MOS) Expert-level exam.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 beginning and advanced capabilities of Access. This course prepares students for the Microsoft Expert-Level MOS Exam

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides the student with the advanced skills needed in the professional, course, and personal sector. This course will prepare students for the Microsoft Office Specialist (MOS) Expert-level exam in Access.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 major components of the Access window
2. Open and navigate a table
3. Design and create a new database
4. Analyze, design, and build fields and table primary keys
5. Add, modify, and delete records from a database
6. Create, run and save queries
7. Create a form in accordance with standard design principles
8. Maintain table data using a form
9. Create a complex form (mainform-subform)
10. Design and create a report in accordance with problem specifications
11. Define data validation criteria appropriate to the data type and problem domain
12. Use logical operators in a query
13. Design and create a custom form in accordance with problem specifications
14. Design and create a custom report in accordance with standard design principles
15. Create a crosstab query to analyze data
16. Improve database performance by viewing and creating indexes where appropriate

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

- A. Creating and Using Databases
 1. Create Access Databases
 2. Open database objects in multiple views
 3. Move among records
 4. Format datasheets
- B. Creating and Modifying Tables

1. Create and modify tables
2. Add a pre-defined input mask to a field
3. Create look-up fields
4. Modify field properties
- C. Creating and Modifying Queries
 1. Create and modify select queries
 2. Add calculated fields to Select queries
- D. Creating and Modifying Forms
 1. Create and display forms
 2. Modify form properties
- E. Viewing and Modifying Information
 1. Enter, edit and delete records
 2. Sort records
 3. Filter records
- F. Defining Relationships
 1. Create one-to-many Relationships
 2. Enforce Referential Integrity
- G. Producing Reports
 1. Create and format reports
 2. Add calculated controls to reports
 3. Preview and print reports
- H. Integrating with Other Applications
 1. Import Data to Access
 2. Export Data from Access
 3. Create a simple data access page

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Demonstrate how to use Macros to increase ease of use of Microsoft Access and data entry forms, and reports.
- B. Lecture on design and implementation of database applications using major components and core functions of Access.
- C. Demonstrate how to construct and use databases, forms, reports and queries.
- D. Pair- and small-group problem solving and discussion on specific features available in the 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:

- A. Graded assignment from textbook. Review Assignment requires students to open and manipulate a file on the Data Disk, and follow instructions for completing assignment.
- B. Graded assignments from textbook. In the Case 1 and Case 2 are in-depth assignments per project that require students to apply knowledge gained in the project to solve problems on the computer using components and core functions of Access.
- C. Test that demonstrate the student's ability to select and apply appropriate Access skills in solving business problems constructing databases, forms, reports, and queries.
- D. Team projects and Internet assignments that challenge the student to find information on the Internet that they can use to create effective database systems using keyboard shortcuts, and drop-down menus.

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. Students will prepare a database, with documentation of the database and its needs that apply to its design.

- B. Working from the database that student's prepared; students will define relationships and then create queries, reports and forms from the information.
- C. Continue working from database given, student's will create macros that will enhance the efficiency of the database.
- D. Taking the information from the database created in A, B, and C students will export the information from the tables into a Word document.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Joseph J. Adamski, Kathy Finnegan		New Perspectives on Microsoft Office Access 2007, Comprehensive	
Author		Title	
Course Technology	1-4239-0589-X	Sep 2007	
Publisher	ISBN	Publication Date	

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (2):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (3):

Author		Title	
Publisher	ISBN	Publication Date	

CAPP 123 rev FEB 09

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Office Technologies	BUS	OTEC	150	Records and Information Management
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	2		0		2
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Lecture Hours		Lab Hours		Total Hours
		32-36	+	0	=	32-36

Maximum Enrollment: Enter number
Pass/No Pass ONLY: Yes or No (usually No)
TOP code (choose only 1) [\(click here for TOP code website\)](#)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

AA/AS Degree General Ed Breadth Area(s):
 Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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 students to the field of records management, specifically physical records. Students will explore the purpose of records management, identify the role of the records manager, research related methodology and technology, and explore the role and maintenance of a records center.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces students to the area of Records Management. Topics include: organization, records manager, record keeping technology, current trends, ethical considerations and related technology.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

A core component of any business is information management. This course will explore this upcoming field, provide students information on working with physical records and introduce current trends in this field.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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 field of Records Management.
2. Distinguish the concept of a physical record, its life cycle and management techniques.
3. Distinguish the role of Records Manager in the information industry.
4. Assess Records Management systems, equipment, and supplies and the design, control and maintenance of a records center.
5. Analyze current industry trends

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

- A. Explore the field of Records Management
 1. Define the concept, conception and future of Records Management
 2. Explore current industry uses
 3. Research the profession of Records Management
 4. Discuss the role of ARMA and other professional organizations
 5. Discuss current ethical and legal topics related to the field
- B. Identify the concept of a physical record
 1. Define a record
 2. Explore various types of records
 3. Identify a record life cycle
 4. Review basic organizations and indexing techniques
 5. Records activity
 - i. Active records
 - ii. Inactive records
 - iii. Vital records
 - iv. Archive records
- C. Records retention
 1. Manual systems
- D. Records storage & retrieval
 1. Manual systems
 2. Inactive records and archive management

- E. Records centers
 - 1. Design of centers
 - 2. Records control
 - 3. Records center maintenance
 - 4. Records management equipment and supplies
- F. Records security
 - 1. Disaster prevention
 - 2. Disaster recovery
 - 3. Forms and reports management
 - 4. Records audits and reports
 - 5. Records management manual
- G. Current Industry Trends
 - 1. Ethical issues
 - 2. Legal issues
 - 3. The role of professional organizations

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Students will be directed to web sites, blogs, podcasts, or any contemporary internet tool to study current trends and relevant topics in records management. Findings will be discussed in class.
2. Lecture presentation and/or classroom discussion will be used to introduce and explore topics in records management.
3. Small groups will be formed to complete research and present records management techniques.

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

1. Exam and quizzes will be used to evaluate concepts of a physical record, records storage & retrieval systems, and records security.
2. Written reports will be assigned and used as an assessment tool to evaluate current industry trends and centers in records management and explore the field of records management.
3. Individual oral presentations will assess knowledge attainment in current trends, industry standards and growth in records management procedures.

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:

Visit a business or organization, prepare and submit a written overview of their records system. Areas to be included in the report include the types of filing and Records Management systems in use; the time schedule for transferring records from active to inactive status; whether inactive files are kept on-site or offsite; how long records are kept and when and how they are disposed of; what types of records are kept on computer; what types of problems they have in controlling and managing files; who has access to the files and any recommendations for improving their records system.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Read/Ginn	Records Management, 8 th Edition	
Author	Title	
Cengage Learning	0-538-729562	2006
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Read, Judith	Records Management	
Author	Title	
Cengage Learning	0-538-731419	5/25/2010
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Caren Hennessy** Date: **9/3/07**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Office Technologies	BUS	OTEC	153	Electronic Records Management
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	2		0		2
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	32-36	+	0	=	32-36
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0514.40	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 examines the field of Electronic Records Management. Students will

explore the purpose of electronic records management, identify the need, and research relevant technology. Students will also be introduced to database management software used in the records management field.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course focuses on electronic Records Management. Topics include: creating, organizing, managing and investigating legal and ethical issues.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The business community is increasingly becoming more reliant on creating and working with electronic information. This course will prepare the student to understand and work with electronic records in the business community.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

OTEC 150 - Records and Information Management

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Explore the field of **Electronic Records Management**
2. Explore the creation of electronic records and relevant technologies.
3. Discuss the components of records inventory, maintenance, storage and retention of electronic document files.
4. Understand disaster recovery strategies, procedures and the processes.
5. Identify legal and ethical issues related to e-business and website maintenance.
6. Create a database design using a current database management system.

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

A. Records/Information Management (RIM) Program

1. Business case for electronic data management
2. Role of the Records Manager
3. Explore current industry uses
4. Discuss current ethical and legal topics related to the field

B. Automation of Records

5. Cost/Benefit analysis
6. Software selection
7. Imaging systems standards
8. Microforms
9. Storage devices
10. Website maintenance

C. Electronic Data Management

1. Records Inventory
2. Universal file plan
3. Organization techniques

- 4. Retention scheduling
- 5. Risk Analysis
- 6. Database design
- 7. Audits
- D. Disaster Recovery**
 - 1. Definitions and objectives
 - 2. Classification of disasters
 - 3. Implementation and Responsibilities
 - 4. Salvage and restoration
 - 5. Program tests and audits
- E. Federal, State, and Local Legislation**
 - 1. Patriot Act
 - 2. Public Records Act
 - 3. Sarbanes-Oxley
- F. Create a records management tracking system**
 - 1. Use a database software package to design a records management system.

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Students will be directed to websites, blogs, podcasts or any contemporary internet tool to study current trends and relevant topics. Findings will be discussed in class.**
- B. Lecture presentation and/or classroom discussion will be used to introduce and explore topics.**
- C. Small groups will be formed to complete research and present findings to the class for discussion.**

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:

- A. Exams and quizzes designed to define terms that relate to the virtual assistant professional.**
- B. Written reports will be prepared and used as a decision making tool.**
- C. Oral presentations will be used to present research on topics such as current trends, industry standards and growth.**

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

Create a disaster contingency plan that classifies disasters, identifies responsibilities for preparedness, procedures for salvage and restoration of records.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:
Required (1):

Author		Title	
Publisher	ISBN	Publication Date	

Required (2):

Author	Title

Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title

Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Computer Information Systems (Computer Forensics)

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: Date:
 Dept: Program:
 Discipline(s):

1. Course Title:

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number:

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	<input type="text" value="3"/>	=	<input type="text" value="3"/>	+	<input type="text" value="0"/>
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		<input type="text" value="48-54"/>	=	<input type="text" value="48-54"/>	+	<input type="text" value="0"/>

3b. Credit Type

<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)	<input type="checkbox"/> Non-Degree Credit (69 & lower)
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3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s):

3d. Maximum Enrollment: Enter number
 3e. Credit/No Credit ONLY Yes or No (usually No)
 3f. Credit/No Credit ALLOW Yes or No (usually Yes)

3g. Can be taken time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)
 It is a lab class that emphasizes the development of skills over time
 It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

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 provides fundamental information about 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; statements; admissions and confessions, conspiracy; documentary and best secondary evidence.

Includes the identification of evidence in criminal cases and the collection and preservation of evidence.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
5. Class 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 knowledge and theory regarding criminal evidence as it relates to the Criminal Justice field in both Federal and State Court.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
6. Need/Justification (in gray box below)
Criminal evidence is an elective course in the Administration of Justice Certificate and Associate Degree programs. Most careers in the Criminal Justice area require a thorough knowledge of the rules of evidence as well as the collection and preservation of evidence.
7a. Prerequisite(s) (in gray box below): Prerequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7b. Corequisite(s) (in gray box below): Corequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7c. Recommended Preparation (in gray box below): Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.
None.
7d. Other Enrollment Criteria:
None.
8. Learning Objectives: (express in behavioral terms in gray box below): Upon the completion of the course the student will be able to do the following:
<ol style="list-style-type: none"> 1. Define and identify the various types of evidence usually found at the scene of a crime and determine appropriate methods of collection. 2. Explain the role of the judge and jury when it comes to evidence in the courtroom. 3. Explain the differences between the various court processes such as an Arraignment, Preliminary Hearing, and Suppression Hearings etc. 4. Demonstrate through critical analysis what constitutes appropriate and admissible evidence in criminal investigation. 5. Identify the various types of evidence usually found at the scene of a crime and determine appropriate methods of collection. 6. Identify the types of criminal evidence (i.e. Direct, Circumstantial, etc.) currently allowed in both Federal and State Courts. 7. Demonstrate an understanding of the basic concepts of criminal evidence including hearsay statements; presumptions and inferences; character or reputation; prior criminal acts; conspiracy evidentiary issues; and other related issues. 8. Explain the "Best Evidence Rule" as it applies to criminal evidence. Explain the basic rules of evidence pertaining to the Hearsay Rule, Exclusionary Rule, admissions and confessions.

9. Course Content: (outline of main topics and subtopics in gray box below)

- 1. Introduction to Criminal Evidence**
 - a. What is Evidence?
 - b. Burden of Proof.
 - c. Role of Judge and Jury.
 - d. History and Development of Rules of Evidence.
 - e. Sources of Evidence Law
 - f. Impact of Case Law.
 - g. How legal research is done.
- 2. The Court Process**
 - a. The Criminal Complaint
 - b. Arraignment
 - c. Preliminary Hearing
 - d. Grand Jury
 - e. Suppression Hearing
 - f. Discovery
 - g. Plea Bargaining
 - h. The Trial
 - i. Sentencing
- 3. Types of Evidence**
 - a. Relevant Evidence
 - b. Direct and Circumstantial
 - c. Testimonial and Real Evidence
 - d. Substitutes for Evidence
- 4. Direct and Circumstantial Evidence**
 - a. Basic Definitions
 - b. Weight of evidence
 - c. Circumstantial Evidence of Ability to Commit the Crime
 - d. Circumstantial Evidence of Intent
 - e. Circumstantial Evidence of Guilt
 - f. Character
 - g. Other Acts of Evidence
 - h. Offers to Plead Guilty
 - i. Circumstantial Evidence Involving the Victim
- 5. Witnesses**
 - a. Competency of a Witness
 - b. Impeachment
 - c. Rehabilitation
 - d. Corroboration
 - e. Memory Failures
 - f. Unavailable Witnesses
 - g. Types of Witnesses
 - h. Opinion Rule
- 6. Crime Scene Evidence, Experiments, and Models**
 - a. Introduction
 - b. Crime Scene Evidence

- c. Scientific Evidence
- d. Commonly Accepted Scientific Tests
- e. Tests that are not Commonly Accepted
- f. Experiments
- g. Models, Maps and Diagrams
- 7. Documentary Evidence
 - a. Authentication
 - b. Forensic Document Examiners
 - c. The Best Evidence Rule
 - d. Photographic Evidence
- 8. Hearsay and Its Exceptions
 - a. Basic Hearsay Principles
 - b. The Hearsay Rule
 - c. Exceptions to the Hearsay Rule
 - d. Admissions and Confessions
 - e. Declarations against Interest
 - f. Spontaneous Statements and Contemporaneous Declarations
 - g. Dying Declarations
 - h. Reputation
 - i. Former Testimony
 - j. Prior Inconsistent and Consistent Statements
 - k. Ancient Documents
 - l. Past Recollection Recorded
 - m. Prior Identification
- 9. Privileged Communications
 - a. Basis for Privileges
 - b. Commonly Used Privileges
 - c. Attorney-Client Privilege
 - d. Husband-Wife Privilege
 - e. Physician-Patient Privilege
 - f. Clergy-Penitent Privilege
 - g. Privilege for Official Information
 - h. Media Reporter Privilege
- 10. Developing Law of Search and Seizure
 - a. History and Development of Fourth Amendment
 - b. Warrant Requirements
 - c. Exclusionary Rule
 - d. Impermissible Methods of Obtaining Evidence
 - e. Impermissible Methods of Apprehending Suspects
- 11. Field Interviews, Arrests and Jail Searches
 - a. Field Interviews
 - b. Arrests
 - c. Booking
 - d. Jail and Prison Searches
- 12. Plain View, Consent and Administrative Warrants
 - a. Plain View Doctrines

- b. Abandon Property
- c. Consent Searches
- d. Vehicle Searches
- e. Administrative Searches
- 13. Electronic Surveillance and Other Searches
 - a. Eavesdropping and Electronic Surveillance
 - b. Searches by IRS, Bureau of Citizenship, Customs and Border Patrol
 - c. Closed Containers
 - d. Drug Testing
- 14. Self-Incrimination
 - a. Scope of Privilege against Self-Incrimination
 - b. Miranda Warnings
 - c. Sequential Interrogations
 - d. Special Situations
 - e. Post-Arrest Confessions
- 15. Identification Procedures
 - a. Definitions
 - b. Fourth Amendment Rights
 - c. Fifth Amendment Rights
 - d. Sixth Amendment Rights
 - e. Due Process Rights
 - f. Use of Identification Testimony
- 16. Preparing the Case for Court
 - a. Review of Facts
 - b. Working with the Prosecutor
 - c. Dress and Demeanor
 - d. Contacts with Lawyers, Witnesses and Jurors
 - e. Press Coverage
- 17. Computers and Evidence
 - a. First Amendment
 - b. Fourth Amendment
 - c. Search Warrants
 - d. Securing and protecting computer evidence

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
 Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and classroom discussion
2. Definition, identification and classification of types of evidence
3. Conducting mock crime scenes and search of evidence
4. Video/DVD when available to enhance lecture material
5. Discussion of current events that pertain to lecture material
6. Large and small facilitated group discussion of known cases and evidence found.
7. Guest speakers to enhance the importance of evidence and how it is found

11. 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:

1. Students will be evaluated on class participation and presentation of current events.
2. One or two mid-term examinations with a final examination. The examinations will cover student understanding of terminology, knowledge of the subject, criminal statutes and ability to evaluate crime scene information.
3. The student will be evaluated on the quality of a research paper involving a specific crime and identifying evidence.
4. The student will be evaluated on their ability to prepare a case brief (s) on selected U.S. Supreme Court decisions involving the issue of evidence.

12. 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. Answering questions found at the end of each chapter in the book
2. Preparing a research paper on a specific topic pertaining to evidence
3. Presentation of current events found in newspapers, magazines, TV and radio that pertains to evidence.
4. Work in small classroom groups to review and present assigned topics.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Judy Hails

(Author)

Criminal Evidence 5th Edition

(Title)

Thomson/Wadsworth

(Publisher)

0-495-00138-4

ISBN

2005

(Publication Date)

(2) Required:

State of California

(Author)

California Penal/Evidence Code Current Edition

(Title)

Gould publications

(Publisher)

0-87526-268-6

ISBN

2005

(Publication Date)

(3) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

Thomas J. Gardner and Terry M. Anderson

(Author)

Criminal Evidence Principles and Cases

(Title)		
Thomson/Wadsworth	0-534-61551-1	2004
(Publisher)	ISBN	(Publication Date)
(2) Supplemental:		
Norman M. Garland		
(Author)		
Criminal evidence		
(Title)		
McGraw Hill	0-07-299330-8	2006
(Publisher)	ISBN	(Publication Date)
(3) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		

Submitted by: **Richard LeGarra** Date: **6-3-07**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Administration of Justice	Administration of Justice	Administ ration of Justice	AJ 105	Public Safety Report Writing (Formally Public Safety Communications)
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	210500	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 provides students with techniques of effectively communicating facts, information, and ideas in a clear and logical manner for a variety of public safety reports, i.e. crime/ arrest/traffic violation/incident reports, letters, memoranda, directives, and administrative reports. Students will gain practical experience in interviewing, note taking, report writing, and testifying. This course is intended for students pursuing a certificate or degree in Administration of Justice.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Practical experience and techniques in public safety report writing and communications: interviewing, note taking, report writing, and testifying.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides the student with skills to communicate effectively in a clear and logical manner in a critical area in public safety. This course is highly recommended by hiring agencies for all public safety personnel due to the factual nature of the reports and other written and verbal expression required in the professions. This course is specific to writing public safety reports and a critical component for those entering the public safety field.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 between the various reports that have to be prepared (arrest, crime and evidence).
2. Identify and analyze each arrest and crime situation and prepare the appropriate report.
3. Distinguish and utilize appropriate grammar, syntax, and vocabulary in preparing clear, concise, accurate, objective, and logical documents that are grammatically correct.
4. Extract and organize information from a variety of sources into written and verbal reports describing/defining problems.
5. Demonstrate the basic techniques of interviewing and testifying.
6. Compose accurate and factual reports in the third person format that contain the reportable elements of incidents based upon the students' observation and listening skills.
7. Articulate their written reports and demonstrate professional courtroom demeanor.

8. Evaluate and identify when the use of slang, jargon, acronyms, and/or technical terms is appropriate.

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

- I. Introduction
 - A. Survey of course outline
 - B. Methods of instruction and evaluation
 - C. Gender reference
 - D. Definition of a report
 - E. Basics of a good report
 - F. Audiences for a Report
- II. Report Writing Mechanics, Format, Style and Editing
 - A. Probable Cause to Stop, Detain, Arrest and Search
 - B. Use of 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
- III. Writing sample reports
 - A. Burglary
 - B. Robbery
 - C. Unknown/student to decide type of report
 - D. Missing person
 - E. Incident report
 - F. Victim, witness, suspect and property description
 - G. Arrest and vehicle impound
 - H. Review sample reports, police, corrections and probation
- IV. Testimony
 - A. Preparation
 - 1 Review case reports/evidence
 - 2 Appearance/professional dress
 - B. Professional demeanor
 - C. Self-control
 - D. Defense Attorney Traps
 - E. Impartiality
 - F. Responding techniques
 - 1 Only respond when a question is asked
 - 2 Don't be confrontational with Attorneys
 - 3 Respond with clear and concise answers
 - 4 Don't give more testimony than asked
 - 5. Don't speculate/Be truthful
- V. Writing resources, tools
 - A. Electronic references, computers (Word processors)
 - B. Spell checkers

- C. Internet use
 - D. Books
 - 1 Commonly misspelled words
 - 2 Grammar/writing handbooks
 - 3 Thesaurus
 - 4 Dictionary
 - 5 Agency guides
- VI. Basic techniques of factual writing
- A. Clear
 - 1 Voice – active vs. passive
 - 2 Tense – present vs. past
 - 3 Person – first vs. third
 - 4 Factual – objective vs. subjective
 - 5 Order – chronological vs. random
 - 6 Pronoun references
 - 7 Parallelism
 - 8 Word – common vs. obscure
 - B. Concise
 - C. Brief
 - D. Proofreading
 - E. Note taking
 - F. Organizing the Report
 - G. Complete
 - 1 Who
 - 2 What
 - 3 When
 - 4 Where
 - 5 How
- VII. Basic planning processes
- A. Organized information
 - B. Time management
 - C. Purpose
 - D. Audience (students need to be aware that their reports could end up in a number of different areas, i.e., personnel performance reports, disciplinary proceedings, United States Supreme Court Review, etc.)
 - E. Legal standards of writing
- VIII. Information sources
- A. Interviews
 - B. Libraries
 - C. Internet
 - D. Department guides

IX. Communication process

- A. Observing
 - 1 Nonverbal
 - 2 Body language
- B. Recording
 - 1 Written
 - 2 Audio
 - 3 Visual
- C. Reporting
 - 1 Written
 - a Administrative reports
 - b Memorandums
 - c Letters
 - d Directives
 - e Incident reports
 - f Incident notes
 - g Chain of Evidence Logs
 - 2 Verbal
 - a. Presenting the written report to a supervisor
 - b. Presenting the written report and other information in the courtroom

X. Words

- A. Simplification – Keep it simple spelling (KISS)
- B. Common vs. obscure
- C. Verbs
- D. Clarity

XI. The Sentence

- A. Length
- B. Content

XII. The Paragraph

- C. Sequential sentences
- D. Guidelines – agency specific

XIII. The Structure

- E. Style – agency specific
- F. Cohesive
- G. Purpose
- H. Complete

XIV. Review of English Grammar, Syntax, and Construction

- A. Verb Forms and Tenses
- B. Agreement of Subject and verb
- C. Capitalization
- D. Punctuation

- E. Internal Punctuation
- F. Adjectives and Adverbs
- G. Pronouns
- H. Topic sentences

XV. Future of the criminal justice system and report writing

- I. Word processors
- J. Computerization
- K. Audio
- L. Video
- E. Internet

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture and audio-visual presentations relating to the selection and preparation of the various reports used in the criminal justice field (example crime, arrest, evidence).
2. Student group activity involving victim, suspect and officer role playing, interviewing and interrogation and preparation of an appropriate police report.
3. Guest speakers (as available) to discuss the importance of report writing from the perspective of the supervisor approving, to the prosecuting attorney.
4. Use of overheads, white board and power point presentations.
5. Class exercises preparing various types of police reports using proper grammar, vocabulary and police terminology.
6. Student verbal presentation regarding a crime report prepared by them to a supervisor (instructor) approving the report for processing.

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:

1. Several tests on class lecture and text book readings to measure the students ability to prepare a police report using correct grammar, vocabulary and terminology.
2. Quizzes on assigned chapter readings to determine if the students are grasping and understanding the material.
3. Evaluation of student verbal presentations on reports prepared by them to a supervisor (instructor) for approval.
4. Student participation in class discussions
5. Identification and preparation of the appropriate report both written and oral when presented with a crime scenario
6. Evaluation of students interviewing and interrogation skills in various scenarios.

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. Interview an active officer regarding the importance of report writing and prepare a written report.
2. Participate in a crime scenario, interview the victim, interrogate a suspect and prepare the

- appropriate report.
3. Visit a criminal courtroom while the court is in session and write a report on their observation regarding the testimony of the victim, witness or officer.
 4. Class presentation on selected topics were the student has to prepare a written report and verbally present it to the class.
 5. Homework assignment where the student prepares sample crime and arrest reports.
 6. Write a term paper regarding selected topics assigned by the instructor (example, The Importance of A Police Report In Court).

Textbook (s)

Required (1):

James E. Guffey	Report Writing Fundamentals for Police and Correctional Officers	
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Author Title

Pearson/Prentice Hall	0-13-110272	2005
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Publisher ISBN Publication Date

Required (2):

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Author Title

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Publisher ISBN Publication Date

Required (3):

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Author Title

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Publisher ISBN Publication Date

Supplemental (1):

Debbie J. Goodman	Report It In Writing 2 nd edition	
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Author Title

Prentice Hall	0-130976333-3	1995
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Publisher ISBN Publication Date

Supplemental (2):

Joseph N. Davis	Report Writing for Law Enforcement 2 nd edition	
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Author Title

LawTech Publishing	0-915905-74-4	2004
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Publisher ISBN Publication Date

Supplemental (3):

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Author Title

--	--	--

Publisher ISBN Publication Date

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: **Richard LeGarra** Date: **November 26, 2005**
 Dept: **Administration of Justice** Program: **AJ**
 Discipline(s): 1. _____ 2. _____ 3. _____

1. Course Title: **Criminal Investigation**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **AJ 108**

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3	=	3	+	0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours		Lecture Hours		Lab Hours
		48-54		48-54	+	0

3b. Credit Type

<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)	<input type="checkbox"/> Non-Degree Credit (69 & lower)
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3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s): _____

3d. Maximum Enrollment: **40** Enter number
 3e. Credit/No Credit ONLY **NO** Yes or No (usually No)
 3f. Credit/No Credit ALLOW **YES** Yes or No (usually Yes)

3g. Can be taken **1** time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)
 It is a lab class that emphasizes the development of skills over time
 It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website) **210500**

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).

Basic criminal investigation techniques including discussions of the theories of criminal law, criminal evidence and crime scene identification tasks. Crime scene report writing and diagramming; ethics in law enforcement especially as they relate to the criminal investigator; collection and preservation of physical evidence; sources of information;

interviews and interrogation.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
5. Class 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).
Investigation of crime scenes including collection and preservation of physical evidence; scientific aids; modus operandi; interviews and interrogation; follow up and case preparation.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
6. Need/Justification (in gray box below)
An understanding of the basic elements of crime scene investigation is crucial to those individuals in this field or those desiring to enter this field.
7a. Prerequisite(s) (in gray box below): Prerequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7b. Corequisite(s) (in gray box below): Corequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7c. Recommended Preparation (in gray box below): Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.
None.
7d. Other Enrollment Criteria:
None.
8. Learning Objectives: (express in behavioral terms in gray box below): Upon the completion of the course the student will be able to do the following:
<ol style="list-style-type: none"> 1. Describe the need and importance of the preliminary crime scene investigation and follow-up investigation. 2. Identify the different types of crimes and the specific investigative needs. 3. Demonstrate an understanding of the legal issues involving crime scene investigation. 4. Demonstrate how the crime scene and evidence is protected. 5. Assess what are the needs of each crime scene area and who to call. 5. Demonstrate knowledge of what to do as the first officer/investigator at a crime scene. 6. Demonstrate how a crime scene should be drawn or sketched. 7. Demonstrate how to complete a crime investigation and related reports. 8. Identify the various different scientific tools available to an investigator and how they are used. 9. Demonstrate verbally and in written form what an investigator should do to prepare a case for court. 10. Describe the importance of an interview and interrogation of a victim, witness or suspect.
9. Course Content: (outline of main topics and subtopics in gray box below)

1. Criminal Investigation an Overview
 - a. Introduction
 - b. Criminal investigation definitions
 - c. Goals of criminal investigation
 - d. Characteristic of an Effective Investigator
 - e. The Preliminary Investigation
 - f. Crime Scene Investigators
 - g. Follow-up Investigation
 - h. Computer-aided investigations
 - i. Interrelationships with others
 - j. Avoiding civil liability
2. Documenting the Scene
 - a. Field notes
 - b. When to take, what to record and how to take notes
 - c. Investigative photography, advantages and disadvantages
 - d. Training and using investigative photography
 - e. Identifying, filing and maintaining continuity of evidence
 - f. Crime-scene sketching
 - g. Computer-Assisted Drawing
 - h. Admissibility in court
3. Searches
 - a. Legal searches and Fourth Amendment
 - b. The Exclusionary Rule
 - c. The Crime-Scene Search
 - d. Search patterns
 - e. Other types of investigative searches
 - f. Use of dogs in searching
4. Forensics/Physical Evidence
 - a. Definitions
 - b. Investigative equipment
 - c. Discovering, recognizing and examining evidence
 - d. Collecting, marking and identifying evidence
 - e. Packaging and preserving evidence
 - f. Transporting evidence
 - g. Frequently examined evidence
 - h. Evidence handling and infectious disease
 - i. Protecting and storing evidence
 - j. Admissibility of evidence in court and final disposition
5. Obtaining Information
 - a. Sources of information
 - b. Interviewing and Interrogation
 - c. Questioning Children and Juveniles
 - d. Evaluating and corroborating evidence
 - e. Scientific aids to obtaining and evaluating evidence
 - f. Use of Psychics and profilers

- 6. Identifying and Arresting Suspects**
 - a. Identifying suspects at the scene
 - b. Developing a suspect
 - c. Locating suspects
 - d. Identifying suspects
 - e. Surveillances, undercover assignments and the Constitution
 - f. Raids and legal arrests
- 7. Death Investigations**
 - a. Classification
 - b. Elements of the crime
 - c. Challenges in the investigation
 - d. Suicide
 - e. The Preliminary investigation
 - f. Discovering and identifying the victim
 - g. Estimating death
 - h. Drug related and vehicular homicides
 - i. Witnesses and suspects
 - j. The Medical Examination and death notification
- 8. Assault, domestic violence and stalking**
 - a. Assault and overview and classification
 - b. Elements of the crime
 - c. Proving the crime
 - d. Investigating domestic violence, elder abuse and stalking
- 9. Sex Offenses**
 - a. Classification of crimes
 - b. Obscene telephone calls
 - c. Rape/sexual assault
 - d. Sex offenders
 - e. Police response
 - f. Victim's medical examination
 - g. Interviewing the victim and witnesses
 - h. Interrogation of suspect
 - i. Prosecution
 - j. Sex offender registration and notification
- 10. Crimes against children**
 - a. Extent of the problem
 - b. Classification of crimes and terminology
 - c. Effects of child abuse
 - d. Initial report and response
 - e. Interviewing abused children
 - f. Evidence
 - g. The suspect
 - h. Child sexual abuse rings
 - i. Missing children
 - j. Children as witnesses

- 11. Robbery, Burglary**
 - a. Classification and elements of crime
 - b. Preliminary investigation and providing elements
 - c. The complete investigation
 - d. False robbery reports
 - e. Recovering stolen property
 - f. Receiving stolen property
- 12. Larceny/Theft**
 - a. Elements of crimes
 - b. Types of Larceny/theft
 - c. Fraud, white collar crime
 - d. Environmental crime
 - e. Preventing
- 13. Motor vehicle theft**
 - a. Motor vehicle identification
 - b. Classification and elements of crime
 - c. Interstate transport
 - d. Insurance fraud
 - e. Recovering and abandoned or stolen vehicle
 - f. Thefts of other types of vehicles
- 14. Arson, bombs and explosives**
 - a. Classification and elements of the crimes
 - b. Responding to the scene and preliminary investigation
 - c. Search warrants and fire investigation
 - d. Investigating bombings and explosions
- 15. Computer crime**
 - a. Scope of the problem
 - b. Terminology
 - c. Storing and retrieving information
 - d. Classification of computer crimes
 - e. Viruses, search warrants
 - f. Preliminary investigation and follow-up
 - g. Investigative team and resources available
- 16. Organized crime, bias/hate and ritualistic crime**
 - a. What is organized crime, bias/hate crime and ritualistic crime?
 - b. Characteristic of organized crime and threats of specific groups
 - c. Decline in organized crime
 - d. Bias/Hate crime and motivation
 - e. Police response to Bias/Hate crimes
 - f. Ritualistic crime, terminology, symbolism
 - g. Investigative methods in investigating these crimes
- 17. Gang related crime**
 - a. Gangs defined and extent of the problem
 - b. Why do people join?
 - c. Types of gangs
 - d. Gang membership, leadership and organization

<ul style="list-style-type: none"> e. Gang activities and investigating activities f. Prosecuting gang related crimes <p>18. Illegal drugs and terrorism</p> <ul style="list-style-type: none"> a. Seriousness and extent of the problem b. Classification of controlled drugs c. Investigating illegal possession or use of controlled substances d. Investigating illegal sales and distribution e. Clandestine drug laboratories f. Investigative aids g. Drug asset forfeiture h. Terrorism and terrorists as criminals i. Local law enforcement response <p>19. Writing reports, preparing for court and presenting cases in court</p> <ul style="list-style-type: none"> a. Importance of reports b. Organizing information c. Structuring the narrative d. Characteristics of effective reports e. Evaluating your report f. Taping and dictating reports g. Computerized report writing h. Nonprosecution i. Closing a case by arrest and prosecution j. The Trial and testifying
<p>10. Methods of Instruction: (reflective of a variety of learning styles in gray box below) Methods of instruction may include, but are not limited to the following:</p>
<ul style="list-style-type: none"> 1. Lecture presentation and classroom discussion of the investigative process regarding the various crimes investigated. 2. Definition, identification and classification of crimes 3. Large and small facilitated group discussion of various crime scene Investigations. 4. Conducting mock crime scene investigations. 5. Video/DVD when available to enhance lecture material. 6. Discussion and review of actual criminal investigations. 7. Guest speakers to enhance the understanding of the importance of criminal Investigations. 8. Discussion of current events that pertain to the lecture material.
<p>11. 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:</p>
<ul style="list-style-type: none"> 1. Students will be evaluated on class participation regarding simulated crime scene investigations, identifying and classification of crimes and the preparation of related reports. 2. One or two mid-term examinations with a final examination. The examinations will cover student understanding of terminology, knowledge of the subject, criminal statutes and ability to evaluate crime scene information. 3. During this course the student will complete a writing assignment that will

include the gathering of information at a mock crime scene and analysis of the information.

4. Students will be evaluated on current events they bring to class and their presentation of the event.
5. The student will be asked and evaluated on their ability to prepare a case for court and what concerns they should have in testifying to verbally demonstrate what

12. 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. Answering discussion questions at the end of each chapter.
2. Preparing a paper on a selected topic.
3. Presentation of a current investigative event found in a newspaper or magazine.
4. Read, brief and orally present selected court cases.
5. Participate in a mock crime scene and prepare a report.
6. Work in small or large classroom groups to review, discuss and present assigned topics.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Wayne W. Bennet and Karen M. Hess

(Author)

Criminal Investigation 7th edition

(Title)

Thompson/Wadsworth 0-534-61524-4 2004

(Publisher)

ISBN

(Publication Date)

(2) Required:

Charles R. Swanson, Neil C. Chamelin and Leonard Territo

(Author)

Criminal Investigation 8th edition

(Title)

McGraw Hill 00-07-248592-2 2003

(Publisher)

ISBN

(Publication Date)

(3) Required:

James N. Gilbert

(Author)

Criminal Investigation 6th edition

(Title)

Pearson/Prentice Hall 0-13-112288-6 2004

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

State of California

(Author)

Current California Penal Code

(Title)		
Gould Publications 0-87526-268-6 2005		
(Publisher)	ISBN	(Publication Date)
(2) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(3) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		

Submitted by: Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	181	Computer Hardware - Level 1
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	<input type="text" value="4"/>		<input type="text" value="0"/>		<input type="text" value="4"/>
		Lecture Hours	+	Lab Hours	=	Total Hours
		<input type="text" value="64-72"/>		<input type="text" value="0"/>		<input type="text" value="64-72"/>

Maximum Enrollment: Enter number
Pass/No Pass ONLY: Yes or No (usually No)
TOP code (choose only 1) ([click here for TOP code website](#))

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

AA/AS Degree General Ed Breadth Area(s):
 Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement

for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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

This course introduces the basics of computing hardware technologies and the tear-down and assembly of a computer system. The features and functions of all major computing system hardware components are covered along with techniques for their installation and configuration. Operating system fundamentals are studied, especially in relation to hardware configuration and troubleshooting.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to computing hardware, peripherals, and system software.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course introduces the student to industry standard technologies and provides the student with the opportunity to examine career opportunities within our IT specializations. This course is a requirement for students in the Computer Hardware Specialist employment concentration.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details. (For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Explain the basic functions of a computing system.
2. Plan for, prepare, set up and maintain computer hardware.
3. Apply systems concepts in the investigation, evaluation, and resolution of hardware problems.
4. Evaluate and assess computing and networking hardware and software problems using troubleshooting strategies and techniques.
5. Evaluate and assess workplace factors and use the appropriate safety and environmental procedures when working with hardware components.
6. Evaluate and recommend computing hardware products and services.
7. Demonstrate working effectively as a member of a team to accomplish common goals.
8. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
9. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
10. Prepare a 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. Course Intro
 - a. Hardware Technician duties
 - b. Industry needs
 - c. Industry certification (CompTIA)
2. Hardware Components
 - a. Input output devices
 - b. Storage devices
 - c. Processors
 - d. Motherboard components
3. Tech Environment
 - a. Job roles and responsibilities
 - b. Customer service
 - i. Interviewing guidelines
 - ii. Setting customer expectations
 - iii. On-site issues
 - iv. Remote (phone) issues
 - v. Dealing with difficult customers
 - vi. Paperwork
 - c. Tracking systems
4. System Form Factors
 - a. Towers and desktops
 - b. Low-profile desktop
 - c. Laptop
 - d. Rack-mounted servers
5. Electricity Fundamentals
 - a. AC /DC
 - b. Hot neutral ground
 - c. Common electronic components
 - d. Power supplies
 - e. Safety measures
 - f. Tools and tool kits
 - g. Troubleshooting the electrical system
6. Motherboards
 - a. Motherboard types and features
 - b. Bios and the boot process
 - c. Maintaining, installing and configuring motherboard
7. Processors
 - a. Types and characteristics of processors
 - b. Cooling methods and devices
 - c. Evaluating, selecting, and installing processors

- d. Troubleshooting
- 8. Memory
 - a. Memory technologies
 - b. Upgrading memory
 - c. Troubleshooting memory
- 9. Hard Drives
 - a. Drive technologies
 - b. Drive interface standards
 - c. Raid
 - d. Floppy drives
 - e. Evaluating, selecting and installing hard drives
 - f. Troubleshooting hard drives
- 10. I/O Devices
 - a. Type and characteristics of i/o devices
 - b. I/O ports on the motherboard
 - c. Expansion cards
 - d. Evaluating, selecting, and installing I/O devices
 - e. Using the device manager
 - f. Troubleshooting I/O devices
- 11. Multimedia Devices
 - a. Multimedia adapter cards
 - b. Optical storage technology
 - c. Removable storage
 - d. Evaluate, select and install multimedia peripherals
 - e. Troubleshooting multimedia devices
- 12. Networking
 - a. Networking technologies
 - b. Local network hardware option
 - c. Connecting a computer to a network
 - d. Software features (Windows)
- 13. Networking Practices
 - a. Connecting to the internet
 - b. Setting up a SOHO network
 - c. Tools and utilities for troubleshooting network problems
 - d. Troubleshooting network connections
- 14. Notebooks
 - a. Support issues
 - b. Diagnostics tools
 - c. Notebook peripheral devices
 - d. Troubleshooting and replacing internal parts
 - e. Common activities

15. Printers
 - a. Printer types and characteristics
 - b. Evaluating, selecting and installing printers
 - c. Sharing printers
 - d. Maintaining printers
 - e. Troubleshooting printers

16. Life-Long Learning
 - a. Web resources
 - b. Relevant publications
 - c. Other educational opportunities

17. 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: (please number and be reflective of a variety of learning styles)

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

1. Lecture on background and history of personal computing.
2. Guided discussion on troubleshooting guidelines and techniques.
3. Guided practice and hands-on activities installing and configuring hardware.
4. Pair and small-group problem solving and discussion on troubleshooting computer 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:

1. Tests that demonstrate mastery of course objectives. For example: multiple choice questions on hardware and peripheral device features; case/narrative problems that typify computing problems to elicit an effective troubleshooting strategy.
2. Participation in guided discussion topics on operational procedures and safety in the workplace will be evaluated on contribution, suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all 'talking points' [electro-static discharge awareness, power monitoring, clean work environment, safety policies, ...] addressed in the response) and presentation (spelling, grammar, and format).
3. Homework assignments that demonstrate an understanding of networking fundamentals, terminology and protocols, will be graded on the accuracy of the descriptions and definitions, and the descriptions and comparisons of the protocols under discussion.
4. Student projects that demonstrate the ability to tear-down a PC, identify manufacturer and model of all significant components, and reassembly of the unit will be evaluated on functionality (does the reassembled machine work), completeness (were all major components identified and documented), and documentation (spelling, grammar, formatting, diagrams and illustrations).

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:

Disassemble and reassemble the workstation into its major components.

In class exercise "Take Apart a Computer and Putting It Back Together", in chapter 3 titled: PC Repair Fundamentals: Real Problem 3-1.

When you have completed disassembling the workstation notify the instructor to receive credit and feedback. Once credit is given, reassemble the workstation. Notify the instructor once reassembled to receive credit and feedback.

Example Assignment 2:

Use the Internet to research which peripheral device is warranted to store 20GB of backup data. Prepare a purchase requisition for a suitable device. Turn in the write up of the purchase requisition.

Example Assignment 3:

Complete the even-numbered 'review the basics' questions from the back of the chapter and turn in at the beginning of the next class session.

1. -
2. What are the four system bus frequencies used by current Intel processors?
3. -
4. What is the name of the memory cache that is on the same die as the processor?
5. -
6. What is the name of the Intel technology that allows a processor to handle multiple threads at the same time?
7. -
8. What is the name of the memory cache that is shared by cores in a multi-core processor?
9. -
10. Which is the first computing technology used by a processor to support repetitive looping whereby a processor receives an instruction and then applies it to a stream of data that follows?
11. -
12. Which Intel processor family is better performing, the Pentium family or the Core family?
13. -
14. What are the two major components of a processor cooler assembly?
15. -
16. If the power connector from the CPU fan has only three pins, it can still connect to the 4-pin header, but what functionality is lost?
17. -
18. Name three tools that can be used to rid the inside of the case from dust.
19. -
20. List three possible causes of a system hanging or freezing at odd times.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Jean Andrews	A+ Guide to Managing & Maintaining Your PC	
Author	Title	

Cengage Learning	9781435497788	12/2009
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher			ISBN			Publication Date		
Required (3):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (1):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (2):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (3):								
Author			Title					
Publisher			ISBN			Publication Date		

Submitted by: **Don Jenkins / Bil Bergin** Date: **04-SEPT-08**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	182	Computer Forensics
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	25	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0708.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations on using the most popular forensic tools. Topics include coverage of the latest technology secondary devices including hard drives, PDAs, cell phones, and thumb drives.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Introductory computer forensics course using advanced technologies to collect and analyze information stored on digital devices.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Skills taught in this class will prepare students for an entry level forensics occupation.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

CSIS 181 (with grade of 'C' or better) or equivalent assessment

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Identify the crimes committed using digital devices.**
- B. Define the role of a digital forensics technician in investigating crimes or incidents.**
- C. Evaluate and select the appropriate tools for collecting and analyzing information stored on a given digital device.**
- D. Prepare a chain of custody document to collect and analyze information stored on digital devices.**
- E. Prepare a "presentation of findings" that includes how to use evidence obtained during an investigation for civil or criminal proceedings.**
- F. Convey technical information regarding a computer forensics event to a colleague via a technical report or technical presentation.**
- G. Research the effects of HIPAA, SOX, GLBA, and other developing legal guidelines/regulations/laws on investigations and possible legal or corporate violations.**

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

- A. Precursor/Introduction to Computer Forensics**
 - a. Computer Forensics and Investigation Processes**
 - b. Understanding Computing Investigations**
 - c. Civil cases**
 - d. Criminal cases**
 - e. The Investigator's Office and Laboratory**

- B. Acquisition**
 - a. MS-DOS Acquisition Tools
 - b. Windows Acquisition Tools
 - c. Data Recovery Guidelines
 - d. Processing Crime and Incident Scenes

- C. Analysis**
 - a. Working with Windows and DOS Systems
 - b. Current Computer Forensics Tools
 - c. Macintosh and Linux Boot Processes and File Systems
 - d. Computer Forensics Analysis
 - e. Recovering Image Files
 - f. Network Forensics
 - g. E-mail Investigations
 - h. PDAs, Cell Phones, Thumb drives, U3 drives

- D. Reporting, Legal, Retention**
 - a. Trial Process
 - b. Report Structure
 - c. Report Findings
 - d. Documenting Evidence
 - e. Expert Consultant
 - f. Ethics and High Tech Investigations

- E. Network Forensics**
 - a. Internet Fundamentals
 - b. Network Logs
 - c. Network Sniffers
 - d. Microsoft Tools
 - e. UNIX/Linux Tools

- F. E-mail Investigations**
 - a. E-mail Messages
 - b. E-mail Headers
 - c. E-mail Forensic Tools
 - d. Microsoft E-mail Servers
 - e. UNIX E-mail Servers
 - f. Novell Group Wise

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture on components and core functions using forensics tools.**
- B. Lecture, and demonstrate different types of forensics software programs.**
- C. Hands-on activities to analyze and retrieve conspicuous data from hard drives, PDAs' and other secondary storage devices.**
- D. Case assignments demonstrating following local and federal statutes.**

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:

- A. Graded assignments from textbook. Apply Your Knowledge requires students to open and manipulate a file on the Data Disk, and follow instructions for**

- completing assignment.
- B. Tests that demonstrates the student's ability to use the correct procedure when retrieving data from a suspect.**
 - C. Given a scenario students will recover hidden data created by the following: bit-shifting and steganography.**

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:

Investigate and report on a forensic case study using a crime library website. Identify the area of forensics that plays a significant role in documenting, analyzing, and extracting forensic data from secondary storage devices. Identify the appropriate forensic tools to acquire digital data from Microsoft Operating Systems. Identify the appropriate forensic tools to acquire digital data from UNIX or Linux Operating Systems. Specify specific strategies for situations where the investigator will need to work with law enforcement, and express in writing what areas need to be addressed when legal agencies are brought into the case.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Bill Nelson, Amelia Phillips, Frank Enfinger, & Christopher Steuart.	Guide to Computer Forensics and Investigations, Third Edition. Course Technology, 2008	
Author	Title	
Course Technology	1-4180-6733-4	January 2008
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Computer Information Systems (Database Administration)

Submitted by:

Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	214	Principles of Database Management Systems
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit - 16-18	1 unit - 48-54	3	0	3
2 units - 32-36	2 units - 96-108			
3 units - 48-54	3 units - 144-162	Lecture Hours	Lab Hours	Total Hours
4 units - 64-72	4 units - 192-216	48-54	0	48-54
5 units - 80-90	5 units - 240-270			

Maximum Enrollment: Enter number
Pass/No Pass ONLY: Yes or No (usually No)
TOP code (choose only 1) ([click here for TOP code website](#))

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

AA/AS Degree General Ed Breadth Area(s):
 Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement

for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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

This course introduces the theory and principles of relational database management systems. Students will apply these concepts in the design and development of a simple database application. Topics to be covered include data modeling, logical and physical database design, normalization and denormalization, and client-server and distributed database architectures.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 will use database modeling software to design and implement a simple relational database application.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to help students transfer, as well as to prepare them for employment in the Computing and Information Technologies disciplines. This particular course is part of our database certificate series and is designed for students and working professionals who are looking to further develop their database-related skills.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details. (For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Prepare a description of the differences in the roles and responsibilities of data administration and database administration.
2. Create logical database designs using entity-relationship diagrams.
3. Evaluate a database design in terms of normal forms, and be able to transform a design to 3NF.
4. Prepare physical database designs.
5. Assess the performance of a database and choose the appropriate denormalization techniques to improve performance of a database application.
6. Prepare script files that will create a database.
7. Evaluate and select the appropriate software tools to facilitate automatic creation of databases.
8. Compare and contrast the key features of client-server and multi-tier architectures as they apply to database technologies; compare and contrast the key technologies in distributed database systems.
9. Demonstrate working effectively as a member of a team to accomplish common goals.

10. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
11. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
12. List career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

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

1. Introduction to the database environment
 - a. Business computing systems
 - b. Information systems
 - c. Information system functionality
 - d. Systems development life cycle
 - e. Database environment
2. Database development life cycle
 - a. Database analysis
 - b. Database design
 - c. Database implementation
 - d. Database maintenance
3. Using Entity-relationship modeling to support Database analysis
 - a. Entity Type
 - i. Attributes
 - ii. Strong Entities
 - iii. Weak Entities
 - b. Relationships
 - i. Degree
 - ii. Cardinality
4. The Enhanced Entity-Relationship Model
 - a. Subtypes
 - b. Supertypes
 - c. Relationship Constraints
5. Logical DataBase design
6. Transforming Entity-Relationship diagrams into relations
7. Using Normalization techniques to support Database design
 - a. Normalization
 - b. Advanced normalization
8. Create a Database
 - a. SQL DDL
 - b. Scripting
9. Database Implementation Issues

- a. Client-server architecture
 - b. Three-tier architectures
 - c. Distributed databases
 - d. Partitioning Applications
10. Database administration concepts
- a. Installation
 - b. Backup and recovery
 - c. Managing users
11. Data Warehousing
- a. Basic concepts
 - b. Data Warehousing architectures
12. Life-Long Learning
- a. Web resources
 - b. Relevant publications
 - c. Other educational opportunities
13. Career Options
- a. How this course relates to standard job classifications
 - b. Relation to industry and vendor certification paths
 - c. Overview of technical skills

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture on database concepts and the database applications development life cycle.
2. Guided discussion on database implementation issues.
3. Guided practice and hands-on activities converting E-R diagrams into physical database designs.
4. Pair and small-group problem solving and discussion on normalization techniques and 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:

1. Tests that demonstrate mastery of data administration and database administration concepts, ER diagram syntax and interpretation, database design and design interpretation, and normalization techniques. For example, multiple-choice questions on database concepts and the development life cycle case/narrative problems on modeling techniques.
2. Participation in guided discussion topics and topics on database administration will be evaluated on contribution, suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all 'talking points' [user and account mgmt, backup and recovery strategies, ...] addressed in the response) and presentation (spelling, grammar, and format).
3. Homework assignments that demonstrate skills mastery in ER modeling and normalization. Homework will be evaluated on completeness (were each of the major elements in the problem description accounted for), correctness (were the appropriate symbols used, and is the diagram syntactically correct), effectiveness (is the overall design normalized to at least 3NF) and presentation/documentation (spelling, grammar, formatting, is the accompanying narrative written at the appropriate level for the intended reader).

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:

E/R Projects. Given a database scenario draw an Entity Relationship diagram that captures the data needs and functionality described in the problem. (From Modern Database Management, by Jeffrey Hoffer)

A bank has three types of accounts: checking, savings, and loan. Following are the attributes for each type of account:

Checking: acct_no, date opened, balance

Savings: acct_no, date opened, balance, interest rate

Loan: acct_no, date opened, balance, interest rate, payment

Assume that each bank account must be a member of exactly one of these subtypes. Using generalization, develop an EER Model segment to represent this situation using: the traditional EER notation, the Visio notation, and the subtypes / supertypes notation. Be sure to include a subtype discriminator.

Example Assignment 2:

Compare and contrast the following terms:

- a. Data administration; database administration
- b. Repository, data dictionary
- c. Deadlock prevention; deadlock resolution
- d. Backward recovery; forward recovery
- e. Active data dictionary; passive data dictionary
- f. Optimistic concurrency control; pessimistic concurrency control
- g. Shared lock; exclusive lock
- h. Before-image; after-image
- i. Two-phase locking protocol; versioning
- j. Authorization; authentication
- k. Data backup; data archiving

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Hoffer/Prescott/McFodden	Modern Database Management	
Author	Title	
Prentice Hall	9780136003915	03/2008
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	

Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Submitted by:

Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	241A	Database Server Administration - Level 1
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

Maximum Enrollment: Enter number

Pass/No Pass ONLY Yes or No (usually No)

TOP code (click [here](#) for TOP code website)
(choose only 1)

Can be taken

1 **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement

for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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

This course introduces the tools and methodologies of database administration. Database architectures will be studied, especially in regard to installation and configuration issues. Students will install and configure a functioning multi-user database system.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Installing and configuring a multi-user database. Instruction will include hands-on activities with IBM DB2, MS SQL Server, MySQL, and/or Oracle database systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to help students transfer, as well as to prepare them for employment in the Computing and Information Technologies disciplines. This particular course will be part of our database certificate series and is designed for students and working professionals who are looking to further develop their database-related skills.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details. (For further clarification, contact the Prerequisite Subcommittee)

None

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Prepare a description of the general responsibilities, and list the typical day-to-day activities of a Database Administrator.
2. Compare and contrast the logical and physical architectural elements of prominent database systems.
3. Plan for, install, and create an operational database.
4. Start up and shutdown a database instance.
5. Assess network security risks and their solutions.
6. Set up a simple client for a database server, and establish a connection between them.
7. Analyze and troubleshoot network problems using log; status, and trace files.
8. Set up the database to account for globalization needs (eg. character sets and collations, time zones).
9. Examine the information schema to identify characteristics of the database.
10. Analyze technical information, as well as listen effectively to, communicate orally with, and prepare memos, reports and documentation for a wide range of audiences.
11. Investigate and assess new sources of information and learning opportunities to stay

- abreast of emerging information and computing technologies.
12. List career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

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

1. Typical duties of a DBA
 - a. Evaluate and select DBMS and related software tools
 - b. Install and upgrade DBMS
 - c. Tune database performance
 - d. Manage data security
 - e. Prepare backup and recovery plans
 - f. Enforce standards and procedures
 - g. Conduct user training
2. Physical Architecture
 - a. Datafiles
 - b. Parameter files
 - c. Log files
 - d. Backup files
3. Logical Architecture
 - a. Tablespaces
 - b. Tables and Indexes
 - c. Triggers
 - d. Views
 - e. Snapshots
 - f. Rollback segments
 - g. Temporary segments
 - h. Sequences
 - i. Packages
 - j. Procedures
 - k. Functions
4. Installation
 - a. Planning
 - i. Oracle Flexible Architecture (OFA)
 - b. Installing
5. Configuring and building
 - a. Configuring
 - b. Building
6. Database operations
 - a. Startup
 - b. Shutdown
7. Information Schema
 - a. Structure
 - b. Usage

8. Distributed processing
 - a. Client server architecture
 - b. Distributed processing
9. Troubleshooting
 - a. Setting logging and tracing parameters
 - b. Analyzing network problems using log and trace files
 - c. Storing audit information in the database
10. Security
 - a. Network security risks
 - b. Vendor specific security features
 - i. Oracle
 - ii. MySQL
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: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture on the duties and responsibilities of a database administrator.
2. Guided discussion on database security issues and countermeasures.
3. Guided practice and hands-on activities relating to planning for, and installing a database.
4. Pair and small-group activities and discussion relating to troubleshooting database 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:

1. Tests that demonstrate mastery of course objectives. For example: multiple choice questions to demonstrate an understanding of the principle physical and logical architectural elements of a database management system (DBMS); case/narrative problems to demonstrate the ability to address security concerns with appropriate countermeasures.
2. Participation in guided discussion topics on database installation issues will be evaluated on willingness to contribute, suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all 'talking points' [planning, pre-installation activities, installation, post-installation activities, ...] addressed in the response) and presentation (spelling, grammar, and format).
3. Homework assignments that demonstrate the ability to troubleshoot database

problems. Homework assignments will be evaluated on the resolution of the issue and documentation.

4. Student projects that demonstrate the ability to install and configure a DBMS. Projects will be evaluated on functionality [working system, proper configuration], completeness [database set up according to plan, application server support working, net services support working, connectivity across the internet working, default accounts locked down], and documentation [before- and after-images of each step included throughout the documentation, project plan elements highlighted, system log examples/extracts].

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:

Given the distribution media, install MySQL on one of the lab machines. Configure the database to allow tcp/ip connections. Demonstrate that the database can be accessed across the net.

Example Assignment 2:

Team project

Refer to the project guidelines documentation for instructions on how to format your solutions. The Project Guidelines document can be found under the Assignments link on our Bb site.

Project Details

1. Complete the Oracle 10g install
2. Demo that the database 'works' by showing me something from the scott schema
3. Show me everything from these views: v\$database, v\$version (you need to be SYSTEM when you run these commands)
4. Prepare a three-page summary of the 'impact' the installation had on the operating system file system (basically, what happened, and where did it happen).
 - I expect that you'll compare and contrast before- and after-db install images as part of your analysis.
 - Identify what 'major' changes occurred on each of the logical drives on the server
 - What specific changes occurred in the registry as a result of the install

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

		Oracle Database Concepts 11g, Release 2 (11.2)	
Author		Title	
Oracle Corp	E16508-04	1/2010	
Publisher		ISBN	Publication Date

Required (2):

Author		Title	
Publisher		ISBN	Publication Date

Required (3):

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Author

Title

--	--	--

Publisher

ISBN

Publication Date

Supplemental (1):

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Author

Title

--	--	--

Publisher

ISBN

Publication Date

Supplemental (2):

--	--

Author

Title

--	--	--

Publisher

ISBN

Publication Date

Supplemental (3):

--	--

Author

Title

--	--	--

Publisher

ISBN

Publication Date

Submitted by:

Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CSIS	261A	Database Server Administration - Level 2
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly (Subj){Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	3		0		3
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

Maximum Enrollment: Enter number
Pass/No Pass ONLY Yes or No (usually No)

TOP code (choose only 1) ([click here for TOP code website](#))

Can be taken **1 time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a non-degree applicable credit course or a degree applicable credit course which is not part of a degree or state certificate and is not approved in one of the GE areas. If a course is only approved in an employment concentration certificate, it is considered Stand Alone. If course is Stand Alone, indicate in Stand Alone field on Form A1.

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#). In the box below, justify placement

for each general education area indicated using the general education definitions and student learning outcomes found [here](#).

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 tools, techniques and methodologies tools and methodologies of database administration. The emphasis in this course is on managing and administering the day-to-day operations of a multi-user database system. Topics that will be covered include: backup and recovery, user management, and performance tuning.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Managing the day-to-day operations of a multi-user database system. Instruction will include hands-on activities with Oracle, MySQL, IBM DB2, and/or MS SQL Server database systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to help students transfer, as well as to prepare them for employment in the Computing and Information Technologies disciplines. This particular course will be part of our database certificate series and is designed for students and working professionals who are looking to further develop their database-related skills.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E5 for details.
(For further clarification, contact the Prerequisite Subcommittee)

CSIS 241A with a grade of "C" or better

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E5 for details.

None

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E5 for details.

None

Other Enrollment Criteria:

See Forms E1-E5 for details.

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. Prepare a list describing the key issues in defining an effective backup and recovery strategy as well as list and describe the architectural components of prominent database systems related to backup and recovery operations.
2. Assess, set up and perform logical and physical backups and recoveries for a database.
3. Plan for, set up and manage users, privileges and resources.
4. Set up the database to collect performance statistics.
5. Analyze and diagnose performance problems using client software and utility programs.
6. Set up memory and disk resources to improve database performance.
7. Assess and reconfigure file structures for performance and other considerations.
8. Evaluate and resolve I/O, data storage and database configuration problems.
9. Demonstrate working effectively as a member of a team to accomplish common goals.
10. Analyze technical information, as well as listen effectively to, communicate

orally with, and prepare memos, reports and documentation for a wide range of audiences.

11. Investigate and assess new sources of information and learning opportunities to stay abreast of emerging information and computing technologies.
12. List career paths related to the program of study, as well as any qualifications and/or professional certifications that may be associated with those careers.

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

1. Database recovery issues
 - a. Errors and failures
 - b. Business, operational, and technical requirements for a backup and recovery strategy
 - c. Disaster recovery plan
2. Structures used for database recovery
 - a. Database backups
 - b. Redo log
 - c. Rollback segments
 - d. Control files
3. Vendor specific backup and recovery configurations
 - a. Oracle
 - b. MySQL
4. Logical database backup and recovery
 - a. Import
 - b. Export
5. Physical database backup and recovery
 - a. Backing up a closed database
 - b. Backing up an open database
 - c. Backing up control files
6. Managing users
 - a. Create new database users
 - b. Alter and drop existing users
7. Managing privileges
 - a. Identify system and object privileges
 - b. Grant privileges
 - c. Revoke privileges
8. Managing roles
 - a. Create and modify roles
 - b. Remove roles
 - c. Predefined roles
9. Managing tablespaces and data files
 - a. Creating tablespaces
 - b. Changing the size and settings of a tablespace

10. Database Performance Issues
 - a. Problems
 - b. Troubleshooting guidelines
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: (please number and be reflective of a variety of learning styles)

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

1. Lecture on database backup and recovery concepts and techniques.
2. Guided discussion on user account administration topics.
3. Guided practice and hands-on activities regarding performance tuning and system configuration.
4. Pair and small-group problem solving in managing system and object privileges.

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:

1. Tests that demonstrate mastery of course objectives. For example: multiple choice questions to demonstrate mastery of logical and physical database recovery concepts); case/narrative problems to demonstrate the ability to implement an effective user management plan.
2. Participation in guided discussion topics on user account administration Participation in guided discussion topics on user account administration will be evaluated on willingness to contribute, suitability (applicability to the topic at hand), and content. In regard to written participation activities, evaluation might also consider completeness (were all 'talking points' [object and system privileges, user roles, ...] addressed in the response) and presentation (spelling, grammar, and format).
3. Student projects that demonstrate the ability to correctly use client software and utility tools to diagnose performance problems. Projects will be evaluated on tool selection and suitability to the task, functioning solution / remedy, and documentation.
4. Students will prepare a technical report or deliver a technical presentation on an elective topic of their choosing (and with instructor approval). Presentations and reports will be evaluated on content (depth of coverage, relevance of diagrams and illustrations, and appropriate use of examples), suitability (relevance of topic, written to an appropriate level for the class, sufficient new material), and presentation (spelling, grammar, formatting).

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

Example Assignment 1:

Copy a database from one system to another using logical backup and recovery techniques.
Backup the movie database application located on cisdb12.

Recover that database to cisdb13. Demonstrate that the database 'copy' was successful.

Example Assignment 2:
Project 03 – User Management

Team Project

Build users, roles, and privileges based on the scenario as described here.

I'm sure you could complete this activity without having to build any roles, but the way I've described the scenario lends itself to at least one, if not two roles, so be sure to define some roles.

Your work for the Instructional Technology Support unit on campus, and each semester they set up and make available an Oracle database server to support each of the various database-related courses that are running that term. You've been tasked with making sure things 'work' for the SQL-1 programming class.

1. Define the necessary roles and privileges for all of these users (I would imagine that instructors would have different requirements from those of students)
2. Set up an instructor account, load the tables (movies), and make them available to all of the students in the class.
3. Set up 30 student accounts with all the necessary privileges that are required to complete the programming assignments. (For this exercise, you can plan that the Level 1 course does NOT require students to create tables, or update tables, but they will be very practiced in DQL (retrieving information from tables)

Limit what you give away. Only 'give away' those privileges that are required.

Show me:

- screen shots (or data dictionary listings) of all of the profiles and privileges that you defined,
- screen shots of all of the users you created,
- log in as a faculty and demonstrate that tables can be created accessed.
- log in as a student and demonstrate that tables can be accessed and assignments completed.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

		Oracle Database Concepts 11g, Release 2 (11.2)
Author	Title	
Oracle Corp	E16508-04	1/2010
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

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Author		Title	
Publisher		ISBN	Publication Date
Supplemental (1):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (2):			
Author		Title	
Publisher		ISBN	Publication Date
Supplemental (3):			
Author		Title	
Publisher		ISBN	Publication Date

INTEGRATED COURSE OUTLINE OF RECORD

MT. SAN JACINTO COLLEGE
1499 NORTH STATE STREET
SAN JACINTO, CA 92583

1. Course Title: Oracle Forms 6 (or most current version) – Level 1

(Enter Title of Course)

2. Course Number: ORA-171B

(Enter Department Name and Course Number (i.e. ENGL 101))

3	3	0	48-54
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3. Total Semester Units

Total Units/Lecture

Total Units/Lab

**Total Semester Hours
(Range)**

4. Catalog Description: (75 words or less)

This course introduces students to the Oracle Forms Builder Environment. Students will learn to create basic and master-detail form modules utilizing text items, check boxes, list items, radio groups and list of values (LOVs). Students will also learn how to use and define triggers. This course is designed for the student who is interested in developing database applications using Oracle.

5. Need/Justification: (brief summary of the need for the course as it relates to the mission of the college)

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course will be incorporated into our Database and Programming tracks. These tracks teach students how to develop database programs and solutions for a multi-user environment using an industry-standard (Oracle) database system.

6. Prerequisite(s), Corerequisites, Advisory: (list course(s) and skills needed upon entering or in tandem with course to be taken)

Information in this section will only be entered into database only upon the board approval of the prerequisite/corequisite/advisory

CSIS 124A – SQL Programming – Level 2

Board Approval Date _____

7. Short Description for the class schedule: (120 characters)

A first semester course using Oracle Forms to build basic and master-detail form modules

8. Learning Objectives: (express in behavioral terms)

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

- A. Identify the features and main components of the Forms Builder environment.
- B. Run and create a basic form module.
- C. Customize a form module.
- D. Create text items on a form and control the data in a text item.
- E. Design, create and associate List of Values (LOVs) with text items.
- F. Create additional form input items including: check boxes, list items, and radio groups.
- G. Create form non-input items including: display items, image items, and sound items.
- H. Identify the different trigger categories.

9. Course Content: (outline of main topics and subtopics)

- 1) Basic form modules
 - a) Introduction to forms processing
 - b) Overview of Oracle Form modules
- 2) Graphical User Interface (GUI) design principles
 - a) Design principles
 - b) Design tools
 - c) Design guidelines
- 3) Using Oracle Forms
 - a) Navigate an Oracle Forms application
 - b) Insert records
 - c) Delete records
 - d) Update record
 - e) Retrieve records
- 4) Form Builder Environment
 - a) Forms Builder environment features and components
 - b) Create a new form module
 - c) Save a form module
 - d) Execute a form module
- 5) Form module components
 - a) Data blocks

- b) Frames
 - c) Object properties
 - d) Canvases
 - e) Windows
- 6) Creating basic input fields
- a) Text items
 - b) Check boxes
 - c) Radio buttons
- 7) Creating non-input items
- a) Display items
 - b) Image items
 - c) Sound items
- 8) Triggers
- a) Trigger categories
 - b) Planning the type and scope of triggers in a form
- 9) Career Opportunities
- a) Educational opportunities

10. Textbook (s): (Most current edition of textbook listed or similar text of parallel level. The suggested texts must cover the course content and be an appropriate instructional tool for achieving the objectives and implementing the methods of evaluation and instruction.)
The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Lulushi

 (Author)
 Oracle Forms Release 6 Developer Handbook

 (Title)
 Prentice Hall, 1999 _____ or most current
 (Publisher) (Edition)

(2) Required:

 (Author)

 (Title)
 _____ or most current
 (Publisher) (Edition)

(3) Required:

 (Author)

(Title) _____
_____ or most current
(Publisher) _____ (Edition) _____

(1) Supplemental:

(Author) _____
(Title) _____
_____ or most current
(Publisher) _____ (Edition) _____

(2) Supplemental:

(Author) _____
(Title) _____
_____ or most current
(Publisher) _____ (Edition) _____

(3) Supplemental:

(Author) _____
(Title) _____
_____ or most current
(Publisher) _____ (Edition) _____

Other Reference Materials/Supplies

11. Methods of Instruction: (reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture on GUI design principles.
- B. Pair- and small-group problem solving and discussion on running a Forms Builder application.
- C. Hands-on activities using concepts and techniques of forms design using the Forms Builder environment.

12. 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:

- A. Homework assignments that demonstrate mastery of GUI design principles.
- B. Individual projects where students create Forms applications to address the specifications described in a problem statement.
- C. Team projects where students will create more complex Forms applications based on specifications provided in a problem statement.
- D. Tests that demonstrate mastery of course objectives.

13. Examples of Assignments: (Describe sample assignments, which demonstrate level of difficulty expected, including writing, reading, out of class assignments. Critical thinking should be integrated into those assignments listed.)
Students will be expected to understand and critique college level texts or the equivalent. Reading, Writing as well as out of class assignments are required. These assignments may include but are not limited to the following:

- A. Projects / Team Assignments. Given a case scenario, the team will create a Forms application that will address the needs of the user community.
- B. Projects / Assignments. The student will describe the types of triggers that are most suitable for a particular problem.

Course #:ORA-171B

Revised

Date: 04/03

3/05 TOP Code changed to 707.20

Integrated Course Outline of Record – Computer Information Systems (OpenOffice Specialist)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	120M	Using OpenOffice – Level 1 (formerly Using OpenOffice v2-Level 1)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit – 16-18	1 unit – 48-54	3	0	3
2 units – 32-36	2 units – 96-108			
3 units – 48-54	3 units – 144-162	Lecture Hours	Lab Hours	Total Hours
4 units – 64-72	4 units – 192-216	48-54	0	48-54
5 units – 80-90	5 units – 240-270			

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35 Enter number	Credit/No-Credit ALLOW	YES Yes or No (usually Yes)
Credit/No-Credit ONLY	NO Yes or No (usually No)	TOP code (choose only 1)	0514.00 (click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 to introduce students to the OpenOffice applications suite. Students will learn how to work with the word processing, spreadsheet, presentation, and diagramming components of the Open Office suite.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches the core skills in word processing, spreadsheets, drawing, and presentation graphics

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course is part of our Computer Applications (CAPP) and Linux Specialist programs.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Word Processing:**
- 1. Identify and operate basic components of the computer and OpenOffice Writer.**
 - 2. Analyze and apply appropriate techniques utilized in starting the Writer program, keying text into a document, and performing basic text editing functions.**
 - 3. Differentiate between using the mouse or the keyboard for time-saving tasks in word processing.**
 - 4. Experiment with appropriate techniques utilized in formatting characters and paragraphs utilizing fonts.**
 - 5. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell-and Grammar-Check.**
- B. Spreadsheets**
- 1. Identify major components of the OpenOffice Calc window**
 - 2. Evaluate and select the most appropriate means for inserting text, values and formulas into a worksheet**
 - 3. Create and apply number and character functions in the design of a spreadsheet solution**
 - 4. Apply formatting to the worksheet in accordance with layout and design principles**
- C. Presentation**

1. Identify major components of the OpenOffice Impression window
2. Analyze the needs and expectations of your audience
3. Assess the situation in which the presentation will be delivered
4. Prepare an outline of the general organization of the presentation
5. Develop an effective introduction, body, and conclusion
6. Select and create appropriate visuals
7. Create a presentation

D. Drawing

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

1. Common Features across Components

- a. Tips
- b. User Interface
- c. Toolbars
- d. Saving Files
- e. Printing
- f. Spellcheck

B. Word Processing

- a. Text Entry
- b. Formatting
- c. Special Characters
- d. Auto Text
- e. Tables
- f. Graphics

C. Spreadsheets

- a. Spreadsheet Structure
- b. Values and Formulas
- c. Formatting
- d. Addressing / Referencing Cells
- e. AutoFill

D. Presentation

- a. Presentation Concepts
- b. Basic Presentation
- c. Editing Presentations
- d. Slide Show

E. Drawing

- a. Drawing Concepts
- b. Arranging and Aligning Objects
- c. Working with Objects

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture, individual consultation, and demonstration using OpenOffice.**
- B. Hands-on activities using concepts and techniques of OpenOffice.**
- C. Pair- and small-group problem solving and discussion on OpenOffice concepts,**

and usage.

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:

- A. Homework assignments that demonstrate mastery of OpenOffice concepts, terminology, and usages.**
- B. Team projects where students will design documents using OpenOffice.**
- C. Tests that demonstrate mastery of course objectives.**

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:

OpenOffice Writer**Creating a Research Paper**

1. Introduction to documentation styles for a research paper: MLA and APA
2. Using headers and footers
3. Using footnotes and endnotes
4. Creating a works cited page
5. Saving and closing document

OpenOffice Calc**Create a Monthly Accounts Receivable Balance Sheet**

1. Enter worksheet title, column title, and row titles
2. Enter formula using the keyboard
3. Order of operations
4. Copying formulas using the fill handle
5. Using average, max, and min functions
6. Formatting numbers using currency style, and comma style
7. Saving and closing workbook

OpenOffice Impress**Using Design Template to Create a Presentation**

1. What is OpenOffice Impress
2. Choosing a design template
3. Creating a title slide
4. Creating text slide with a single-level bulleted list
5. Creating a third-level paragraph
6. Ending a slide show with a black slide
7. Saving and closing a presentation

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

G. Roderick Singleton	OpenOffice.org User Guide for Version 2.3	
Author	Title	

OpenOffice.org	None	Apr 2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher			ISBN			Publication Date		
Required (3):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (1):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (2):								
Author			Title					
Publisher			ISBN			Publication Date		
Supplemental (3):								
Author			Title					
Publisher			ISBN			Publication Date		

CAPP 120M new FEB 07

TOP CODE Change 5/24/10 – Effective FA10 per memo from D. Anderson all CAPP courses changed to 051400 (prev. 0702.10)

Submitted by: **Bil Bergin** Date: **Oct 2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Computer Information Systems	CIS	CAPP	140M	Using OpenOffice – Level 2 (formerly Using OpenOffice v2 – Level 2)
Business-M	BUS			
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	3		0		3
		Lecture Hours	+	Lab Hours	=	Total Hours
		48-54		0		48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No-Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No-Pass ONLY	NO	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	702.10	(click here for TOP code website)

Can be taken **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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 to acquaint students the proper procedures for creating more advanced documents, workbooks, databases and presentations using the OpenOffice suite.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 class teaches advanced skills in the Open Office suite that would be suitable for course work, professional purposes, as well as personal use.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The CIS department offers courses that are designed to prepare students for employment in the field of Information Technology. This particular course is part of our Computer Applications (CAPP) and Linux programs of study.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

CAPP 120M (with a grade of C or better) or equivalent

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

Objectives – Word Processing

1. Compare and contrast appropriate formatting styles used to create basic letters, memorandums, and reports utilizing functions such as AutoFormat, AutoComplete, AutoCorrect, as well as, Spell- and Grammar-Check.
2. Arrange tabs and tabular columns in word processing documents with a professional approach.
3. Experiment With appropriate techniques to move, copy and replace text in documents.
4. Analyze and evaluate the necessity of using section breaks in a document.
5. Create headers and footers in Writer documents.
6. Organize, evaluate, and prepare samples of correctly formatted letters, memos, reports, and tables that meet workplace criteria.

Objectives - Spreadsheet

1. Create logical functions, and apply number and character functions in the design of a spreadsheet solution
2. Create charts that are appropriate for the data (and statistics) being depicted
3. Identify elements on an Calc list
4. Apply conditional formatting to a range of data
5. Create and use an Calc workspace

Objectives - Presentation

1. Prepare outlines, handouts and speaker notes
2. Use design templates to establish presentation standards
3. Apply graphics, sounds, and animation where appropriate
4. Evaluate sources of data and import Writer outlines and Calc charts

Objectives - Database

1. Create, run and save queries
2. Create a form in accordance with standard design principles
3. Maintain table data using a form
4. Design and create a report in accordance with problem specifications
5. Define data validation criteria appropriate to the data type and problem domain

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

1. **Word Processing**
 - a. Styles
 - b. Templates
 - c. Indexes and Table of Contents
 - d. Headings and Numbering
 - e. Master Document
 - f. Conditional Text
 - g. Form Letters
 - h. News Letters
2. **Spreadsheet**
 - a. Charts
 - b. Database Functions
 - c. Goal Seek
 - d. Using Scenarios
3. **Presentation**
 - a. Slide Transformation, Animation and Effects
 - b. Slide Layout
 - c. Template
4. **Database**
 - a. Create Database
 - b. Create Tables
 - c. Create Relationships
 - d. Building Queries
 - e. Building Reports
 - f. Building Forms and Form Design
5. **Customize**
 - a. Digital Signatures
 - b. Customizing the Interface

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture, individual consultation, and demonstration using OpenOffice.
- B. Hands-on activities using concepts and techniques of OpenOffice.
- C. Pair- and small-group problem solving and discussion on OpenOffice concepts, and usage.

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:

- A. Homework assignments that demonstrate mastery of OpenOffice concepts, terminology, and usages.**
- B. Team projects where students will design documents using OpenOffice.**
- C. Tests that demonstrate mastery of course objectives.**

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:

OpenOffice Writer

Creating a Document with a Table Chart, and Watermark

- 1. Creating a title page**
- 2. Inserting clip art from the web**
- 3. Resizing and aligning clip art**
- 4. Inserting a section break**
- 5. Creating a header and footer different from a previous section header**
- 6. Creating and applying a character style**
- 7. Drawing a table**

OpenOffice Calc

Creating Templates and Working with Multiple Worksheets and Workbooks

- 1. Creating a template**
- 2. Entering title and row titles**
- 3. Formatting template**
- 4. Creating and assigning a customized format code**
- 5. Creating a workbook from a template**
- 6. Entering a sheet reference**
- 7. Drawing a cylinder chart**
- 8. Entering workbook reference**

OpenOffice Base

Reports, Forms, and Combo Boxes

- 1. Create a query for a report**
- 2. Use the report window to modify a report design**
- 3. Recognize sections in a report**
- 4. Create a report with grouping and subtotals**
- 5. Create a form**
- 6. Use the form window to modify a form design**
- 7. Place a combo box on a form**
- 8. Saving and closing a database**

OpenOffice Impress

Using Visuals to Enhance a Slide Show

- 1. Create presentation using visuals**
- 2. Open a OpenOffice Writer outline as a presentation**
- 3. Modify clip art**
- 4. Insert and format a table**
- 5. Create and format an organizational chart**
- 6. Add an animation scheme to a slide or selected slides**

7. Print slides as handouts
8. Save and close presentation

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

G. Roderick Singleton	OpenOffice.org User Guide for Version 2.3
Author	Title

OpenOffice.org	None	Apr 2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title

Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title

Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Business Administration (Sustainable Energy Management for Business)

Submitted by: **Nancy A. Johnson, Esq.** Date: **9/27/2007**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business-M	BUS	BADM	103	Introduction to Business
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	45	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0505	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4)
(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.*
(More detailed information on course repeatability can be found [here](#)).

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).

U.S. businesses operate in a constantly changing global business environment. This is an introduction to that environment. Students completing the course should be capable of

analyzing various forms of business ownership and sizes or organizations, understanding ethics and social responsibility of businesses in a global market, analyzing the economic challenges facing businesses, understanding global competitive methodologies, and understand domestic and international labor-management relations issues and the use of technology and information in business.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 global business environment. Topics include business formation, organization, research, current events, economics, politics and business functions/systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is a core course option for students pursuing a Business Administration major.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 compare business operations in a global setting.
2. Discuss the issues of ethics, social responsibility and globalization.
3. Develop the basic skills of business research, problem solving, and decision-making.
4. Construct an independent, creative project to demonstrate these skills.
5. Develop the basic skills necessary to begin development of a business plan.
6. Evaluate personal strengths, weaknesses and their adaptability to a business environment.

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

- I. Business in a global environment
 - a. The framework of contemporary business
 - b. Business ethics and social responsibility
 - c. Economic challenges facing business
 - d. Competing in global markets
- II. Starting and growing your business
 - a. Organizing small and large businesses
 - b. business ownership vs. entrepreneurship
 - c. E-Business: Doing business on-line
- III. Management and human relation issues
 - a. Management, and leadership within the organization
 - b. Human resource management and labor relations
 - c. Improving performance through empowerment, teamwork and communication
 - d. Production and operations management

- IV. Marketing
 - a. Customer-driven marketing
 - b. Product selection and distribution channels
 - c. Promotion and pricing
- V. Technology and information
 - a. Using technology to manage information
 - b. Understanding accounting and financial statements
- VI. Managing financial resources
 - a. Financial management and institutions
 - b. Financing and investing through securities

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture and discussion with presentations using visual materials (Powerpoint, on-line resources, or multimedia) to introduce the fundamentals of business.
2. Analysis of Case Studies that develop and apply the basic concepts of the business enterprise.
3. In class discussions of current events in business.
4. Student analysis and presentation of business topics.

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

1. Quizzes on course related concepts.
2. Written analysis of case studies on current business topics.
3. Informal evaluations of student discussions of current business news.
4. Midterm/Final exam: Objective questions on fundamental concepts and essay questions that show analysis and application of basic business knowledge.
5. Research paper examining management techniques and strategies of successful businesses.
6. Projects related to starting a business including research regarding zoning and other regulations, financing the operation, management, advertising and related topics.

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. **Group Case Study Analysis:** Students form small groups and discuss a scenario that may arise in a modern business enterprise. Each group prepares a 10 minute presentation analyzing events or actions that led to the events in the scenario and what should have been done.
2. **Individual Presentation/Paper:** Prepare a presentation on a designated business topic or business current event. Discuss the substance of the topic or article and its significance to business including possible future domestic and global ramifications.
3. **Business planning:** Interview business owners who operate businesses similar to one you might like to own. Gather information regarding their achievements and setbacks and what was required to enter this type of business. Compare these results with your mental image of what you thought you would do to enter this business field. Determine your weaknesses and strengths and what more you would need to enter this type of business.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Boone and Kurtz	Contemporary Business, 12 th edition	
Author	Title	
Thomson	13:978-0-324-54052-9 or 10:0-324-64052-3	2007 or most recent edition
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Nancy A. Johnson, Esq.** Date: **9/27/2007**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business-M	BUS	BADM	201	Legal Environment of Business
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology In the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units	Lab Units	Total Units
3	0	3
Lecture Hours	Lab Hours	Total Hours
48-54	0	48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	45	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code	0505.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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).

An introduction to the legal environment of business. Subjects include legal systems, sources of law, social and governmental impacts on private enterprise, ethics and

professional responsibility, alternate dispute resolution, agency, warranties, international law, and Constitutional law. Students will do cases/regulation analyses on ADR, contracts including e-contracts, consumerism, employment relationships, business torts and criminal law issues and study business organization forms. The course is required for Business Administration majors and certificates and Legal Assistants.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 an introduction to the legal environment of business. Topics studied include: business formation, ethics, social responsibility, torts, contracts, consumerism, employment law, and agency.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is a required course for students pursuing a Business Administration major and an elective for Legal Assistants.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Interpret the foundations and needs for our court and alternative dispute resolution systems, ethics and social responsibility, and self-improvements.
2. Conceptualize and assess the legal implications of basic business forms, organizations, and financial activities.
3. Determine the most likely outcome of a variety of legal disputes.
4. Recognize and locate/seek help regarding the various implications of law and its relation to their lives in the areas of employment, consumerism, private enterprise, and international law.

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

- I. The legal environment of business
 - a. History and development of the American legal system
 - b. Constitutional law and its impact on business and individuals
 - c. Courts and alternative dispute resolution (ADR)
 - d. Torts and cyber torts
 - e. Criminal law
 - f. Ethics and professional responsibility
- II. Contracts
 - a. Contract formation
 - b. Defenses to contract enforceability
 - c. Third party rights

- d. Breach and remedies
- e. E-contracts
- III. Business Organizations
 - a. Agency relationships in business
 - b. Sole proprietorships and private franchises
 - c. Partnerships
 - d. Limited Liability Companies and special business forms
 - e. Corporate formation, financing, administration, ownership, merger, consolidation and termination and security regulations
- IV. Employment law
 - a. Employment discrimination
 - b. Labor law and unions
- V. International law in a global economy

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture and discussion with presentations using visual materials (Powerpoint, on-line resources, or multimedia) to introduce the fundamentals of law as it relates to business.
2. Analysis of cases that form the basis for the develop of law.
3. In class discussions of current events in domestic and international business law.
4. Student analysis and presentation of topics using on-line resources.

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:

1. Written responses to questions related to Constitutional rights and legislative mandates.
2. Written analysis of hypothetical events leading to a variety of legal outcomes.
3. Midterm/Final exam: Objective questions on fundamental concepts and essay questions that show analysis and application of basic legal knowledge.
4. Research paper examining the development of a designated law and the steps it took to become law.

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. **Case Analysis:** Students will be given a hypothetical situation which could result in a variety of legal outcomes. Students will analyze the scenario and state the legal issues involved, the rule of law that applies, analyze what the best arguments for each of the parties will be and determine what the court will most likely conclude.
2. **Individual Presentation/Paper:** Students will prepare a paper or presentation to be given in class on a designated legal subject or the legal ramifications of a current event.
3. **Legal Research:** Students will first develop a list of alternative means of resolving a given business event then use on-line and/or law library materials to research cases, codes and regulations that will impact a given business event and determine the best alternative for the business owner to implement.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Miller and Jentz	Business Law Today, 7 th edition or newer, standard or alternative edition	
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Author Title

Thomson	0-324-20483-3	2006 or most recent edition
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Publisher ISBN Publication Date

Required (2):

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Author Title

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Publisher ISBN Publication Date

Required (3):

--	--	--

Author Title

--	--	--

Publisher ISBN Publication Date

Supplemental (1):

--	--	--

Author Title

--	--	--

Publisher ISBN Publication Date

Supplemental (2):

--	--	--

Author Title

--	--	--

Publisher ISBN Publication Date

Supplemental (3):

--	--	--

Author Title

--	--	--

Publisher ISBN Publication Date

Submitted by: **K.DIMEMMO/D. HUNT** Date: **10/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BUSINESS	BADM	SEMA	100	Our Sustainable Future
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

AA/AS Degree General Ed Breadth Area(s): **B2**

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	40 Enter number	Pass/No Pass ALLOW	YES Yes or No (usually Yes)
Pass/No Pass ONLY	NO Yes or No (usually No)	TOP code (choose only 1)	0506.00 (click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the

***ecosystem, human society, and the economy* . Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust.**

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces the principles of Sustainability within global and domestic business environments.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration and Solar Wind and Manufacturing Energy Employment Concentrations, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 historical, scientific, philosophical and institutional origins of the current sustainability movement.**
- 2. Define sustainability and evaluate the sustainability of particular systems and practices in contrast to others.**
- 3. Explain the interdependent relationship between the economy, society and the ecosphere using a systems theory approach.**
- 4. Discuss the current problems that plague the ecosphere, human societies and modern industrial capitalism and discuss theories and possible remedies necessary to reverse these trends.**
- 5. Demonstrate the mechanics of alternative energy, transportation, building materials, food production, community planning, and innovations of other industries and organizations that will provide new forms of employment and new forms of living.**
- 6. Analyze the political and cultural challenges of sustainability implementation.**
- 7. Develop ideas to create common ground and promote the principles of sustainability to diverse groups of people.**
- 8. Demonstrate the skills of civic participation and the importance of implementing them.**
- 9. Access and evaluate sources of information on sustainability issues.**

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

Unit 1 Introduction to Sustainability

What is Sustainability?

- a. Definitions of sustainability
- b. Elements of sustainability (Environmental, Social, Economic)
- c. Historical origins of sustainability movement
- d. Philosophy of sustainability movement

Unit 2 Why is Sustainability Necessary?

Historical Background

- a. Socio-Cultural Development
- b. The Industrial Revolution
- c. Philosophical Views of Nature

Unit 3 Global Sustainability Conditions

Current Conditions

- a. Socio-Cultural - Growing Global Inequality
- b. Economic – Shareholder vs. Stakeholder Interests
- c. Ecosphere – The Early Warnings: There are Limits

Unit 4 Environmental Science Today

- a. Resource Depletion
- b. Pollution – Air, land, water
- c. Loss of Biodiversity – species extinction
- d. Global Warming
- e. Ecological Footprint

Unit 5 Who Will Lead? –

The Scientific Community/Third-World Farmers and Workers/ Global Corporations

Detail and give a case study

- a. The Triple Bottom Line
- b. Cradle-to-Cradle manufacturing
- c. Eco-Efficiency
- d. Biomimicry
- e. Economic and environmental analysis
- f. Overcoming Barriers
- g. Governmental Regulations
- h. Case studies

Unit 6 Who Will Lead? –

Educational Institutions/States, Cities and Individual Citizens

- a. Talloires Declaration
- b. Economic and Environmental Analysis
- c. Overcoming Barriers
- d. Governmental Regulations
- e. AASHE
- f. K-12
- g. Case Studies

Unit 7 Implementation: Energy Sources

- a. Fossil Fuels
- b. Solar Energy

- c. Wind Energy
- d. Hydropower
- e. Bio-fuels
- f. Hydrogen Fuel Cells
- g. Human Power

Unit 8 – Energy Efficiency

- a. Conservation Strategies
- b. Construction methods
- c. Recycling
- d. Savings calculations

Unit 9 – Manufacturing in the energy industry

- a. Solar PV panel production
- b. Wind Turbine production
- c. Bio-fuel production
- d. Green manufacturing

Unit 10 – Renewable Energy Industry

- a. Career Opportunities
- b. Public perception and policies

- A. Lecture and discussion to explain historical, scientific, philosophical and institutional origins of the current sustainable movement.
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current sustainable practices within the community at different levels.
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding the current status of the sustainable movement on a domestic and global level.
- D. Class activities (small group interaction, group service-learning , individual and learning team evaluations, guided discussion, student presentations) to assist students in understanding concepts of sustainability.

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:

1. Quizzes and tests to determine student's understanding of and ability to apply concepts of sustainability.
2. Writing Assignments that are comprehensive that establish a strong understanding of sustainable practices within global and domestic environments.
3. Group Project/Presentation that encourages students to work together to identify sustainable practices within the global and/or domestic business environment. This presentation helps student recognize the successful sustainable practices that will affect the future.

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. **Written analysis of current local and personal sustainable issues that are regularly journaled.**

2. **Informal evaluations of student discussions of current sustainability business news.**
3. **Group projects and presentations on sustainability issues.**
4. **Midterm/Final Exam in multiple choice and essay format that will assess students comprehension of important sustainability concepts and theories.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Edward, Andres R.	The Sustainability Revolution: Portrait of a Paradigm Shift.	
Author	Title	
New Society Publishers		2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Pahl, Greg	The Citizen-Powered Energy Handbook	
Author	Title	
Chelsea Green Publishers	9781933392127	2007
Publisher	ISBN	Publication Date

Supplemental (2):

Komor, Paul	Renewable Energy Policy	
Author	Title	
Diebold Institute for Public Policy Studies	0-595-31218-7	2004
Publisher	ISBN	Publication Date

Supplemental (3):

Boyle, Godfrey, Everett, Bob and Ramage, Janet	Energy Systems and Sustainability: Power for a Sustainable Future	
Author	Title	
Oxford Press	0-19-926179-2	2004
Publisher	ISBN	Publication Date

NEW JAN 10

Submitted by: **K.DIMEMMO** Date: **10/19/09**

Discipline (select from this list)	Department (select from this list)	Subject (select from this list)	Course Number	Title
BUSINESS	BADM	SEMA	101	Fundamentals of Energy Assessment in Business
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	40	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0506.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 students to the systematic study of energy consuming processes, the flow of energy, and efficient energy utilization. The course will focus

on business energy assessment surveys and will include analysis of the different opportunities and impacts of energy systems that exist. The range of current and future energy choices will be examined, and the role of renewable energy in developing cohesive business policies and processes will be explored.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces students to the systematic study of energy consuming processes, the flow of energy, and efficient energy utilization.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

SEMA - 100 (with a grade of C or better)

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. Define measures used to monitor energy consumption through the flow of energy and thermal envelopes.
2. List the methods used in developing an energy assessment plan.
3. Explain the current state of technology used in managing energy consumption.
4. Define the basic management techniques utilized to encourage renewable energy within the business environment.
5. Analyze the relationship between energy consumption and finance.
6. Develop and implement an energy assessment tool.
7. Define energy sustainability and describe its role in the development of corporate and governmental energy policies.
8. Describe the concept of energy as it relates to business.
9. Describe the global distribution of energy resources.
10. Describe the concept of supply and demand as it applies to energy consumption.

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

1. Unit 1 - Introduction to Renewable Energy

- a. History
- b. Present Day
- c. Future

2. Unit 2 - Describe measures used to monitor energy consumption.

- a. Utilities
 - b. Meters
 - c. Watt-Rate Meter
3. Unit 3 - Describe the concept of supply and demand as it applies to energy
 4. Unit 4 - List the steps used in developing an energy assessment plan.
 - a. Business development
 - b. Identification of energy waste
 - c. Reducing energy costs without major changes in operations
 - d. Finance/Incentives/Reporting
 - e. Implementation
 5. Unit 5 - Implementation strategies of Renewable Energy within Organizations
 - a. Domestic Business
 - b. International Business
 - c. Imports
 - d. Exports
 - e. Tariffs/Barriers
 - f. Socio-Economic/Demographic Barriers
 6. Unit 6 - Describe the current state of technology used in managing energy consumption.
 7. Unit 7 - Describe the basic management techniques utilized to encourage the use renewable energy within the business environment.
 8. Unit 8 - Describe the use of policies in the utilization of renewable energy.
 - a. Within the domestic business environment
 - b. Within the global business environment
 - c. Government

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture and discussion to explain the fundamentals of Energy Assessment, the components of an effective Energy utilization plan, and implementation of renewable energy strategies and policies within the business environment.
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current energy assessment practices within the community at different levels.
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding the current status of the energy assessment movement on a domestic and global level.
- D. Class activities (small group interaction, group service-learning , peer evaluation, guided discussion, student presentations) to assist students in understanding concepts of energy assessment, and implementation of energy strategies and policies.

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:

1. **Quizzes and tests to determine student's understanding of and ability to apply concepts of energy assessment.**
2. **Writing Assignments that are comprehensive that establishes a strong understanding of energy assessment, energy policies and strategies within global and domestic environments.**
3. **Group Project/Presentation that encourages students to work together to identify energy assessment plans within the global and/or domestic business environment. This presentation helps student recognize the successful strategies that ensure the accurate development of energy assessment and utilization plans.**

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. **Written analysis of current policies and strategies within the energy assessment field will be regularly journaled.**
2. **Individual student participation will be evaluated based on the inquiry of energy assessment and utilization plans within the business environment.**
3. **Group projects and presentations on energy assessment and utilization plans that incorporate current policies and regulations within domestic and international organizations.**
4. **Midterm/Final Exam in multiple choice and essay format and will assess the students comprehension energy sustainability, renewable energy and the different methods used in the Energy Assessment process.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Krigger, John and Dorsi, Chris	Residential Energy: Cost Savings and Comfort for Existing Buildings
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Thomson-Shore, Inc.	1-880120-09-7	2009
Publisher	ISBN	Publication Date

Required (2):

Author	Title
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Publisher	ISBN	Publication Date
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Required (2):

Author	Title
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Publisher	ISBN	Publication Date
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Required (3):

Author	Title
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Publisher	ISBN	Publication Date
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Supplemental (1):

Winebrake, James, J.	Alternate Energy
Author	Title

Fairmont Press, Inc.	0824742893	2003
Publisher	ISBN	Publication Date
Supplemental (2):		
Cassedy, Edward S.	Prospects for Sustainable Energy – A critical assessment	
Author	Title	
Cambridge University Press	0521631203	2000
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date
NEW JAN 10		

Submitted by: **K.DIMEMMO** Date: **11/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BUSINESS	BADM	SEMA	110	Managing Sustainability Business Practices
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54		0		48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	40	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0506.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course introduces the concepts of natural resources management with an emphasis on sustainable energy resources and business practices. Topics will

include basic natural resources management practices; past, present, and future usage and demand of energy resources; the role of sustainable energy resources in current and future energy policies within the business environment; and the management of sustainable energy resources.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces the concepts of natural resources management with an emphasis on sustainable energy resources and business practices.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

SEMA - 100 (with a grade of C or better)

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. Describe the concept of conservation as it relates to business.
2. Define natural resources management
3. Develop an energy management business plan as a project.
4. Describe the current state of technology used in managing natural resources.
5. Define the various types of natural resources.
6. Describe the basic management techniques utilized in managing human populations.
7. Describe the global distribution of energy resources.
8. Describe the concept of supply and demand as it applies to energy consumption.
9. Describe the relationship between energy consumption and business and economic development.
10. Describe the primary nonrenewable energy resources and the point of depletion for each type.
11. Define sustainability and describe its role in the development of future business resource management policies.
12. Describe the relationship between sustainability and natural resources management.

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

1. Conservation within the Business Environment
 - a. Water
 - b. Geothermal
 - c. Solar

- d. Wind
- e. Sustainability
- 2. Natural resources management
 - a. What is natural resources management?
 - b. How does it apply to the International and Domestic business environment?
 - c. Large vs. Small scale applications
 - d. Describe the relationship between sustainability and natural resources management.
- 3. Develop an energy management business plan for a project.
- 4. Technology used in managing natural resources.
- 5. Identify various types of natural resources and policies on sustainability
 - a. Wind
 - b. Solar
 - c. Geothermal
 - d. Water
 - e. Use of Nanoscience in conservation
- 6. Identify socio-economic diversity in basic management techniques utilized in managing human populations.
- 7. Global distribution of energy resources.
 - a. Barriers of import/export
- 8. Supply and demand as it applies to energy consumption.
- 9. Energy consumption and how to integrate within business and economic development.
- 10. Energy resources and the point of depletion for each type.
- 11. Sustainability and its role in future business resource management policies.

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture and discussion to explain and define major sustainability energy concepts and compare various energy sustainability models based on socio-economic and demographic issues.**
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current energy sustainability and socio-economic activities within domestic and global environments.**
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding and testing sustainable energy theories and apply them to current governmental, business or international activities while integrating current policies and regulations.**
- D. Class activities (small group interaction, group service-learning , Learning team and individual evaluations, guided discussion, student presentations) to assist students in analyzing sustainable energy theories while applying them to contemporary issues thus providing an analysis of alternative outcomes for government, business and international entities.**

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:

- 1. Quizzes and tests to determine student's understanding of and ability to apply concepts of various energy sustainability models based on socio-economic and demographic factors.**

2. Comprehensive writing assignments that establish a strong understanding of sustainable energy theories integrating them current domestic and governmental policies and regulations.
3. Group Project/Presentation that encourages students to work together to identify energy sustainability theories and plans within the global and/or domestic business environment. This presentation helps student recognize the successful strategies that ensure the accurate identification of policies and regulations and how they integrate with socio-economic factors within the energy sustainability movement.

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. **Quizzes to test student knowledge on the application of business concepts with energy sustainability topics.**
2. **Written analysis of case studies on current energy sustainability topics.**
3. **Informal evaluations of student discussions of current sustainability business news.**
4. **Midterm/Final exam: Objective questions on fundamental concepts and essay questions that show analysis and application of basic business knowledge.**
5. **Group projects will be based on research of domestic or international companies that may have sustainability concerns and require energy assessments to incorporate into corporate culture. The projects will integrate socio-economic factors and will include strategies for success.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

R. Hinrichs and M. Kleinbach	Energy- Its Use and the Environment, 4th Ed.
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Thomson Brooks/Cole	0-4950-10855	2005
Publisher	ISBN	Publication Date

Required (2):

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Publisher	ISBN	Publication Date

Required (2):

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Author	Title

Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

P. Komor	Renewable Energy Policy
Author	Title

Diebold Institute for Public Policy Studies	0-595-31218-7	2004
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Publisher

ISBN

Publication Date

Supplemental (2):

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Author

Title

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Publisher

ISBN

Publication Date

Supplemental (3):

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Author

Title

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Publisher

ISBN

Publication Date

JAN 10

Integrated Course Outline of Record – Viticulture, Enology, and Winery Technology (VEW With Science Emphasis)

Submitted by: **John Schuler** Date: **10/1/07**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
	Viticulture, Enology and Winery Technology		VEW 100	Introduction to Viticulture

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit - 16-18	1 unit - 48-54	3	0	3
2 units - 32-36	2 units - 96-108			
3 units - 48-54	3 units - 144-162	Lecture Hours	Lab Hours	Total Hours
4 units - 64-72	4 units - 192-216	48-54	0	48-54
5 units - 80-90	5 units - 240-270			

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	28	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0104	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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).

An introduction to viticulture; historical perspective of grape cultivation for table grapes, wine and raisins; grape varieties and species; botany, anatomy, propagation, climate, cultivation, vineyard management, plant-soil-water relations, irrigation, fertilization and pruning; weed, disease and pest control; establishment, training and pruning grapevines; harvest and post-harvest operations.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An historical perspective of grape cultivation; grape varieties, propagation, climate, vineyard management, irrigation, fertilization, pruning as well as weed, disease and pest control.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. demonstrate knowledge of the importance of grapes in world history;**
- B. demonstrate knowledge of grape production in both California and worldwide;**
- C. outline the basic aspects of grapevine biology and physiology;**
- D. describe basic grape plant structures and functions;**
- E. describe the use and application of specific grape species and varieties;**
- F. describe the relationship of soil and climate relative to grape production;**
- G. explain aspects of grapevine growth and development;**
- H. demonstrate knowledge of vineyard management;**
- I. demonstrate knowledge of the basics of winemaking.**

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

Lecture and Discussion Topics

- A. History of grape cultivation and world distribution.**
- B. Important species and cultivars used throughout the world and the United States grape growing regions.**
- C. Evolution and taxonomy of exploited species and important cultivars, varieties and rootstocks.**
- D. Grape production in California: history, geography, raisin, table, and wine grape regions and cultivators.**

- E. Morphology and Anatomy: important cell and tissue types; structure and function.**
- F. Grape physiology: photosynthesis, transpiration, environmental control of growth and development.**
- G. Growth and development: dormancy and budbreak, phenology, vegetative and reproductive growth, berry growth, and composition.**
- H. Grapevine propagation methods, techniques and applications.**
- I. Vineyard soils, conservation and management.**
- J. Vineyard water-plant-soil relations.**
- K. Grapevine, water and nutrient requirements, soil fertility, irrigation and fertilization management.**
- L. Essential plant nutrients, application methods; water and nutrient deficiency symptoms.**
- M. Vineyard establishment and management; site selection, orientation, soil preparation, planting, training, trellis design, trellis systems, and canopy management.**
- N. Harvest and post-harvest operations: maturity factors, raisin types and processing, table and wine grape harvesting, processing and storage.**
- O. Seasonal vegetative training, management and dormant pruning.**
- P. Pruning systems and techniques.**
- Q. Pest control: weed pests, insect pests, diseases of grapes, their control and management.**
- R. Winemaking: a brief overview.**

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture and discussion on grape production, biology and physiology both in California and worldwide.**
- B. Laboratory demonstrations and discussion to show students basic grape plant species, varieties and winemaking techniques.**
- C. Audio-visual materials to show basic grape plant structures and functions.**
- D. Field trips to show students the aspects of grapevine growth and development.**
- E. Student hands-on laboratory activities and field practice to demonstrate basic vineyard management and winemaking.**

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:

- 1. Written examinations will include aspects of all stated learning objectives above.**
 - 2. Reading and homework assignments will include aspects of all stated learning objectives above.**
 - 3. Laboratory assignments will consist of laboratory reports which demonstrate the students knowledge of topics covered in the laboratory such as plant species and winemaking techniques.**
 - 4. Field trips assignments will consist of reports, questionnaires or quizzes upon completion of the field trip.**
- A. Three or more mid-term exams.**
 - B. One final exam.**
 - C. Two or more graded field study reports.**

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. Weekly reading assignments in text related to lecture topics.**
- B. Field trips at specified locations**
- C. Vineyard cultural practices, e.g. Training and pruning**
- D. Sample exam questions:**
 - 1. True or false: An increase in light intensity is accompanied by a proportional increase in the rate of photosynthesis?**
 - 2. Thick canopies adversely affect**
 - i) grape composition**
 - ii) next year's crop**
 - iii) grape berry health**
 - iv) all of the above**
 - v) none of the above**

Required (1):

Winkler, Cook, and Lider		General Viticulture (2 nd Ed.)	
Author		Title	
University California Press			1974
Publisher	ISBN	Publication Date	

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (2):

Author		Title	
Publisher	ISBN	Publication Date	

Submitted by: **John Schuler** Date: **10/1/07**

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
	Viticulture, Enology and Winery Technology		VEW 102	Introduction to Enology

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}){Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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.

<u>Lecture Units/Hours</u>	<u>Lab Units/Hours</u>	<u>Lecture Units</u>	+	<u>Lab Units</u>	=	<u>Total Units</u>
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	<u>Lecture Hours</u>		<u>Lab Hours</u>		<u>Total Hours</u>
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

if this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	28	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0104	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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).

An introduction to the science of winemaking, including history and geographical distribution; grape varieties and wine types; influence of climate and soil; wine fermentation, handling, storage and bottling methods; wine disorders; winery sanitation; legal compliance. Students must be 21 years or older to participate in wine tasting.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to the science of winemaking, including history and geographical distribution; wine fermentation, handling, storage and bottling methods; wine disorders; winery sanitation; legal compliance.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. Define fundamental concepts of enology;
- B. List and describe all basic tasks required for winemaking;
- C. Create a plan for the production of premium wine;
- D. Evaluate alternative winemaking practices;
- E. Assess results of winemaking experiments;
- F. Apply principles of wine chemistry and microbiology;
- G. Discuss scientific literature related to winemaking;
- H. Interpret the information on a wine label;
- I. Summarize the climate, soil and geographic factors that contribute to the uniqueness of wine;
- J. Compare the resources available in different wine growing regions that facilitate wine production.

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

Lecture and Discussion Topics

- A. History of winemaking.
- B. History of California winemaking.
- C. World wine-producing regions.
- D. California wine-producing regions.

- E. Grape varieties used for wine production.
- F. Traditional European wine styles.
- G. World and California climate regions.
- H. Influence of climate, soils and topography.
- I. Introduction to fermentation chemistry.
- J. The role of yeasts and bacteria in wine fermentation.
- K. Grape crushing, pressing and fermentation practices.
- L. Post-fermentation handling of wine.
- M. Barrel and tank storage of wine.
- N. Filtration, fining, racking, and bottling practices.
- O. Case storage and shipping of bottled wine.
- P. Wine spoilage disorders.
- Q. Winery sanitation and safety practices.
- R. Record-keeping practices.
- S. Legal compliance requirements

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture and discussion on the fundamental concepts of enology and the basic tasks required for winemaking.
- B. Demonstrations and discussion on the wine chemistry, microbiology, current scientific literature and aspects of producing premium wines.
- C. Audio-visual materials can be used to describe all basic tasks required for winemaking as well as presenting climate, soil and geographic factors that contribute to the uniqueness of wine.
- D. Field trips to evaluate alternative winemaking practices and compare the resources available in different wine growing regions that facilitate wine production.
- E. Student hands-on activities and field practice for assessing results of winemaking experiments and evaluating alternative winemaking practices.

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:

- 1. Written examinations will assess all learning objectives stated above.
 - 2. Reading and homework assignments on all basic tasks required for winemaking and the principles of wine chemistry and microbiology.
 - 3. Laboratory assignments on winemaking and wine chemistry.
 - 4. Field trips assignments for assessing alternative winemaking practices and comparing the resources available in different wine growing regions that facilitate wine production.
 - 5. Field trips assignments will consist of reports, questionnaires or quizzes upon completion of the field trip.
-
- A. Two or more mid-term exams assessing all learning objectives stated above
 - B. One comprehensive final exam.

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:

12. 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. Weekly reading assignments in text related to lecture topics.

B. Field trips at specified locations

C. Vineyard cultural practices, e.g. Training and pruning

D. Sample exam questions:

1. True or false: An increase in light intensity is accompanied by a proportional increase in the rate of photosynthesis?

2. Thick canopies adversely affect

i) grape composition

ii) next year's crop

iii) grape berry health

iv) all of the above

v) none of the above

3. Describe hot and cold fermentations. Which wines apply to these two types of fermentation?

4. Explain malolactic fermentation?

5. Explain the terms 'racking' and 'fining' and why and when they are done.

Required (1):

Johnson & Halliday	The Vintner's Art: How Great Wines Are Made, 1 st Ed.	
Author	Title	
Simon & Schuster		1992
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	

Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

VEW 102 new JAN 08 eff FA08

Submitted by: **John Schuler** Date: **8/5/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Agriculture	Viticulture, Enology and Winery Technology	VEW	108	Introduction to Winery Business Principles

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly (Subj){Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	28	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0104.00	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course is an introduction to the business of winemaking. Topics include marketing, basic accounting, media relations, product management, inventory control, state and federal compliance licensing, industry trends, distribution channels, wine club development and management, human resources and ALC management, state and federal taxation, insurance, vintage forecasting, and industry contracts.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to the business of winemaking. Topics include marketing, media relations, product management, inventory control, state and federal compliance licensing, industry trends, and wine club development.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The course makes productive use of particular strengths the college has to offer and is in demand by students with transfer or occupational goals.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. Apply the principles of marketing and branding to wine sales;
2. Apply the principles of pricing in the marketplace.
3. Describe the process of vintage forecasting;
4. Describe public and media relations and how they apply to the wine industry;
5. Apply the process of bookkeeping and accounting for wineries;
6. Interpret winery financial reports;
7. Outline the TTB and ABC laws pertaining to wine consumption and sales;
8. Explain the various wine distribution channels;
9. Describe TTB training for wine sales;
10. Describe state and federal licensing requirements for wine sales;
11. Describe how E commerce and social networking effect wine sales;
12. Outline insurance requirements in the wine industry;
13. Analyze grape contracts between winery and grower;
14. Apply principles of wine club development and management;

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

Lecture and Discussion Topics

1. Marketing wines – strategies for presenting brand to the marketplace including
 - a) advertising in magazines b) internet usage c) use of local hotels, chambers of commerce, tourism offices.
2. Branding wines – the image of the wine based on a) demographics b) target markets c) trends.
3. Pricing and the marketplace.
4. Pricing based on branding strategies.
5. Vintage forecasting based on a) shelf-life b) market trends
6. Public and media relations- a) newspapers, b) radio c) production company videos.
7. Bookkeeping and accounting- a) Tax laws b) inventory control c) valuation.
8. Winery financial reports.
9. TTB and ABC laws – state and federal licensing requirements and the relationship between the two.
10. Wine wholesale distribution channels- a) 3 tier system b) direct distribution
11. Insurance.
12. Grape contracts between the grower and winery.
13. E commerce and email in wine sales – a) the internet b) social networking c) blogs.
14. Wine club development.
15. Wine club management.

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture and discussion on the business principles of winery operations.
- B. Discussions on wine club development and management.
- C. Audio-visual materials can be used to describe the various topics in the course content.
- D. Field trips to evaluate winery distribution operations.
- E. Student assignments with winery bookkeeping and accounting methods.

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

1. Written examinations will assess all learning objectives stated above.
 2. Reading and homework assignments on the topics of winery business operations.
 3. Assignments related to developing and managing a winery wine club.
 4. Field trips assignments will consist of reports, questionnaires or quizzes upon completion of the field trip.
- A. Two or more mid-term exams assessing all learning objectives stated above
 - B. One comprehensive final exam.

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. Weekly reading assignments in text related to lecture topics.

- B. Field trips at specified locations.**
C. Develop a wine club.
D. Develop a basic business plan for a new winery.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Thach, Liz; Olsen, Janeen; Wagner, Paul	Wine Marketing and Sales-Success Strategies for a Saturated Market
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Author

Title

The Wine Appreciation Guild	2007
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Publisher

ISBN

Publication Date

Required (2):

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Author

Title

--	--	--

Publisher

ISBN

Publication Date

Required (3):

--	--

Author

Title

--	--	--

Publisher

ISBN

Publication Date

Supplemental (1):

Hall, C. Michael; Mitchell, Richard	Wine Marketing: A Practical Guide
--	--

Author

Title

Elsevier Ltd.	2008
----------------------	-------------

Publisher

ISBN

Publication Date

Supplemental (2):

Lapsley, James; Moulton, Kirby	Successful Wine Marketing
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Author

Title

Springer Science& Business Media	2001
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Publisher

ISBN

Publication Date

Supplemental (3):

--	--

Author

Title

--	--	--

Publisher

ISBN

Publication Date

NEW JAN 09

Submitted by: Date:

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
[Multiple disciplines]	Occupational Internship	[Various]	149	Occupational Internship: General
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units N/A	+	Lab Units N/A	=	Total Units 1-4 OI
		Lecture Hours N/A	+	Lab Hours N/A	=	Total Hours 75-240+ See Other Enrollment Criteria.*

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	<input type="text" value="5"/>	Enter number	Pass/No Pass ALLOW	<input type="text" value="Yes"/>	Yes or No (usually Yes)
Pass/No Pass ONLY	<input type="text" value="No"/>	Yes or No (usually No)	TOP code (choose only 1)	<input type="text" value="4932.00"/>	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 purpose of this course is to enable eligible students to include supervised on-the-job training as an integral part of the total college educational program. This is accomplished through a planned program of learning experiences which combines academic and vocational learning at school with new learning experiences on the job in an occupational setting.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

On-the-job application of concepts and skills related to the student's program.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides on-the-job experience within a student's career field or general work experience and provides the opportunity for students to apply theory and skills learned in academic and vocational courses. Such experience will give students with little work experience in the field the opportunity to assess their attitudes and needs with respect to their future careers.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

Each student must be enrolled for the full semester and have completed one course in the discipline. A training agreement must be completed prior to registration. Please refer to the Occupational Internship Student Handbook for specific information.

***OI units apply to this course. The following table specifies the unit credit earned for hours worked in internship:**

Paid hours	Unpaid hours	Credits earned
75-149	60-119	1
150-224	120-179	2
225-299	180-239	3
300+	240+	4

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. Assess his or her attitudes and abilities with respect to the requirements of the relevant career field and the specific internship experience.
2. Demonstrate résumé and interview skills in relationship to career expectations.
3. Demonstrate occupational competence.
4. Analyze a target organization in terms of its products, structure, size, and economic impact on the community.
5. Observe and evaluate policies and behavior in organizations related to diversity and gender issues.
6. Apply field-related theories and skills to real job situations.

7. Create and meet specific individual and program objectives as established in the internship-training plan.
8. Meet SCANS competencies or other competencies as relevant to field.

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

1. Information about the organization targeted for the potential internship
 - a. Its products or services
 - b. Its size and structure
 - c. The requirements of the internship position
 - d. The nature of jobs and employment in the industry
2. Employment application procedures and skills
 - a. Résumé and portfolio construction
 - b. Interview preparation
 - c. Interview process
3. The training plan
 - a. Writing performance objectives
 - b. Maintaining a training log
 - c. Evaluating progress toward objectives
4. Relevant social issues
 - a. Diversity and gender equity
 - b. Economic contributions of organization to the community
 - c. Standards of ethical practice in the field
5. Field-specific information and skills (will vary by program)

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Individual consultation with the College Coordinator of Internships, program instructor and employer/trainer to plan and write performance objectives and to complete a training plan. [The completed training plan will be submitted to the career internship faculty for final approval prior to the starting date.]
2. Lecture and discussion concerning internship-related issues, including job-hunting, theory and skill application, and diversity/gender issues.
3. Individual and group preparation for the employment process, including mock interviews and résumé development.
4. Supervised on-the-job experience within the selected field-related organization.
5. Individual writing, including a training log, self-evaluations, analyses of the internship experience.

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:

1. Evaluation of written assignments including portfolio (if applicable) based on demonstrated completion of course and individual training-plan objectives
2. Completion of detailed training log and contract
3. Assessment of on-the-job learning and performance by employer/trainer.
4. Quality of participation in discussions with instructor and work supervisor.

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 Training Log on a daily basis, accounting for every day of training.
 - a. Indicate tasks and duties performed on a daily basis in the weekly log.
 - b. Annotate analysis of the connections between course of study and work experience.
 - c. Note and explain any absences.
2. Write a self-evaluation in relation to the internship experience.

- a. Describe your objectives at the start of the internship.
 - b. Assess your progress toward your objectives.
 - c. Discuss how the internship experience has influenced your career preparation.
3. Submit a college level paper three-to-four typewritten pages in length, or portfolio, to address the following:
- a. Training situation. Include the name of the occupation, the name and address of the site, and the employer/trainer's name.
 - b. Related instruction. Explain which courses in the program were particularly helpful in preparation for training.
 - c. Training experience. Describe at least one highlight of the internship experience and describe in detail the two most challenging tasks or duties.
 - d. Cultural Diversity/Gender Equity. Assess the internship in light of issues discussed in class and experience in the workplace pertaining to gender equity and cultural diversity.
 - e. Economics. Discuss the workplace in light of its contribution to the economic base of the local community.
 - f. Goals: Describe how the internship experience affected long-term goals.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

If applicable, textbook will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Required (2):

Author			Title		
Publisher	ISBN	Publication Date			

Required (3):

Author			Title		
Publisher	ISBN	Publication Date			

Supplemental (1):

If applicable, materials will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author			Title		
Publisher	ISBN	Publication Date			

Supplemental (3):

Author			Title		
Publisher	ISBN	Publication Date			

Mt. San Jacinto College
1499 North State Street
San Jacinto, Ca 92583

Author:	John Schuler	Date:	8/24/06
Dept:	Chemistry	Program:	Chemistry
1. Course Title:	Introduction to Chemistry		
2. Course Number:	CHEM 100		

3. Miscellaneous:**3a. Units/Hours**

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit – 16-18	1 unit – 48-54	4		3		1
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					
		Total Hours 96-108		Lecture Hours 48-54		Lab Hours 48-54

3b. Credit Type

<input checked="" type="checkbox"/>	Degree Credit	<input type="checkbox"/>	Non-Degree Credit	<input type="checkbox"/>	Non-Credit	<input checked="" type="checkbox"/>	Transfer Credit <small>(click here for Transfer Form)</small>
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3c. AA/AS Degree Pattern

<input checked="" type="checkbox"/>	General Ed Breadth	<input checked="" type="checkbox"/>	Elective
Area:	A	Area:	

3d. Maximum Enrollment:

28	Enter number
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3e. Credit/No Credit ONLY

NO	Yes or No
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3f. Credit/No Credit ALLOW

YES	Yes or No
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3g. Can be taken time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click
 here for TOP code
 website)

1905.00

4. Catalog Description: (75 words or less)

This is an introductory course in the basic concepts of chemistry. Topics covered are: metric system and numbers, chemical view of matter, periodic table and elements, atomic theory, chemical bonds, stoichiometry and chemical equations, solutions and organic chemistry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. **Careful!** If you select the entire box that the words are within, it won't give an accurate count.

5. Short Description (Schedule): (25 words or less)

A course on the basic concepts of chemistry. The metric system, solutions, the periodic table, atomic theory and stoichiometry are some of the topics covered.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. **Careful!** If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification:**7. Prerequisite(s), Corequisite(s), Recommended Preparation:**

Pre- and Corequisites go through a separate approval process. See Forms E and E1-E3 for details.

Two years of high school algebra or Math 090 or equivalent.

8. Learning Objectives: (express in behavioral terms)

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

Lecture Objectives

1. Write symbols for elements, isotopes and chemical formulas as well as write the names for those symbols.
2. Balance chemical equations and calculate theoretical and percentage yields using those balanced chemical equations.
3. Synthesize the major aspects of Modern Atomic Theory by understanding how the arrangement of the subatomic parts of the atom and the electron configurations of those atoms.
4. Compare and contrast the different types of bonds formed in molecules by writing Lewis Structures and discussing the concepts of electronegativity, bond polarity, dipole moments and VSEPR theory.
5. Describe postulates for the Kinetic Molecular Theory of Gases and calculate, using gas law equations, the variables of temperature, pressure, volume and moles.
6. Describe the pH scale and calculate molarity, weight percent of standard and diluted solutions.
7. Write the names and structural formulas for all classes of organic compounds.

Laboratory Objectives

1. Safely use laboratory equipment.
2. Properly use laboratory equipment.
3. Properly record measurements and
4. Complete calculations to the proper number of significant figures.
5. Complete and hand-in laboratory assignments in the format requested by instructor.

1. Chemical Foundations

- the Scientific Method
- Scientific Notation
- Units of Measurement
- Uncertainty in Measurement

- Significant Figures in Calculations
- Dimensional Analysis
- Temperature and Density
- Classification of Matter
- 2. Matter and Energy
 - Physical and Chemical Properties and Changes
 - Elements and Compounds
 - Mixtures and Pure Substances
 - Separation of Mixtures
 - Energy and Energy Changes
- 3. Chemical Foundations: Elements, Atoms and Ions
 - Symbols for the Elements
 - Dalton's Atomic Theory
 - Formulas of Compounds
 - Atomic Structure
 - Modern Concepts of Atomic Structure
 - Isotopes
 - Introduction to the Periodic Table
 - Natural States of the Elements
 - Ions and Compounds that Contain Ions
- 4. Nomenclature
 - Naming Compounds Containing a Metal and Non-Metal
 - Naming Compounds Containing Only Non-Metals
 - Naming Compounds Containing Polyatomic Ions
 - Naming Acids
 - Writing Formulas from Names
- 5. Chemical Reactions
 - Evidence for Chemical Reactions
 - Chemical Equations
 - Balancing Chemical Equations
- 6. Chemical Composition
 - Atomic Masses
 - The Mole
 - Molar Mass
 - Percent Composition of Compounds
 - Determining the Formula of a Compound
 - Calculation of Empirical and Molecular Formulas
- 7. Chemical Quantities
 - Stoichiometric Calculations
 - Theoretical Yield and Percent Yield Calculations
- 8. Types of Chemical Reactions and Solution Stoichiometry
 - Precipitation Reactions
 - Acid-Base Reactions
 - Oxidation-Reduction Reactions
- 9. Modern Atomic Theory
 - Electromagnetic Radiation and Energy
 - The Bohr Model of the Atom

- The Wave Mechanical Model of the Atom
- Electron Configurations and the Periodic Table
- Atomic Properties and the Periodic Chart
- 10. Chemical Bonding
 - Types of Chemical Bonds
 - Electronegativity
 - Bond Polarity and Dipole Moments
 - Electron Configurations and Charges on Ions
 - Covalent Bonds
 - Lewis Structures
 - Lewis Structures and Multiple Bonds
 - Molecular Structure and VSEPR Theory
- 11. Gases
 - Pressure
 - Boyle's Law, Charles' Law, and Avogadro's Law
 - Ideal Gas Law
 - Gas Stoichiometry
 - Dalton's Law of Partial Pressure
 - Kinetic Molecular Theory
- 12. Liquids and Solids
 - Water and Phase Changes
 - Energy Requirements and Phase Changes
 - Intermolecular Forces
 - Evaporation and Vapor Pressure
 - Types of Solids
 - Bonding in Solids
- 13. Solutions
 - Solution Composition: Saturated and Unsaturated Solutions
 - Concentration: Mass Percent and Molarity
 - Dilution
 - Stoichiometry: Solution Reactions
- 14. Acids and Bases
 - Acid Strength
 - Water as an Acid and a Base
 - The pH Scale
 - Calculating the pH of a Strong Acid Solution
 - Buffered Solutions
- 15. Organic Chemistry
 - Carbon Bonding
 - Functional Groups
 - Structural Formulas and Isomerism
 - Nomenclature: Naming Alkanes, Alkenes, Alkynes, Aromatic Hydrocarbons, Alcohols, Aldehydes, Ketones, Carboxylic Acids and Esters
 - Polymers

10. Methods of Instruction: (reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture will be covered with the following percentages representing the approximate time allotted for each method (Lecture Learning Objectives 1-7) :

- | | |
|--|------------|
| a) Use of presentation software (powerpoint, etc) and whiteboard | 70% to 80% |
| b) Use of films and tapes | 0% to 10% |
| c) Use of classroom models, charts and graphs | 0% to 5% |
| d) Use of classroom demonstrations (chemical reactions, etc.) | 0% to 5% |
| e) Review for homework assignments and exams | 0% to 10% |

2. Laboratory assignments will be covered with the following percentages representing the approximate time allotted for each method (Laboratory Learning Objectives 1-5):

- | | |
|--|-------------|
| a) Wet and dry chemical laboratory experiments | 85% to 100% |
| See "Examples of Laboratory Assignments" section below for example | |
| b) Computer laboratory software assignments | 0% to 15% |
| Examples could include finding the atomic weight of magnesium by hydrogen gas evolution using software such as Model Chemlab by Model Science Software or completing a solution preparation experiment using software like that offered by ChemSW. | |

11. 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:

The following percentages represent how the total amount of points in the course will be divided between the various areas:

- | | |
|---|------------|
| 1. Homework | 0% to 15% |
| See "Examples of Assignments" section below for examples of homework problems and their expected level of difficulty. | |
| 2. Midterm exams | 35% to 50% |
| See "Examples of Assignments" section below for examples of exam problems and their expected level of difficulty. | |
| 3. Final exam | 20% to 30% |
| See "Examples of Assignments" section below for examples of exam problems and their expected level of difficulty. | |
| 4. Laboratory exercises | 20% to 30% |
| 5. Computer exercises | 0% to 15% |
| Computer exercises are supplied on cd-rom with text. | |

12. 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. Students will complete all homework problems assigned from the textbook or provided by the instructor. Some examples are:

a) Write structures for the following organic compounds:

i) 2-propanol ii) p-bromochlorobenzene iii) pentanal

b) Write the formulas for the following inorganic compounds:

i) sodium sulfate ii) calcium phosphate iii) aluminum chlorate

c) Draw Lewis structures for :

i) CO_3^{-2} ii) O_3 iii) SO_2

d) For the following balanced equation :



Calculate the grams of CO_2 formed if 20 grams of C_2H_2 react with 30 grams of O_2 .

2. Laboratory experiments and reports assigned by instructor. An example of a laboratory experiment

Single Displacement Reactions

Discussion

In a single-displacement reaction one element reacts with a compound to take the place of one of the elements of that compound. A different element and a different compound are formed. The general form of the equation is



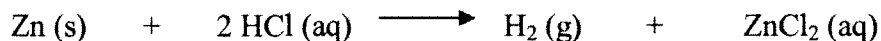
metal

halogen

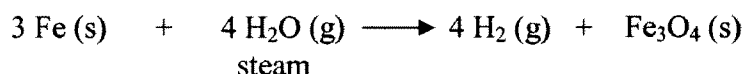
If A is a metal, A will replace B to form AC, providing A is more reactive metal than B. If A is a halogen, it will replace C to form BA, providing A is a more reactive halogen than C.

A brief activity series of selected metals (and hydrogen) and halogens are shown in figure A. The series are listed in descending order of chemical reactivity, with the most active metals and halogens at the top. From such series it is possible to predict many chemical reactions. Any metal on the list will replace the ions of those metals that appear anywhere underneath it on the list. For example, zinc metal will replace hydrogen from a hydrochloric acid solution. But copper metal, which is underneath hydrogen on the list and thus less reactive than hydrogen, will not replace hydrogen from a hydrochloric acid solution. Some reactions that fall into this category follow.

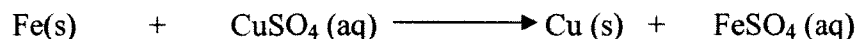




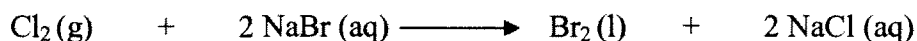
(b) metal + water \longrightarrow hydrogen + metal hydroxide or metal oxide



(c) metal + salt \longrightarrow metal + salt



(d) halogen + halogen salt \longrightarrow halogen + halogen salt



A common chemical reaction is the **displacement** of hydrogen from water or acids. This reaction is a good illustration of the relative reactivity of metals and the use of the activity series.

K, Ca, and Na displace hydrogen from cold water, steam, and acids

Mg, Al, Zn, and Fe displace hydrogen from steam and acids

Ni, Sn, and Pb displace hydrogen only from acids

Cu, Ag, Hg, and Au do not displace hydrogen.

The chemical reactivity of elements varies over an immense range. Some, like sodium and fluorine, are so reactive that they are never found in the free or uncombined state in nature. Others, like xenon and platinum, are nearly inert and can be made to react with other elements only under special conditions.

The **reactivity** of an element is related to its tendency to lose or gain electrons; that is, to be oxidized or reduced. In principle it is possible to arrange nearly all the elements into a single series in order of their reactivities. A series of this kind indicates which free elements are capable of displacing other elements for their compounds. To illustrate the preparation of an activity series, you will experiment with a small group of selected elements and their compounds.

Consider these two examples, using copper and mercury.

Example 1. A few drops of mercury metal are added to a solution of copper(II) chloride (HgCl_2).

No change is observed even after the solution has been standing for a prolonged time, and you conclude that there is no reaction.

Example 2. A strip of metallic copper is immersed in a solution of mercury (II) chloride (HgCl_2).

The copper strip is soon coated with metallic mercury, and the solution becomes pale green. From the evidence you conclude that mercury will not displace copper in copper compounds but copper will displace mercury in mercury compound. Therefore, copper is a more reactive metal than mercury and is above mercury in the activity series. In terms of chemical equation these facts may be represented as

Example 1. $\text{Hg (l)} + \text{CuCl}_2 \text{ (aq)} \longrightarrow \text{No reaction}$

Example 2. $\text{Cu (s)} + \text{HgCl}_2 \text{ (aq)} \longrightarrow \text{Hg (l)} + \text{CuCl}_2 \text{ (aq)}$

The second equation shows that, in terms of oxidation number (or charges), the chloride ion remained unchanged, mercury changed from +2 to 0, and copper changed from a 0 to a +2. The +2 oxidation state of copper is the one normally formed in solution.

Expressed another way, the actual reaction that occurred was a displacement of a mercury ion by a copper atom. This can be expressed more simply in equation form:



In contrast to double displacement reaction, single displacement reactions involve changes in oxidation numbers and therefore are also classified as **oxidation-reduction reactions**.

Figure A.

Activity Series		
	Metals	Halogens
↑	K	F ₂
	Ca	Cl ₂
	Na	Br ₂
	Mg	I ₂
	Al	
	Zn	
	Fe	
	Ni	
	Sn	
	Pb	
↑	H	
	Cu	
	Ag	
	Hg	
	Au	

Procedure

1. In a clean spot plate, add in the proper order, 1 to 1 ½ mL of solutions listed below.

- position 1. silver nitrate
- position 2. copper (II) nitrate
- position 3. lead (II) nitrate
- position 4. magnesium sulfate
- position 5. dilute (3M) sulfuric acid
- position 6. dilute (3M) sulfuric acid

In the first position add a polished piece of copper, in the second a piece of lead, in the third a piece of polished zinc, the fourth a piece of polished zinc, the fifth a piece of polished copper and in the sixth, a piece of polished zinc. (all metals should be polished except the lead, which is too soft to polish). Use a piece of steel wool to polish the metals.

2. Observe the contents of each well carefully and record any evidence of chemical reaction.

Note: Evidence of reaction will be either evolution of gas (bubbles) or appearance of a metallic deposit on the surface of the metal strip. Metals deposited from a solution are often black or gray (in the case of copper, very dark reddish brown) and bear little resemblance to commercially prepared metals.

With some of the combinations used in these experiments, the reactions may be slow or difficult to detect. If you see no immediate evidence of reaction, wait for 10 minutes, then reexamine it.

3. Dispose of the solutions and metals pieces in the waste container in the back fume hood.

Pre Lab for Single-displacement reactions

Name _____

Define

oxidation

reactivity

displacement

activity series

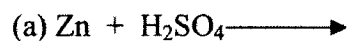
reduction

1. Will a reaction occur between (a) nickel metal and hydrochloric acid and (b) tin metal and a solution of aluminum chloride? Write a balanced equation for each reaction and explain any reaction.

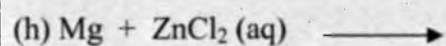
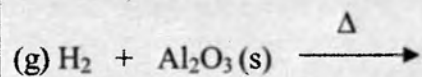
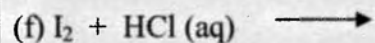
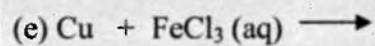
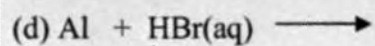
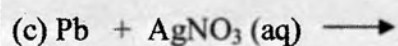
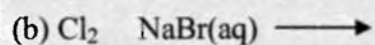
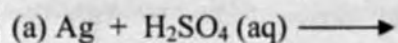
(a)

(b)

2. Complete and balance the equations for these single-displacement reactions:



3. Complete and balance the equations for these single-displacement reaction and state what reaction may occur (if no reaction) write NR next to the balanced equation:



Report Sheet for Single-displacement reactions

Name _____

Evidence of Reaction Describe any evidence of reaction; if no reaction was observed, write "None".	Equation (to be completed) Write "No reaction", if no reaction was observed. (Balance the equation)
1.	$\text{Cu} + \text{AgNO}_3(\text{aq}) \longrightarrow$
2.	$\text{Pb} + \text{Cu}(\text{NO}_3)_2(\text{aq}) \longrightarrow$
3.	$\text{Zn} + \text{Pb}(\text{NO}_3)_2(\text{aq}) \longrightarrow$
4.	$\text{Zn} + \text{MgSO}_4(\text{aq}) \longrightarrow$
5.	$\text{Cu} + \text{H}_2\text{SO}_4(\text{aq}) \longrightarrow$



1. Complete the following table by writing the symbols of the two elements whose reactivities are being compared in each test:

	Position Number					
	1	2	3	4	5	6
Greater activity						
Lesser activity						

2. Arrange Pb, Mg and Zn in order of their activities, listing the least active first.

1) _____

2) _____

3) _____

3. On the basis of the reactions observed in the six metal and solutions tested in lab,

(a) Would silver react with dilute sulfuric acid? Why or why not?

(b) Would magnesium react with dilute sulfuric acid? Why or why not?

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

(Author)Zumdahl

(Title) Introductory Chemistry- A foundation, 5th edition

(Publisher)Houghton Mifflin Co.

ISBN 0-618-30499-1

(Publication Date) 2004

(2) Required:

(Author)Hein

(Title) Introductory Chemistry in The Laboratory		
(Publisher) John Wiley & Sons 2004	ISBN 0-471-45195-9	(Publication Date)
(3) Required:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(1) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(2) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(3) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		

Submitted by: **Jason Hlebakos** Date: **10/5/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Biological Sciences	Biological Sciences	BIOL	144	Plant Biology
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit – 16-18	1 unit – 48-54	3	1	4
2 units – 32-36	2 units – 96-108			
3 units – 48-54	3 units – 144-162	Lecture Hours	Lab Hours	Total Hours
4 units – 64-72	4 units – 192-216	48-54	48-54	96-108
5 units – 80-90	5 units – 240-270			

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **32** Enter number
Pass/No Pass ONLY: **NO** Yes or No (usually No)
Pass/No Pass ALLOW TOP code: **Yes** Yes or No (usually Yes)
0402.00 (click [here](#) for TOP code website)
 (choose only 1)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.

Stand Alone Course Check box if Stand Alone course
 A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 surveys plants, other photosynthetic organisms and selected other groups including land

plants, bacteria, fungi, algae and other protists. The structure, function, evolution, reproduction, genetics, and ecological role of plants and their importance to people are investigated. Labs provide experience with plant anatomy, morphology, growth, metabolism, reproduction and propagation.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

In this course, flowering plants are used as the model system to study structure, function, evolution, reproduction, genetics, and the role of plants in nature.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course was designed for the student who is interested in the science of plants and plant-like organisms. This course satisfies the requirement for a life science with a lab. It is also an elective course in the Environmental Science Degree/Certificate program (Ecology/Conservation Emphasis).

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Review and outline the history and development of the study of botanical science.
2. Compare and contrast the diversity, anatomy, and life cycles of bacteria, algae, fungi, vascular and non-vascular plants, and flowering and non-flowering plants.
3. Illustrate and identify plant organs and tissues and examine how structure correlates with function.
4. Diagram the processes of photosynthesis, respiration, and transpiration in plants.
5. Categorize the elements that are important for plant nutrition and health.
6. Differentiate between the effects of the plant hormones and describe trophic responses.
7. Practice various plant propagation techniques.
8. Compare and contrast mitosis and meiosis.
9. Review the history of traditional genetics, demonstrate Mendel's laws, and describe the uses of modern genetics in agricultural practices.
10. Examine the contributions of Darwin and other scientists to theories of organic evolution and

the tenets of natural selection.

11. Describe the Binomial System of Nomenclature, analyze the 3-Domain and 5-Kingdom classification systems, and discuss phylogenetic relationships.
12. Construct a dichotomous key to a group of organisms, plants, or fruits.
13. Evaluate the uses of plants by different cultures throughout history.
14. Analyze environmental issues including conservation and pollution and relate ecological principles to the issues in question.
15. Inspect the symbiotic relationships that occur between plants, and bacteria, fungi, animals, and protists.
16. Use the scientific method to design and execute an experiment and summarize findings in a report written in scientific format.

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

I. Lecture

A. Development of plant study

1. Dependence of humans and animals on plants
2. Early history
3. Plant science and Ancient Greece
4. First herbals
5. Botany as a science
6. Science as a process
7. The first microscopes
8. Sub-disciplines and diversification of Botany

B. Nature of life

1. Characteristics of living organisms

C. Plant anatomy

1. Cells

- a. history
- b. microscopy
- c. eukaryotic vs. bacterial
- d. cell size and structure
- e. cellular reproduction
- f. cell communication
- g. plant cells vs. animal cells

2. Tissues

- a. meristematic tissues: apical and lateral
- b. nonmeristematic tissues: simple and complex

3. Roots and soils

- a. root structure
- b. specialized roots

- c. roots as food
 - d. composition of soil
 - e. water in the soil
 - f. soil health and roots
 - 4. Stems
 - a. stele
 - b. herbaceous and woody stems
 - c. monocotyledonous stems
 - d. specialized stems
 - e. wood and wood products
 - 5. Leaves
 - a. arrangements and types of leaves
 - b. internal structure
 - c. stomata
 - d. mesophyll and veins
 - e. specialized leaves
 - f. seasonal changes in leaf colors
 - g. abscission
 - h. how leaves are used by humans
 - 6. Flowers, fruits, and seeds
 - a. eudicots and monocots
 - b. floral structure
 - c. fruit types and fruit regions
 - d. dispersal of fruits and seeds
 - e. seed structure, germination, and dormancy
 - f. how fruits, flowers, and seeds are used by humans
- D. Plant physiology
- 1. Molecular movement
 - a. diffusion
 - b. osmosis
 - c. plasmolysis
 - d. imbibition
 - 2. Mineral nutrition
 - 3. Transpiration and translocation
 - 4. Plant metabolism
 - a. C₃, C₄, and CAM photosynthesis
 - b. respiration
 - 5. Growth regulators and enzymes
 - a. plant hormones
 - b. other hormones and related compounds
 - c. hormonal interactions
 - 6. Plant movements
 - a. growth
 - b. turgor
 - c. taxis movements
 - d. miscellaneous movements
 - 7. Photoperiodism
 - 8. Phytochrome and flowering hormones

9. Temperature and growth
10. Dormancy and quiescence

E. Plant reproduction

1. The phases of meiosis
2. Alternation of generations
3. Traditional genetics
 - a. Mendel's experiments
 - b. linkage
 - c. mapping
 - d. Hardy-Weinberg Law
 - e. interactions between genes
4. Molecular genetics
 - a. DNA structure and replication
 - b. transcription and translation
 - c. mutations and transposons
 - d. genome sequencing
5. Plant biotechnology and propagation
 - a. genetic engineering
 - b. traditional plant breeding
 - c. tissue culture and mericlone
 - d. traditional vegetative propagation
 - e. grafting

F. Diversity, Evolution and Systematics

1. Evolution
 - a. Charles Darwin
 - b. natural selection
 - c. modern approaches to evolution
 - d. hybridization
 - e. speciation
2. Plant names and classification
 - a. Linnaeus and the binomial system
 - b. the international code of botanical nomenclature
 - c. development of the Kingdom concept
 - d. development of the Domain concept
3. Archaea and Eubacteria
 - a. true bacteria
 - b. Koch's postulates
 - c. beneficial and harmful bacteria
 - d. viruses and viroids
 - e. bacterial and viral diseases of plants
4. Protists
 - a. algae and ecological and human importance
 - b. slime molds and ecological and human importance
 - c. water molds and human relevance
5. Fungi
 - a. fungal systematics
 - b. beneficial and harmful fungi

- c. human and ecological importance
- d. lichens and ecological and human importance
- 6. Bryophytes
 - a. liverworts
 - b. hornworts
 - c. mosses
 - d. human and ecological relevance
- 7. Ferns
 - a. whisk ferns
 - b. horsetails
 - c. ferns
 - d. fossils
 - e. ecological and human relevance
- 8. Gymnosperms
 - a. conifers
 - b. ginkgo
 - c. cycads
 - d. gnetophytes
 - e. ecological and human relevance
- 9. Flowering plants
 - a. development of gametophytes
 - b. pollination
 - c. fertilization and development of the seed
 - d. apomixis and parthenocarpy
 - e. pollination and ecology
 - f. herbaria and preservation methods
 - g. selected families of flowering plants
- G. Environmental botany
 - 1. Plants and people
 - a. origin of cultivated plants
 - b. uses of plants: ancient to modern
 - 2. Ecology and conservation
 - a. destruction of wetlands
 - b. acid rain
 - c. water contamination
 - d. hazardous waste
 - e. populations, communities, and ecosystems
 - f. natural cycles
 - g. succession
 - h. greenhouse effect
 - i. biodiversity
 - j. biomes
 - k. mans effect on the ecology and conservation of plant biodiversity
 - 3. Symbiosis
 - a. interactions between plants
 - b. interactions between plants and other organisms
 - c. parasitism, mutualism, commensalism, herbivory

II Lab

- A. Human dependence on plants
 - 1. a survey of plant uses and products
- B. Scientific method
 - 1. the problem
 - 2. how science functions
- C. Microscopy and Cells
 - 1. the dissecting microscope and hand lenses
 - 2. use of the bright field microscope
 - a. anatomy
 - b. depth of view, field of view, and working distance
 - c. contrast
 - d. differential staining of cells and cell organelles
 - 3. electron micrographs of cell organelles
- D. Cell transport, cell division and plant tissues
 - 1. osmosis and diffusion
 - 2. mitosis in onion root tips
 - 3. parenchyma, collenchyma, and sclerenchyma
 - 4. vascular tissue, ground tissue, meristematic tissue
- E. Stems
 - 1. Monocots and eudicots
 - 2. Herbaceous plants and Woody plants
 - a. morphology
 - b. internal structure of stems
 - c. modified stems
- F. Roots
 - 1. Monocots and eudicots
 - a. morphology
 - b. internal structure of roots
 - c. modified and adventitious roots
 - 2. Mycorrhizae
- G. Leaves, stomata, and transpiration
 - 1. External morphology
 - 2. Leaf venation
 - 3. Types of leaves
 - 4. Internal structure of leaves
 - 5. Leaf modifications
 - 6. Stomatal regulation
 - 7. Measuring rate of transpiration

H. Respiration and fermentation

1. testing for carbon dioxide
2. production of carbon dioxide
3. fermentation

I. Photosynthesis and plant pigments

1. Absorption spectra of chlorophyll and carotenoids
2. Thin layer chromatography: separation and identification of pigments

J. Mineral nutrition and soil health

1. mineral requirements
2. mineral deficiencies
3. soil structure and water relations

K. DNA extraction and manipulation

L. Corn genetics and jumping genes

1. monohybrid and dyhybrid crosses
2. epistasis
3. test cross

M. Plant propagation

1. cuttings
2. layering
3. grafting

N. Bacteria

1. shapes and types
2. as plant symbionts

O. Algae, Slime molds and water molds

1. diversity and classification
2. life cycles
3. role in ecosystems

P. Fungi and lichens

1. diversity and classification
2. life cycles
3. role in ecosystems
4. as food for humans

Q. Liverworts, ferns, and mosses

1. diversity and classification
2. life cycles

R. Construction and use of dichotomous keys

1. examination and use of field guides
2. writing a dichotomous key

S. Identification of plants

1. local conifers
2. campus perennials
3. native species

T. Flower parts, structure and evolution

1. morphology of flower: monocot and eudicot flowers
2. examination of ovules and pollen
3. coevolution with pollinators

U. Fruit types and classification

1. fruit tissues and edible part of fruit
2. classification and identification

V. Plant diseases

1. plant disease examples
2. complete Koch's postulates for diseased plants or produce

W. Plant products

1. fibers
2. dyes
3. medicines
4. spices and oils

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture complimented with audio-visual materials in the form of video, CD-ROM, overhead transparencies, slides, and PowerPoint presentations. An example lecture might include descriptions of major plant families with drawings of the floral parts, descriptions of characteristics, a list of example members of the family and their uses, and photos of the example members.
2. Large and small group cooperative learning activities that involve students in critical thinking and analytical discussions. An example question to stimulate discussion could be: What are the pros and cons of exclusive use of herbal medicines?
3. Demonstration of laboratory procedures. For example: diagramming on the board how a spectrophotometer works, showing an overhead of a graph depicting an absorption spectra, and instructing the use of the spectrophotometer for use in an experiment where the absorption maximum of chlorophyll is determined.
4. Field trips and campus walks for collection of specimens and study of plant habitats.
5. Hands-on laboratory exercises that emphasize principles taught in lecture; observational, experimental, problem solving, and technique oriented.

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:

1. Examinations requiring critical analysis and synthesis of information learned in lecture, from the textbook and reference material, and lab exercises. An example question: "Could succession take place in an abandoned swimming pool?"
2. Quizzes on terminology or concepts. An example question: "How do cells of fungi differ from those of other organisms?"
3. Lab reports written in scientific format that demonstrate the student's ability to develop testable hypotheses and follow experimental protocol.
4. Lab practicals that demonstrate the student's competence in lab methods and content areas. An example question: "Identify the phase of mitosis occurring in the selected onion root tip cell."
5. Keeping of a lab notebook that demonstrates the student's ability to keep accurate and organized records of experimental and observational data.
6. Oral or written reports on current topics, controversial issues, or uses of plants. For example: A 7-10 minute oral report on "Coffee Processing."

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. Propagate various woody and herbaceous plants through several methods: seeds, cuttings, tubers, division, and air layering. Monitor plants over time and analyze growth success and failure. Write a report discussing the structural and physiological changes that occur in the plant during propagation.
2. Learn the types and classification of fruits in a hands-on laboratory setting. Using a simple dichotomous key, identify to type, ten fruits in lab practicum. Next, write a workable key to identify a set of ten plants of different taxonomic groups.
3. As a group, design and execute an original experiment based on the ecology of plants, and report the findings using these steps: formulate a question to be answered, gather information on the subject, formulate a testable hypothesis, outline experimental procedure, predict outcome of experiment, execute plan, collect data and analyze results, summarize using scientific format and present to class.
4. Isolate bacteria from diseased plants or produce and determine if the bacterium is parasitic or saprophytic to the plant by completing Koch's postulates. Write a report in scientific format, summarizing the results.
5. Write a paper on the origin of a food crop, the uses of the crop in several cultures, preparation of the plant to provide food, and any modern technologies that are used in culture of the crop or in control of pests.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Linda Berg

Introductory Botany: Plants, People and the

Author Title Environment, 2nd Edition

Brooks/Cole 0534466699 2008
Publisher ISBN Publication Date

Required (2):

Author Title

Publisher ISBN Publication Date

Required (3):

Author Title

Publisher ISBN Publication Date

Supplemental (1):

Author Title

Publisher ISBN Publication Date

Supplemental (2):

Author Title

Publisher ISBN Publication Date

Supplemental (3):

Author Title

Publisher ISBN Publication Date

REV BOT JAN 10

INTEGRATED COURSE OUTLINE OF RECORD

MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT
1499 NORTH STATE STREET
SAN JACINTO, CA 92583

1. **Course Title:** Soil Science and Management
(Enter Title of Course)

2. **Course Number:** HORT 104 (formerly AGTM 104)
(Enter Department Name and Course Number (i.e., BUS 105))

3. 3 80-90 2 3
Semester Units: Semester Hours: Week/Lecture: Week/Lab:

4. Catalog Description: (75 words or less)

This course is designed to present principals of, soil and water conservation, land use, soil fertility and the physical and chemical relationships that govern soil reactions and interactions. Emphasis given to management of various soil types; pH, salinity, texture, organic matter, and control. The lab will cover applied procedures, testing, land surveying, and nutritional management of landscape and horticultural settings. This Soil Science and Management course is a core course in the Turf and Landscape Management Program.

5. Need/Justification: (brief summary of the need for the course as it relates to the mission of the college)

This Soil Science and Management course is a core course in Turf and Landscape Management Program.

6. Prerequisite(s), Corerequisites, Advisory: (list course(s) and skills needed upon entering or in tandem with course to be taken)

Information in this section will only be entered into database only upon the board approval of the prerequisite/corequisite/advisory

Recommended Preparation HORT 101 (formerly AGTM 101)

Board Approval Date _____

7. Short Description for the class schedule: (120 characters)

Principals of, soil and water conservation, land use, soil fertility and the physical and chemical relationships that govern soil reactions and interactions.

8. Learning Objectives: (express in behavioral terms)

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

1. Analyze the principles of soil development over time
2. Determine soil texture and structure as it relates to soil modification and management.
3. Examine soil-water relationships and determine how to manage them for optimum plant growth.
4. Evaluate soil pH, salinity, and chemical processes and testing procedures.
5. Distinguish soil nutrition and proper nutritional management of plants.
6. Judge/identify/classify soils for horticultural and agricultural purposes.

9. Course Content: (outline of main topics and subtopics)

Lecture Topics:

1. Introduction to soils and soil management
2. Concepts, History of Soils
3. Soil as a medium for plant growth
4. Physical properties of soil
5. Soil Texture/Structure
6. Chemical Properties of soil
7. Soil water/water management
8. Soil organic matter
9. Soil pH
10. Soil nutrition
11. Nutrition management
12. Soil types and surveying

Lab Topics:

1. Soil texture
2. Soil structure
3. Soil water testing
4. Soil pH, salinity, chemical testing

5. Soil survey, evaluation practical
6. Soil nutrition, testing procedures
7. Soil organic matter

10. Textbook (s): (Most current edition of textbook listed or similar text of parallel level. The suggested texts must cover the course content and be an appropriate instructional tool for achieving the objectives and implementing the methods of evaluation and instruction.)
The required college-level textbooks may include, but are not limited to the following:

Required:

Donahue, Millen & Shickluna,	
(Author)	
Soils	
(Title)	
	Or most current
(Publisher)	(Edition)

Supplemental:

California Fertilizer Association	
(Author)	
California Fertilizer Handbook	
(Title)	
	Or most current
(Publisher)	(Edition)

Other Reference Materials/Supplies

Attached, Soil blenders, pH meters, soil-bridge tester, triple beam balances, mortars and pestles, sieves, soil samples, hydrometers, graduated cylinders, soil color charts, tape measures, water bottles, pH test kits, nutritional test kits.

11. Methods of Instruction: (reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation with supporting multimedia material introducing the history of soil management, physical properties of soil, soil texture and structure, chemical properties of soil and soil water management.

2. Case study analysis using critical thinking skills to evaluate and diagnose soil problems and prepare reports with recommended actions.
3. Field trips to local golf courses to take soil samples and local soil testing laboratories to observe soil testing procedures.
4. Guest lectures by industry leaders discussing important concepts such as soil as a medium for plant growth, organic matter in soil and soil ph.
5. Laboratory activities including testing soil texture, determining soil structure, testing for soil ph, salinity and absorption.

12. 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:

- a. Objective tests including mid term and final exam. A collection of objective questions of important concepts such as soil structure, soil pH, and soil salinity.
- b. Written case study analysis. A detailed written analysis of industry case studies offering solutions and justification of these solutions in an organized, reasoned presentation.
- c. Written and oral presentations of land evaluations, and site visits identifying soil types, structure, and problems and offering solutions to observed problems.

13. Examples of Assignments: (Describe sample assignments, which demonstrate level of difficulty expected, including writing, reading, out of class assignments. Critical thinking should be integrated into those assignments listed.)

Students will be expected to understand and critique college level texts or the equivalent. Reading, Writing as well as out of class assignments is required.

These assignments may include but are not limited to the following:

1. The student will take soil samples from 3 locations at a local golf course and analyze salinity, structure, PH, and organic matter and present written and oral presentations offering solutions to observed problems.
2. The student will prepare a laboratory findings report and present it to the class.
3. The student will summarize, in essay format, the current literature on soil nutrition.
4. The student will present a written and oral case study of a Golf Course giving written justification for offered solutions to observed problems.

MR – Changed from AGTM to HORT CCA 11/13/06 – Catalog inclusion date: 2007-08

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: Date:

Discipline(s):

Laws and Regulations an Integrated Pest Management Approach

1. Course Title:

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number:

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	<input type="text" value="3"/>		<input type="text" value="3"/>		<input type="text" value="0"/>
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours		Lecture Hours		Lab Hours
		<input type="text" value="48-54"/>		<input type="text" value="48-54"/>		<input type="text" value="0"/>

3b. Credit Type

Dept: <input type="text" value="AGTM"/>	Program: <input type="text" value="Turf and Landscape Management"/>	
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)	<input type="checkbox"/> Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth

Area(s)

3d. Maximum Enrollment:

Enter number

3e. Credit/No Credit ONLY

Yes or No (usually No)

3f. Credit/No Credit ALLOW

Yes or No (usually Yes)

3g. Can be taken time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

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 focuses on laws and regulations as applied to common agricultural pests in Southern California and analyzes physical, biological and chemical pest

control principles and practices.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
5. Class 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 laws and regulations in the landscape as it applies to an Integrated Pest Management (IPM) approach.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
6. Need/Justification (in gray box below)
This course is designed for the student interested in laws and regulations as they apply to Integrated Pest Management. It is an elective course in the Turf and Landscape Management Degree/Certificate Program.
7a. Prerequisite(s) (in gray box below): Prerequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7b. Corequisite(s) (in gray box below): Corequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7c. Recommended Preparation (in gray box below): Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.
None.
7d. Other Enrollment Criteria:
None.
8. Learning Objectives: (express in behavioral terms in gray box below): Upon the completion of the course the student will be able to do the following:
<ol style="list-style-type: none"> 1. Outline the components of a pest management program indicating underlying laws and regulations 2. Analyze pest damage to a landscaped area 3. Create a pest management program utilizing natural, organic and pesticide intervention specifying applicable laws and regulations 4. Classify weeds by type and determine the proper legal intervention method. 5. Identify insects by stage of development. 6. Distinguish between plant diseases and choose specific fungicides for control 7. Calibrate pesticide equipment for application based on legal regulations 8. Formulate a biological pest management program stressing all pertinent laws and regulations.
9. Course Content: (outline of main topics and subtopics in gray box below)
<ol style="list-style-type: none"> 1. History of pesticides <ol style="list-style-type: none"> a. 16th century b. 17th century c. Current 2. Labels <ol style="list-style-type: none"> a. Label interpretation b. Legal aspects

3. Insects
 - a. Four characteristics
 - b. Mouthparts
 - c. Development and metamorphosis
 - d. Insect relatives
 - f. Detection
 - h. Identification
 - i. Biology
4. Plant diseases
 - a. Identification
 - b. Evaluation
 - c. Biology
5. Weeds
 - a. Identification/ classification
 - b. Evaluation
 - c. Biology
6. Control of Weeds, Insects and Diseases
 - a. Cultural
 - b. Biological
 - c. Chemical
 - d. Legal
 - e. Integrated control
7. Transportation of Pesticides
 - a. Regulations
 - b. Vehicles
 - c. Hazardous materials
 - e. Container requirements
 - f. Placarding requirements
8. Storage of Pesticides
 - a. Separation
 - b. Ventilation
 - c. Fire
 - d. Safety laws
9. Application/ calibration
 - a. Risks
 - b. Exposure
 - c. Boom sprayers
 - d. Spray guns
 - e. Back pack sprayers
 - f. Granular applications
 - g. Methods
 - h. Tools
10. Adjuvants
 - a. Activators
 - b. Spray modifiers
 - c. Utility modifiers
11. Plant growth regulators
 - a. Hormones

- b. Deflowering agents
- c. Growth retardants
- d. Laws and regulations

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)

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

1. Lecture complemented with overhead transparencies, slides, CD-ROM, and Power Point presentations. An example lecture might include identification and classification of weeds, insects and diseases and associated laws and regulations pertaining to control applications.
2. Case study investigation with written reports evaluating the efficacy of specific applications.
3. Hands on presentation of student calibration of spray equipment with class feedback.
4. Field trips to County agricultural office and other pertinent sites.

11. 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:

A. Quizzes: periodic short objective tests of course related material, such as weed, insect or disease pests, biological, chemical and cultural methods of control, calibration of equipment, and laws and regulations pertaining to application of control methods.

B. Student project: prepare an IPM program for a typical landscape site chosen by the student.

C. Final Exam: A group of objective questions covering important concepts about IPM.

12. 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. **Project:** After choosing a site the student will prepare a written evaluation which includes an analysis of all pest related problems and recommendations for immediate control.
2. Using multiple resources such as the internet or vendor information research three specific methods of biological pest control. Present a one page summary of findings.
3. Demonstrate one method of equipment calibration for spraying herbicides.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the

following:
(1) Required:
U.C. Division of Agricultural and Natural Resources (Located on line no ISBN)
(Author)
Pests of Landscape Trees and Shrubs, an Integrated Pest Management Guide 2nd Edition
(Title)
U.C. Division of Agricultural and Natural Resources most current
(Publisher) ISBN (Publication Date)
(2) Required:
California Department of Pesticide Regulation (Located on Line no ISBN)
(Author)
Laws and Regulations Study Guide
(Title)
California Department of Pesticide Regulation 2001
(Publisher) ISBN (Publication Date)
(3) Required:
(Author)
(Title)
(Publisher) ISBN (Publication Date)
(1) Supplemental:
(Author)
(Title)
(Publisher) ISBN (Publication Date)
(2) Supplemental:
(Author)
(Title)
(Publisher) ISBN (Publication Date)
(3) Supplemental:
(Author)
(Title)
(Publisher) ISBN (Publication Date)
Other Reference Materials/Supplies

AGTM 110 –new JUNE 05

MR – Changed from AGTM to HORT CCA 11/13/06 – Catalog inclusion date: 2007-08

INTEGRATED COURSE OUTLINE OF RECORD

MT. SAN JACINTO COLLEGE
1499 NORTH STATE STREET
SAN JACINTO, CA 92583

1. **Course Title:** Environmental Laws and Regulations
(Enter Title of Course)

2. **Course Number:** WATR 130
(Enter Department Name and Course Number (i.e. ENGL 101))

3. 3 48 - 54 3 units 0 units
Semester Units: **Semester Hours:** **Lecture units:** **/Lab units:**

4. **Catalog Description:** (75 words or less)

This course provides an overview of federal, state, and local laws pertaining to environmental protection and pollution prevention relating to water quality, air quality, solid waste, and cross-media contamination. It is intended for students pursuing the Water Technology Certificate or Associate of Science degree and/or professionals in the field.

5. **Need/Justification:** (brief summary of the need for the course as it relates to the mission of the college)

Environmental laws and Regulations define the conditions and terms concerning drinking water and wastewater treatment, in addition to establishing the pollution threats to humans and the environment. It is critical that treatment plant operators as well as other water agency employees are very familiar with all the laws and regulations relative to their jobs.

6. Prerequisite(s), Corerequisites, Advisory: (list course(s) and skills needed upon entering or in tandem with course to be taken)
Information in this section will only be entered into database only upon the board approval of the prerequisite/corequisite/advisory

Board Approval Date _____

7. Short Description for the class schedule: (120 characters)

This course is designed to provide a comprehensive overview of federal, state and local laws and regulations relating to environmental protection and pollution prevention for water, wastewater and air.

8. Learning Objectives: (express in behavioral terms)

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

1. Demonstrate knowledge of federal, state, and local laws relating to environmental protection and pollution prevention.
2. Describe the inter-relation of federal, state and local laws relating to environmental protection and pollution prevention.
3. Analyze case studies and apply the appropriate laws in the development of appropriate intervention actions and plans.
4. Demonstrate understanding of the environmental technician's legal role, responsibilities and requirements in environmental technology fields.
5. Demonstrate through case studies the importance and purpose of the environmental laws and regulations.
6. Report on new or pending significant regulations and their anticipated impacts.
7. Collect, evaluate and select information, examples, and expert opinion to illustrate and support points on a pending or proposed state or federal regulation (i.e. arsenic, chromium, MTBE).
8. Differentiate between various Public Health Goals (PHGs) and their intended benefits.
9. Examine and apply California Title 22 regulations as they relate to environmental and health concerns of citizens of California.
10. Compare and contrast federal and state regulations and their impacts on the water and wastewater industry.

9. Course Content: (outline of main topics and subtopics)

Lectures follow the approximate Schedule below:

Topics

- A. Air Quality Laws
 - a. Federal
 - Title 5
 - b. State
 - AQMD Board
 - c. Regional
 - South Coast Air Quality Basin
- B. Water Quality Laws
 - a. Federal, state and county
 - Safe Drinking Water Act (SDWA)
 - Title 22
- C. Wastewater regulations
 - a. Federal, state and county
 - Clean Water Act
 - b. Regional Boards
- D. Solid waste laws
- E. Cross media contamination Issues
- F. Regulating agency roles & activities
- G. Worker's legal rights, liabilities and responsibilities

10. Textbook (s): (Most current edition of textbook listed or similar text of parallel level. The suggested texts must cover the course content and be an appropriate instructional tool for achieving the objectives and implementing the methods of evaluation and instruction.)
The required college-level textbooks may include, but are not limited to the following:

Required:

(Author)

(Title)

(Publisher) or most current

(Edition)

Supplemental:

(Author)

(Title)

or most current

Other Reference Materials/Supplies

11. Methods of Instruction: (reflective of a variety of learning styles)

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

- Lecture presentation and discussion with supporting visual materials (overhead slides or multimedia), introducing concepts and terminology relevant to water/wastewater regulations throughout the course(e.g., the inter-relation of federal, state and local laws relating to environmental protection and pollution prevention and related water quality issues, types of laws and ordinances and their appropriate applications.
- Guest lecturers
- Review of current news articles relating to environmental laws and regulations in water/wastewater
 - Homework assignments to be graded and discussed in class
 - Special projects and case studies

12. 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:

- A. Quizzes: Periodic short objective tests of course-related concepts, such as how water or wastewater treatment systems are impacted by regulations, water quality issues, case studies and their impacts, society's role in the regulatory process, fiscal impacts of regulations and health based criteria.
- B. Midterm and final exams: A combination of objective questions of important concepts (previously quizzed or discussed in class).
- C. Instructor oral evaluations of small group activities (discussion of concepts or regulatory strategies or applications) throughout the course. These activities may be rewarded with points for participation, but not necessarily graded with variable points.
- D. Group or individual research project or case studies and presentation related to concepts and skills developed throughout the course.
- E. Graded assignments/worksheets

13. Examples of Assignments: (Describe sample assignments, which demonstrate level of difficulty expected, including writing, reading, out of class assignments. Critical thinking should be integrated into those assignments listed.)

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

Sample Reading Assignments

“Implementation of the Safe Drinking Water Act (SDWA) has greatly improved basic drinking water purity across the nation. However, recent EPA surveys of surface water and groundwater indicate the presence of synthetic organic chemicals in 20 percent of the nation’s water sources, with a small percentage at levels of concern”.

Students will be expected to read an article pertaining to the SDWA or on examples of water system contamination by synthetic organic chemicals and evaluate and summarize its significance.

After completion of this assignment students will be assigned selected discussion and review questions on the SDWA to assist the students in grasping the concepts of the SDWA and its impacts, covered in the reading assignments and in the class discussions.

Sample Oral Presentation

Students will select an outside article or abstract from a trade journal that addresses water or wastewater regulatory issues that exemplify current discussions or theories. The oral presentation must demonstrate the student’s understanding of the article and will be used for grading purposes.

Sample Written Term project Assignment

A written project may be assigned in which students apply what they have learned about issues and impacts due to new regulatory rules. For example, the Environmental Protection Agency (EPA) can set limits on arsenic and California additionally can impose more restrictive limits that may have significant financial consequences.

WATR 130/Revision date: New: 01/02

Integrated Course Outline of Record – Automotive (Honda Fast Track)

Submitted by: **Oudyalack Rampersad** Date: **11-05-2009**

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
Automotive	Automotive	AUME	101	MAINTENANCE LIGHT REPAIR I
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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.

<u>Lecture Units/Hours</u>	<u>Lab Units/Hours</u>	<u>Lecture Units</u>	+	<u>Lab Units</u>	=	<u>Total Units</u>
1 unit – 16-18	1 unit – 48-54	1.0		1.0		2.0
2 units – 32-36	2 units – 96-108	<u>Lecture Hours</u>		<u>Lab Hours</u>		<u>Total Hours</u>
3 units – 48-54	3 units – 144-162	16-18	+	48-54	=	64-72
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

AA/AS Degree General Ed Breadth Area(s):
Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: Enter number
Pass/No Pass ONLY: Yes or No (usually No)
Pass/No Pass ALLOW: (choose only 1)
Yes: Yes or No (usually Yes)
(click here for TOP code website)

Can be taken: **2** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.**

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 American Honda PACT program requirements for car care service technicians. Students wishing to become a Honda

Dealership Express Service technician must successfully complete this course.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Honda Express Service provides the student with Honda specific car care knowledge that would gain him/her entry level job placement at Honda/Acura dealerships.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Request from American Honda Motor Corporation to all PACT schools to offer Express Service as part of the PACT program. Meets the Requirements for the new concentration area for Honda Technicians (Maintenance Light Repair. MLR.)

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

Students must meet the following criteria to be selected for this manufacturer training program. Must attend the Honda PACT orientation. Have a valid CA Drivers license with Zero points, a valid social security number, must be 18 years old, must pass a drug test and have no felony.

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 and service.**
- 2. Compare and contrast the two types of braking systems used on today's vehicles and how they operate.**
- 3. Describe the different types of torque wrenches and how to use them.**
- 4. Identify and describe the operation of the vehicle horn, parking brake, and interior and exterior lights.**
- 5. Identify construction and function of automotive batteries and the inspection process of battery exterior and cables for signs of damage.**
- 6. Identify the location of the various fluid level check points and describe the filling procedure for each fluid.**
- 7. Describe the cooling system and coolant hose functions.**
- 8. Compare and contrast the key components of a hydraulic lift and its functions.**
- 9. Describe the procedure for filling the engine with oil and determining the correct oil level.**
- 10. Perform an exhaust system inspection, identifying leaks or malfunctioning components.**
- 11. Describe tire construction and function and identify the wear characteristics due to improper inflation and incorrect alignment.**

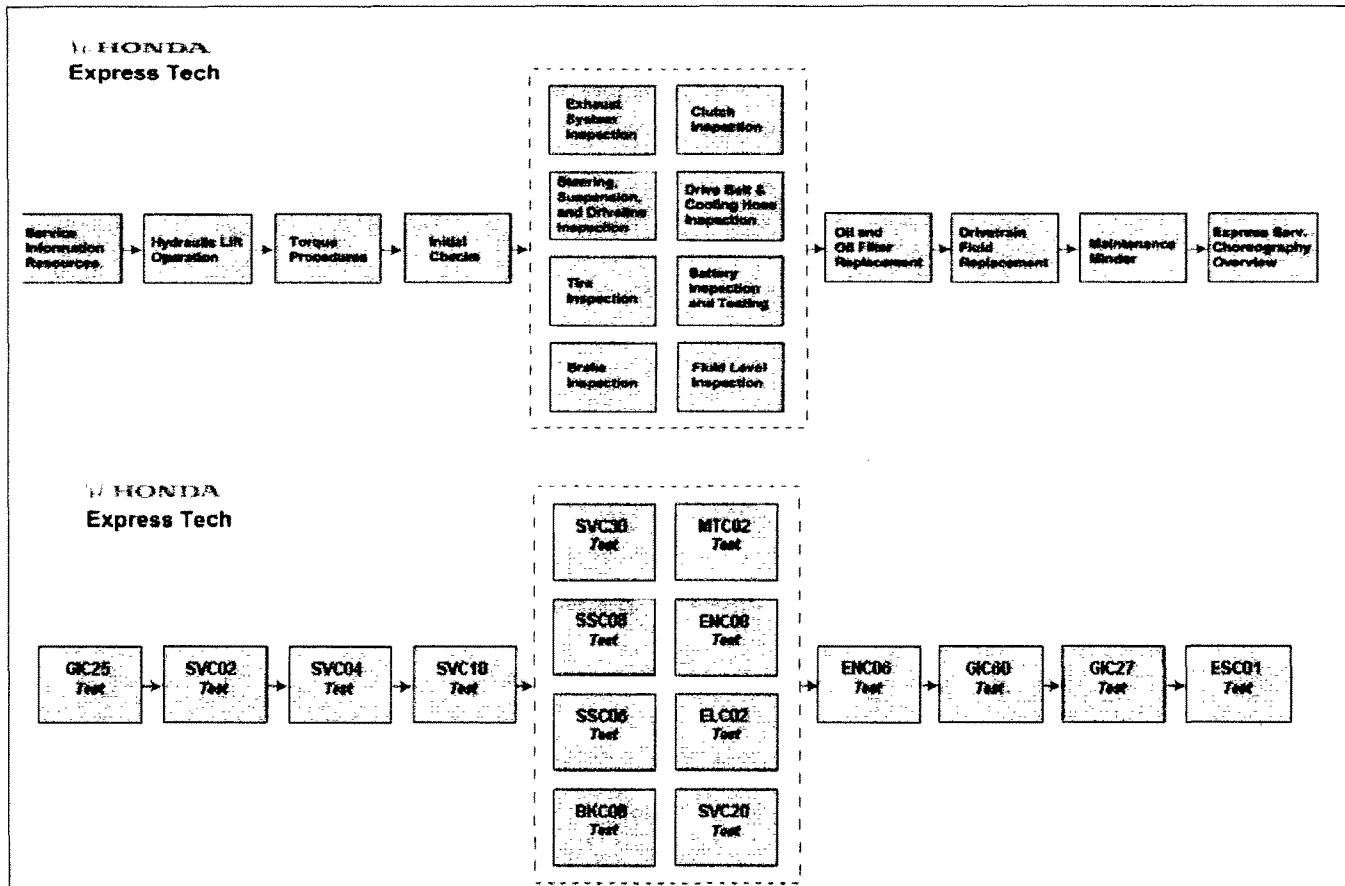
Course Content: (please number the outline of main topics and subtopics)

Course content consists of Honda's specific student Online University MAP.

- 1. Express Service Choreography**
 - a. Choreography overview
 - b. Express Service
 - c. Express Service Resources
 - d. 7,500 Mile Express Service—Solo Technician
 - e. 30,000 Mile Express Service—Two Technicians
- 2. Braking System Inspection**
 - a. Hydraulic Braking system Overview
 - b. Braking System Components—Disc and Drum Brakes
 - c. Braking System Inspection—Fluid level, Brake Pad or Lining Thickness
 - d. Disc Brake or Drum Brake Measurements
- 3. Torque Procedure**
 - a. Understanding Torque—What it is and why it is Important
 - b. Torque Wrenches—Click-type, Beam-type, and Dial-type
 - c. Insuring Accurate Readings
 - d. Torque Sticks
 - e. Preset Torque Wrenches
- 4. Initial Checks**
 - a. Horn
 - b. Parking Brake
 - c. Lights—Exterior and Interior
 - d. Wiper Blade Function and Wear
 - e. Wiper Blade Replacement and Nozzle Check
- 5. Clutch Operation and Inspection**
 - a. Clutch Function
 - b. Clutch components
 - c. Hydraulic Clutch Release
 - d. Mechanical Clutch Release
 - e. Clutch Inspection Procedure
 - f. Clutch Pedal Height and Free Play Inspection
- 6. Battery Inspection and Testing**
 - a. Battery Functions and Construction
 - b. Battery Safety—Connections, Jump-starting, Charging, Replacing
 - c. Inspecting the Battery
 - d. Battery Clean-up
 - e. Checking Charge Indicators
 - f. Checking Electrolyte Levels
 - g. Refilling Battery Fluid
 - h. Battery Testing
- 7. Fluid Level Checks**
 - a. Vehicle Fluids Overview—Fluids, Reservoirs, Fluid Checks
 - b. Engine Coolant—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks
 - c. Brake Fluid— Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks
 - d. Clutch Master Cylinder Fluid—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks
 - e. Power Steering Fluid—Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks

- f. **Automatic Transmission Fluid— Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks**
- g. **Windshield Washer fluid— Purpose and Function, Locate and Identify, Check Fluid Level, Add Coolant, Identify Leaks**
- 8. **Drive Belt and Cooling System Hose Inspection**
 - a. **Drive Belt Function**
 - b. **Drive Belt Inspection—Tension, Damage**
 - c. **Cooling System Components and Function**
 - d. **Cooling System Hose Inspection and Damage**
- 9. **Hydraulic Lift Operation**
 - a. **Express Service Lifts and Controls**
 - b. **Positioning of Vehicle**
 - c. **Raising and Lowering the Vehicles**
 - d. **Surface Mounted and In-ground Lifts**
 - e. **Non-Express Service Hydraulic Lifts**
- 10. **Oil and Oil Filter Replacement**
 - a. **Oil Grades and Viscosity**
 - b. **Oil Viscosity Recommendations and Oil Change Interval**
 - c. **Replacing the Oil, Oil Filter and Checking Oil Levels**
 - i. **Drain Bolt and Oil Removal**
 - ii. **Drain Bolt Inspection**
 - iii. **Oil Filter Removal and Filter Selection and Installation**
 - d. **Maintenance Indicator Light**
 - e. **Rechecking Oil Level**
- 11. **Under Vehicle Inspection**
 - a. **Exhaust System Components and Inspection—Muffler, Exhaust Pipes, Resonator, Catalytic Converter, Oxygen Sensors**
 - b. **Suspension System Inspection—Springs, Shock Absorbers, Suspension Arms, Connecting Hardware, Rubber Bushings**
 - c. **Check Fluid Lines—Gas, Brake, Coolant, Power Steering, Air Conditioning**
- 12. **Tire Inspection**
 - a. **Tire Construction and Function—Radial Tires, Tire Traction**
 - b. **Tire Inspection—Wear Damage**
 - c. **Tire Inflation—Under Inflation, Over Inflation**
 - d. **Tire Tread Depth Measurement and Thread ware Indicators**
 - e. **Tire Rotation**

Honda's specific student Online University MAP and testing.



Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture presentation and classroom discussion on current procedures utilized to perform express servicing of vehicles.
2. Use online PowerPoint media from Honda illustrating detailed module material illustrating all aspects of course data.
3. Hands-on activities demonstrating correct use of equipment necessary to perform Express service.
4. In-class group discussions and research assignments to analyze a variety of vehicle case situations.
5. Individual and group activities including brake inspections, oil changes, battery inspections, fluid inspection and recommendations for repair if needed.

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:

1. Students will be assessed on their contributions during class discussions and participation in problem solving activities, lab demonstrations, simulated exercises and group projects.
2. Quizzes, tests at the end of each module (online through Honda University), and an test will be given to assess for content understanding of terminology, knowledge of subject matter, and ability to perform and evaluate timed service

functions required of a Honda Express technician.

3. Students will be evaluated on their ability to safely assess and perform Honda Express tasks in each segment of the curriculum.
4. Students must pass the Honda PACT Final Examination for Express Service certification.

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:

The student will:

1. 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. Indicate the procedure to perform a 7,500 & 30,000-mile Express Service Inspection and service. The student will demonstrate an ability to operate within a team environment and to research and present information.
2. Complete an Exhaust system inspection, identifying leaks or malfunctioning components.
3. 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.
4. Perform an Express Service on a "BUGGED" Honda vehicle. Record results of all findings on an inspection form.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

All online training materials is provided by Honda Motor Corporation through Honda Online University.

Author

Title

Honda Motor Corporation

Auto Upkeep

2008

Publisher

ISBN

Publication Date

Required (2):

Michael & Linda E. Gray

Author

Title

Rooling Hills Publishing

978-0-9740792-1-9

Publication Date

Publisher

ISBN

Required (3):

Author

Title

Publisher

ISBN

Publication Date

Supplemental (1):

Author

Title

Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date
NEW JAN 10		

Submitted by: **Oudyalack Rampersad** Date: **11-23-09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
AUTOMOTIVE TECHNOLOGY	AUTOMOTIVE	AUME	109	Basic Maintenance Light Repair II (MLR)
History – M	HIST	HIST	151	History and Appreciation of Dance
Dance – M				
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit – 16-18	1 unit – 48-54	2.0	2.0	= 4.0
2 units – 32-36	2 units – 96-108	Lecture Hours	Lab Hours	Total Hours
3 units – 48-54	3 units – 144-162	32-36	96-108	= 128-144
4 units – 64-72	4 units – 192-216			
5 units – 80-90	5 units – 240-270			

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	25	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	0948.00	(click here for TOP code website)

Can be taken **2** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 of common road vehicles. The eight

basic automotive systems are explored with minor maintenance light repair. Emphasis is on overview of automotive technology as a career choice related to the Honda - Fast Track Program

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 Honda/Acura vehicles with an emphasis on maintenance and light repair.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Course is designed to provide students the skills to enter the workforce as a Light Repair Tech at Honda Acura dealerships.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

AUME-101 (with a grade of C or better)

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

Students must meet the following criteria to be selected for this manufacturer training program. Must attend the Honda PACT orientation. Have a valid CA Drivers license with Zero points, a valid social security number, must be 18 years old, must pass a drug test and have no felony.

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:

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

- a. Shop safety
- b. How to identify a vehicle.
- c. Complete a Repair/Work Order.
- d. Describe the desirable aspects of a professional automotive technician.
- e. Use electronic service repair manuals and online databases.
- f. Identify/select basic and specialized hand tools.
- g. Understand how to use precision test equipment.
- h. Describe the eight basic systems of a vehicle.
- i. Perform routine maintenance on Honda/Acura vehicles.

- j. Understand four stroke cycle operation**
- k. Identify Undercar systems.**
- l. Understand Basic electricity and electronics.**
- m. How Fuel and Emission Systems work and their role in global warming**

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

Course content consist of the following and also includes Honda's specific student Online University MAP.

- 1. Introduction to auto service**
 - a. Its impact on the vehicle owner, environment, and career opportunities.**
- 2. Safety in the work place, tools and equipment**
 - a. Working safely and developing a secure environment**
- 3. Handling of hazardous waste materials**
 - a. Correct disposal of hazardous waste and its effects**
- 4. Repair equipment, tools, fasteners**
 - a. Identification of proper test equipment and tools**
 - b. safety as applied to use of tools and equipment**
- 5. Engines and their systems**
 - a. Application of engine operation to other engine types**
 - b. Nomenclature and principles of operation to other engine types**
 - c. Timing Belt/Chain replacement.**
 - d. Cooling System checks and testing-pump and belt replacement**
- 6. Electrical: Batteries, starting, charging, ignition**
 - a. Study the principles of basic electricity as applied to ground transportation**
 - b. Using basic test meters/equipment – Honda ED-18**
 - c. Perform voltage drop testing using the DMM**
- 7. Fuel systems and emission controls**
 - a. Identify basic components, operation and service.**
 - b. Identify, service and maintenance to common emission control systems.**
- 8. Suspension, steering**
 - a. Perform an inspection and identify commonly worn parts,**
 - b. Determine the correct procedure for removal of replacement parts**
 - c. Understand and perform wheel alignment and TPMS iniatialization**
 - d. Checking for vibration**
- 9. Power train**
 - a. Identify components, describe their function and operation; identify the maintenance and service of this components.**
 - b. Fluid replacement**
- 11. Accessories**
 - a. Describe, identify, and determine the maintenance and service of these units.**
 - b. Troubleshoot wind noise**
- 12. Heating and Air conditioning**
 - a. Identify components**
 - b. Determine operation, inspection, and general service of this units**
- 13. Engine repair and service**

a. Identify the components, general inspection, operation and service of the engine components.

14. Brake systems

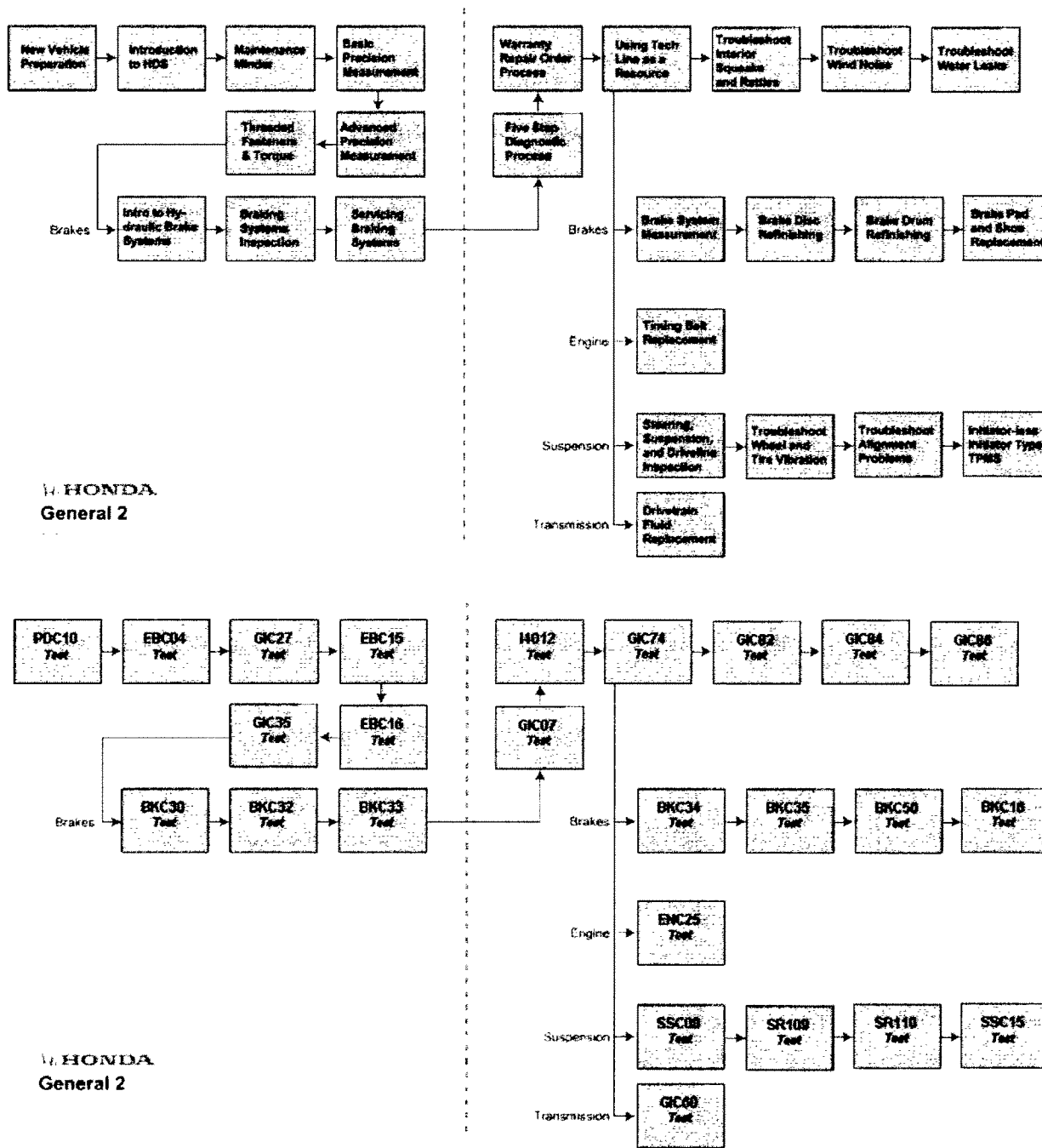
a. Identify the components, general operation, inspection and service procedures.

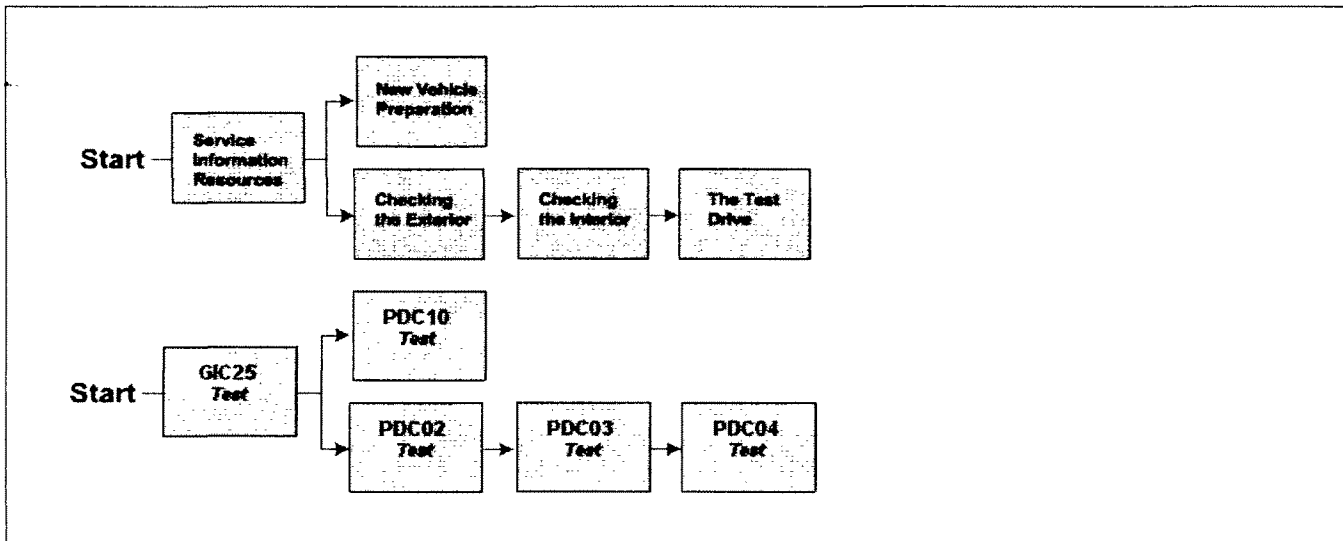
b. Resurfacing of rotors and drums. Installing Brake pads and lining.

15. Basic Electricity/electronics

a. Identify principles of operation electrical components, their inter relation to other systems, testing and servicing of electrical, electronics systems.

Honda's specific student Online University MAP with lab and testing.





Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

Instruction will include lecture, demonstration, large and small group discussions, individualized instruction by multi-media and online streaming video.

Supervised shop activities will be incorporated that provide practical application of theories and procedures taught in the classroom.

Lecture, demonstration, discussion	40%
Student lab assignments, shop work	45%
Instructor demonstration	15%

Lectures will involve discussions of theory and systems operation and will include review and discussion of assignments.

Students will work in cooperative teams in the classroom and in the shop, focusing on data retrieval, problem solving, and teamwork.

Textbook assignments requiring comprehension of materials and written responses to problems.

Guest speakers and field trips. Teams will visit local automotive Honda/Acura dealership identifying differences and similarities of operation.

Honda Lab training module task sheets will require students to complete skills with accuracy.

Reading assignments:

Use of weekly textbook and lab manual assignments.

Explore industry periodicals

Use of handouts provided by instructor and related to subject matter.

Writing assignments:

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:

Grading Policy:**1. Excellent - A**

- a. Complete all minimum course objectives.
- b. Complete all outside and multi-media assignments.
- c. Complete research assignment
- d. Miss not more than 1 scheduled quiz.
- e. Maintain test score average 90% or more.
- f. Demonstrate good work habits. The major points of evaluation in this area include:
 1. class participation
 2. assistance to and with others
 3. cleanliness of work areas and oneself
 4. safety
- g. Complete a minimum of 100% required Honda Online Modules
- h. Complete a minimum of 100% required Honda training Center Modules

2. Above average - B

- a. Complete all minimum course objectives.
- b. Complete 90% of all outside and multi-media assignments
- c. Complete 1 randomly selected, course and unit related, repair job. This includes writing the repair order, diagnosing the problem, using the proper equipment, reporting to the instructor what repairs are needed, and completing the necessary repairs.
- d. Miss not more than 2 scheduled quizzes.
- e. Maintain test score average 80%-89%.
- f. Demonstrate good work habits. The major points of evaluation in this area include:
 1. class participation
 2. assistance to and with others
 3. cleanliness of work areas and oneself
 4. safety
- g. Complete 90% required Honda Online Modules
- h. Complete 90% required Honda Training Center Modules

3. Average - C

- a. Complete all minimum course objectives.
- b. Complete 80% of all outside and multi-media assignments.
- c. Miss not more than 3 scheduled quizzes.
- d. Demonstrate satisfactory work habits. For evaluation see #f, above.
- e. Maintain test score average 70%-79%.
- e. Complete 80% required Honda Online Modules
- f. Complete 80% required Honda Training Center Modules

4. Barely Passing - D (Not recommended for trade employment)

- a. Complete all minimum course objectives.
- b. Complete 70% of all outside and multi-media assignments.
- c. Miss not more than 4 scheduled quizzes.

- d. **Demonstrates unsatisfactory work habits. For evaluation, see #f above.**
- e. **Maintain test score average 60%-69%.**
- f. **Complete 70% required Honda Online Modules**
- g. **Complete 70% required Honda Training Center Modules**

5. Failure - F

- a. **Not meeting requirements for D grade in all of the above three areas of evaluation.**
- b. **Test scores 59% or below.**
- c. **Complete 60% required Honda Online Modules**
- d. **Complete 60% required Honda Training Center Modules**

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:

1. **Compare and contrast the function of various Electrical & Electronics systems used in the automotive industry.**
2. **Analyze and correct timing (and other belts/Chains) belts failures.**
3. **Analyze and correct the cause of Undercar systems failures.**
4. **Test and verify various fault codes.**
5. **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.)**
6. **Disassemble, clean inspect and adjust cylinder head valve component, timing belts and evaluate the need for repair or replacement of faulty components.**
7. **Measure and analyze ignition systems for Voltage, Resistance and continuity.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

All lab Training Modules supplied by American Honda	
Author	Title

American Honda		
Publisher	ISBN	Publication Date

Required (2):

James E. Duffey	Modern Automotive Technology
Author	Title

Goodheart-Willcox Co.	1-59070-186-0	2009
Publisher	ISBN	Publication Date

Required (3):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

REV JAN 10

Integrated Course Outline of Record – English as a Second Language (ESL Certificate Level 1)

Submitted by: **Dan Peace** Date: **10/10/08**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
ESL - M	English	English as a Second Language	050	English as a Second Language Level 1
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

formerly ESL-050A revised June, 2007
formerly ENGL-50

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit - 16-18	1 unit - 48-54	4	0	4
2 units - 32-36	2 units - 96-108			
3 units - 48-54	3 units - 144-162	Lecture Hours	Lab Hours	Total Hours
4 units - 64-72	4 units - 192-216	64-72	0	64-72
5 units - 80-90	5 units - 240-270			

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	25	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	Yes	Yes or No (usually No)	TOP code (choose only 1)	4930.87	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4)
(If more than 1, justify with one of the following) (More detailed information on course repeatability can be found [here](#)).
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).

Speaking, listening, reading, writing, grammar, vocabulary, and pronunciation skills are focused on in this course. This class is the entry-level college credit course for speakers of English as a second language and focuses on the development of all language skills to increase overall language fluency for students who wish to prepare for college-level coursework..

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Carefull If you select the entire box that the words are within, it won't give an accurate count.

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 instruction and practice in developing overall language fluency to prepare students for academic coursework.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Carefull If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides a student-centered learning environment to meet the needs of the diverse communities and populations served by the college. Consequently, this program provides access to college-credit classes for non-native English speakers. This class serves as a source of cultural, personal, and educational enrichment for the entire community. This course also provides a solid bridge transitioning students from non-credit to credit courses with a increasingly academic focus.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

Appropriate placement based on CELSA placement instrument .

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None

Other Enrollment Criteria:

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

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

1. Utilize target grammar, vocabulary, and language patterns in spoken English.
2. Investigate, apply, and demonstrate learner skills and strategies in regards to reading, writing, speaking, and listening.
3. Differentiate non-native and native pronunciation patterns and increasingly incorporate native pronunciation elements into spoken English.
4. Consider and apply knowledge of American culture to writing, reading, speaking, and listening.
5. Utilize grammatical structures in written discourse.
6. Write an organized paragraph using standard college writing conventions and incorporating target grammatical structures.
7. Interpret short reading passages and discuss them critically.
8. Evaluate the main idea and infer information about level appropriate reading passages.
9. Edit one's own work, combining instructor and peer feedback.

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

1. **Speaking: students will receive instruction and practice in**
 - *targeted structures in both controlled and freer speaking activities
 - *target structures in class to effectively communicate ideas and opinions
2. **Learner skills and strategies: students will receive instruction and practice in**
 1. skills and strategies to increase linguistic and academic success
 2. strategies to effectively prioritize and organize assignments
3. **Pronunciation: students will receive instruction and practice in**
 1. Practicing the vowels and constants in English with special attention to common ESL learner errors.
 2. Using minimal pairs to focus on and improve non-native speech patterns.
4. **American culture**
 1. Reading texts that include elements of American culture
 2. Discussion of and integration of various aspects of American culture into class activities and assignments
5. **Grammar: Students will receive instruction and practice in**
 1. Identifying and using appropriately the parts of speech and elements of sentence structure.
 2. Using simple present, past, and future verb tenses and the present progressive in statements, questions, and negative statements.
 3. Understanding subject-verb agreement.
 4. Using count/ non-count nouns and quantifiers.
 5. Using definite/ indefinite articles.
 6. Using comparative forms.
 7. Using subject, object, and possessive pronouns and possessive adjectives.
 8. Using basic word order (Subject – verb – object) in sentences.
6. **Writing: Students will receive instruction and practice in**
 1. Writing simple and basic compound sentences.
 2. Writing complete sentences in response to exercises and questions.
 3. Writing timed paragraphs of a minimum of 100 words in a 50-minute period.
 4. Writing paragraphs with simple and basic compound sentences.
- 7 **Reading and Vocabulary: Students will receive instruction and practice in**
 1. Reading beginning to low-intermediate texts and answering questions about specific factual content.
 2. Understanding basic spelling principles of English.
 3. Guessing meaning of unfamiliar words from contextual clues with increasing accuracy.

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture and demonstration to assist students in the comprehension and development of prewriting and its impact on quality writing, drafting to promote better writing, editing to

utilize studied grammatical structures in the context of individual work, and revising to promote college-level communicative abilities.

2. Discussion to reinforce student comprehension of class materials including aspects of American culture.

3. Individual and group practice to synthesize class concepts and topics into student writing, listening, and speaking.

4. Pair/ small group practice cooperative learning (brainstorming ideas, peer evaluation, guided discussion of reading material) to assist in the formation of narrative and expository writing and responding critically and analytically to texts.

5. Video to promote discussion of class-related topics, preview class content and link to prior student knowledge and reinforce targeted grammatical structures.

6. Web-sites (Dave's ESL Café, Tower of English, University of Purdue OWL) to assist in the practice and fluency of studied grammatical structures, the recognition and use of standard usage rules, and the development of individual writing.

7. Level-appropriate computer software available in the LRC/ Writing Center (Rosetta Stone, Easy Writer, or other available software/cd-rom).

8. Controlled and freer speaking activities to apply targeted structures.

9. Lecture and discussion of relevant learner skills and strategies.

10. Modeling and feedback regarding American English pronunciation.

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:

1. Revisions of student writing to improve the quality of student work, increase writing fluency, and apply writing concepts and grammar usage.
2. Quizzes/tests to demonstrate students' knowledge of targeted grammatical structures and ability to apply writing techniques using standard American English. This may include testing for accepted academic style in a timed environment.
3. Presentations and/or projects applying knowledge and skills.
4. Quizzes/tests to demonstrate students' understanding of basic pronunciation principles such as the past tense "ed" ending sounds, reading comprehension, and meaning of vocabulary words from context.
5. Quantity and quality of verbal participation in speaking activities and application of targeted structures.

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

Students will participate in class activities that foster the acquisition of grammar and productive language competency in accordance with the stated course objectives and content. Students will be expected to complete sentence-level grammatical exercises, use targeted structures in discussion, read level-appropriate texts, and write organized paragraphs in response to class reading assignments.

Example writing assignment:

In writing, tell your classmates about a quality or characteristic that two of your friends have in common. Think about these ideas:

- Choose two friends you know well.
- Think of qualities they have in common.
- Choose one quality from your list to write about.

- In writing, tell your classmates about this quality in your two friends. Use details and examples to show this quality in your friends.
- Get together with 2 or 3 classmates. Take turns reading each other's writing.
- Use the three-part paragraph structure with a topic sentence, body, and concluding statement. Remember to give your reader enough information so that he or she can compare this one quality in your two friends.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Keith Folse Author	Great Sentences for Great Paragraphs Title	
Houghton-Mifflin Publisher	0618444165 ISBN	2005 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 2Publisher	 ISBN	 Publication Date

Supplemental (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

6/10 TOP Code changed to 4930.87, effective SU10 (previously 4930.82)

Submitted by: Dan Peace Date: 10/15/08

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
ESL - M	English	ESL	051	English as a Second Language Level 2
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Formerly ESL 051A rev JUNE 07
 Formerly ENGL 051

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	4		0		4
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	64-72		0		64-72
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	25	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	Yes	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	4930.87	<small>(click here for TOP code website)</small>

Can be taken 1 **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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).

ESL-051 is a continuation of ESL-050. This course provides instruction and practice in English sentence structure, reading, writing, speaking, listening, pronunciation, vocabulary, study skills, and critical thinking skills for students who wish to prepare for college-level work. Students should have passed ESL-050 or have an equivalent skill level to be successful in ESL-051.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Carefull If you select the entire box that the words are within, it won't give an accurate count.

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 class focuses on the development of all skills necessary for success in college-level classes including writing, reading, speaking, listening, and study and critical thinking skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Carefull If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course continues ESL-050 and provides a student-centered learning environment to meet the needs of the diverse communities and populations served by the college. Consequently, this program provides access to college-credit classes for high- beginning/low-intermediate non-native English speakers. This course further prepares students for success in an academic environment by focusing on all language skills.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

ESL-50 with a grade of C or better OR the appropriate placement score

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Utilize target sentence structures in written discourse.
2. Produce a well-developed paragraph with a clear beginning, middle, and end, using standard writing conventions and incorporating the targeted grammatical structures.
3. Interpret increasingly difficult reading passages and analyze topic, thesis, developmental information, and concluding sentences.
4. Evaluate the main idea and infer meaning in reading passages.
5. Edit written work with increasing accuracy.
6. Utilize writing process techniques effectively.
7. Utilize targeted sentence structures correctly when speaking.
8. Infer vocabulary from context and evaluate listening material for meaning and information
9. Differentiate non-native and native pronunciation patterns and increasingly incorporate native pronunciation elements into spoken English.

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

A. Grammar: Students will receive instruction and practice in...

1. Reviewing and using simple past, present, and future verb tenses and present/ past progressive verb tenses and modals.

2. Understanding and using perfect verb tenses.
3. Using the present perfect, real conditionals, and past modal expressions.
4. Using gerunds and infinitives appropriately.
5. Using parts of speech appropriately.
6. Using count/ non-count nouns, articles, and quantifiers

B. Writing: Students will receive instruction and practice in...

1. Using simple, compound, and complex sentence structures of time, cause and effect, contrast, and condition.
2. Extending writing from paragraph to basic essay form of one to three paragraphs with a clear beginning, middle, and end.
3. Using common transition signals of time and sequence.
4. Using appropriate coordinators and subordinators.
5. Writing a timed essay of 150 - 200 words in 50 minutes – 1 hour.
6. Understanding and using the prewriting tools (brainstorming, clustering, lists, quick-writing, tree diagrams, Venn diagrams).
7. Taking notes from classroom texts.
8. Making an outline of a story.

C. Reading and vocabulary: Students will receive instruction and practice in...

1. Reading intermediate level textual material.
2. Identifying and analyzing topic, thesis, support, and concluding sentences.
3. Guessing meaning from contextual clues.
4. Scanning reading material for specific information.

D. Spoken Discourse: Students will receive instruction and practice in...

1. Discussing topics, ideas, and opinions in pairs, small groups, and with the entire class using controlled and freer practice
2. Using targeted spoken structures in response to class activities.

E. Learner skills and strategies: students will receive instruction and practice in

1. Identifying and applying skills and strategies to increase linguistic and academic success
2. Using strategies to effectively prioritize and organize assignments

F. Pronunciation: students will receive instruction and practice in

1. Practicing the vowels and constants in English with special attention to common ESL learner errors.
2. Using minimal pairs to focus on and improve non-native speech patterns.

G. American culture

Reading texts that include elements of American culture

Discussion of and integration of various aspects of American culture into class activities and assignments

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. **Lecture and Demonstration** to assist students in the comprehension and development of prewriting and its impact on quality writing, drafting to promote better writing, editing to utilize studied grammatical structures in the context of individual work, and revising to promote college-level communicative abilities.
2. **Discussion** to reinforce student comprehension of class materials including aspects of American culture.
3. **Individual practice** to synthesize class concepts and topics into student writing, listening, and speaking.
4. **Pair/ small group practice cooperative learning** (brainstorming ideas, peer evaluation, guided discussion of reading material) to assist in the formation of narrative and expository writing and responding critically and analytically to texts.
5. **Video** to promote discussion of class-related topics, preview class content and link to prior student knowledge and reinforce targeted grammatical structures.
6. **Web-sites** (Dave's ESL Café, Tower of English, University of Purdue OWL, EnglishZone, Randall's Cyber-Listening Lab) to assist in the practice and fluency of studied grammatical structures, the recognition and use of standard usage rules, progressive reading improvement, and the development of individual writing.
7. **Level-appropriate computer software** available in the LRC/ Writing Lab.
8. **Controlled and freer speaking activities** to apply targeted structures.
9. **Lecture and discussion** of relevant learner skills and strategies.
10. **Modeling and feedback regarding American English pronunciation.**

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:

1. **Revisions of student writing** to improve the quality of student work, increase writing fluency, and apply writing concepts and grammar usage.
2. **Achievement quizzes and exams** to demonstrate student's knowledge of sentence mechanics and targeted grammatical structures.
3. **Quizzes and exams** to demonstrate student's knowledge of targeted grammatical structures and ability to apply writing techniques using standard American English and accepted academic style.
4. **Projects and/ or presentations** that assess critical thinking skills and speaking skills.

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

Students will participate in class activities that foster the acquisition of grammar and productive language competency in accordance with the stated course objectives and content. Students will be expected to complete sentence-level grammatical exercises, use targeted structures in discussion, read level-appropriate texts, and write organized paragraphs based on class reading, use and attach prewriting to writing assignments, revise a paragraph or basic essay, using instructor feedback.

Example writing assignment:

In writing, tell your classmates about one of your family customs. Think about these ideas and steps to take in the writing process.

- In your journal or on a piece of paper, brainstorm a list of customs in your family. Read your list to a partner. Listen to your partner's list. (This might help you think of more ideas.)
- Choose one of the customs from your list. Quickwrite for 5-10 minutes.
- Reread your quick-writing. Underline any ideas you like.
- Tell a partner about this custom. Answer any questions your partner has.
- Describe your family custom in writing.
- Read your writing aloud in a group of 3-5 classmates.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Keith Folse Author	Great Paragraphs Title	
Houghton-Mifflin Publisher	ISBN-13: 9780618271924 ISBN	2005 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Submitted by: **Dan Peace**

Date: **10/15/08**

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
ESL-M	English	ESL	063R	ESL Reading and Vocabulary Level 1
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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.

<u>Lecture Units/Hours</u> 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	<u>Lab Units/Hours</u> 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	<u>Lecture Units</u> 4	+	<u>Lab Units</u> 0	=	<u>Total Units</u> 4
		<u>Lecture Hours</u> 64-72	+	<u>Lab Hours</u> 0	=	<u>Total Hours</u> 64-72

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	25	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	4930.85	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 advances students' skills in the areas of vocabulary usage, literal comprehension, critical reading, and cultural inferences as necessary for mainstream college classes. This

course also improves students' reading skills, trains students to use reading strategies that can be applied to various reading tasks, emphasizes reading as a problem-solving process, and develops general study skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 practice in reading and vocabulary with an emphasis on reading strategies and skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course develops ESL students' reading comprehension and vocabulary in preparation for mainstream courses which require critical reading and application of college-level material.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

Placement into ESL-050

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. apply skills and strategies to various reading texts at a low-intermediate level;
- B. use context clues, morphological clues, syntactic information, and dictionary skills to extract meaning from text and build an academic vocabulary at a low-intermediate level;
- C. recognize various organizational patterns in low-intermediate level texts;
- D. differentiate between fact and opinion;
- E. relate existing knowledge to new from low-intermediate level texts;
- F. vary reading rate according to the difficulty of the text and the nature of the reading task;
- G. discuss the relevance of low-intermediate readings in terms of knowledge gained and/or attitudinal changes resulting from readings; and
- H. take notes from low-intermediate level texts

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

Content:

Both ESL reading courses (ESL 063R & ESL 064R) have essentially the same goals. The goals are to improve students' skills and comprehension and to develop a positive attitude toward reading, using level-appropriate materials.

1. Developing Reading Strategies
 - a. Underlining and highlighting
 - b. Skimming and scanning
 - c. Writing margin notes
 - d. Outlining
 - e. Note taking

- f. Applying KWL, SQ3R, etc.
- g. Changing reading rate
- 2. **Developing Vocabulary Skills**
 - a. Analyzing context clues
 - b. Analyzing morphological forms
 - c. Analyzing syntactical forms
 - d. Developing dictionary usage skills
 - e. Expanding both active and passive vocabularies
 - f. Expanding the use of American idioms
- 3. **Developing Comprehension**
 - a. Identifying the topic, main idea, and supporting details of the text
 - b. Recognizing organizational patterns used to relate ideas (i.e., cause and effect, illustration/example, and other logical sequences)
 - c. Analyzing how quotes, asides, footnotes, and support materials relate to the text
 - d. Summarizing, paraphrasing, and synthesizing from texts
- 4. **Developing Critical Reading Skills**
 - a. Predicting and drawing conclusions about a reading
 - b. Differentiating between fact and opinion
 - c. Categorizing, making generalizations, and elaborating on the text
 - d. Determining how one's knowledge or attitudes have been changed by the text
 - e. Analyzing organizational patterns used to relate ideas (i.e., cause and effect, illustration/example, and other logical sequences)
 - f. Connecting new knowledge from text to knowledge previously learned
- 5. **Using the Reading Process**
 - a. Using pre-reading activities
 - b. Reading the text
 - c. Responding to the reading
 - d. Extending the text

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

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

- 1. **Collaborative activities**
 - a. Reader's workshop
 - b. Pre-reading group activities
 - c. Collaborative analysis of readings
 - d. Dramatic interpretations
 - e. Direct instruction
 - f. Guided explication of required readings
 - g. Model pre-reading
 - h. Presentations
- 2. **Technological support**
 - a. Video and audio activities
 - b. Overhead illustrations
 - c. Computer-Aided Instruction and/or Computer Aided Language Learning
 - d. Bibliographic instruction
- 3. **Individual and/or group student-teacher conferencing on reading**
- 4. **Portfolio**

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:

1. Quizzes, tests or skills demonstration exercises as necessary to determine students' understanding of and ability to apply reading content.
2. Homework assignments to determine students' understanding of and ability to apply reading content.
3. Projects or presentations that display students' ability to comprehend and apply information.

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:

Reading a level appropriate text and applying reading skills/ strategies and critical thinking skills to determine: the main idea, supporting ideas, the author's intentions, the meaning of unknown words with context clues, specific information, etc...

Required (1):

Anderson, Neil		Active Skills for Reading Book 4	
Author		Title	
Thomson Heinle	1-4240-0236-2	Latest Edition	
Publisher	ISBN	Publication Date	

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (2):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (3):

Author		Title	
Publisher	ISBN	Publication Date	

Integrated Course Outline of Record – English as a Second Language (ESL Certificate Level 2)

Submitted by: **James B. Wilson** Date: **04/09/07**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
ESL - M Communication Studies-M	English	ESL	056	English Conversation and Culture
	Communication	COMM	056	English Conversation and Culture
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54	+	0	=	48 - 54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	25	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	Yes	Yes or No (usually No)	TOP code	4930.86	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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 an English conversation class that develops listening and speaking skills in the context of acquiring academic content. Students acquire academic skills while learning about American culture and communication. Classes consist of listening exercises, pair/ small group discussion and student presentations. A basic knowledge of English is required. This class may be repeated twice for credit.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 ESL conversation class to develop communication skills, intercultural skills, and knowledge of American culture. Students prepare oral reports.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides a student-centered learning environment to meet the needs of the diverse communities and populations served by the college. Consequently, this program provides access to college-credit classes for non-native English speakers. Conversation courses provide the focused listening and speaking opportunities necessary to improve second language learner oral production. The course is being crosslisted with COMM 056 because of the emphasis placed on oral communication in the objectives and content.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

Placement into the ESL credit program

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

Upon successful completion of this course, students will be able to...

1. communicate about academic procedures and requirements.
2. ask about alternatives and state preferences.
3. identify parts of a lecture.
4. use appropriate language to solve problems.
5. recognize and use direct and subtle speech.
6. contribute ideas in group activities.
7. use key words to take notes from lectures and taped discourse.
8. notice nonverbal communication cues (facial expressions, gestures).
9. ask and give clarification of viewpoint.

10. paraphrase orally to help communicate meaning.
11. evaluate a speaker's intent.
12. listen for and comprehend specific language cues to better understand conversations.
13. prepare effectively for a debate, discussion, or short oral presentation.
14. differentiate and interpret whole ideas rather than individual vocabulary words to improve fluency and diminish translation.
15. distinguish contrasting viewpoints.
16. write a 1-2 paragraph summary of what the student has heard.
17. use a chart to list problems and solutions.
18. create and present an oral presentation (5-10 minutes) integrating visual accompaniment and primary/ secondary source material.
19. express appropriate feedback and appraise peer oral presentations.
20. determine meaning from stress, tone, and intonation patterns.

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

Topics:

1. American college norms and expectations.
2. Cross-cultural communication styles
3. General American values/ values comparison.
4. Nonverbal communication cues.
5. Communication styles.
6. Personal/ Geographic boundaries.
7. Quality Tools for problem solving.
8. Free Speech/ Media/ Censorship
9. Current events/ issues.
10. Ethics
11. Academic Study Skills
12. Gender relationships
13. Acculturation/ Culture Shock
14. American Culture/ Cross-Cultural Comparison

Listening/ Speaking Skills: (functional content)

1. Offering advice.
2. asking about alternatives.
3. asking for/ giving clarification.
4. compromising.
5. making explicit/implicit demands.
6. recognizing/using direct speech.
7. expressing both sides of an issue.
8. expressing concern, dissatisfaction, empathy, opinions
9. talking about hypothetical situations.
10. offering polite excuses.

)

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

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

1. Whole Class Discussion to determine student's comprehension of class material, develop speaking strategies, and promote listening.
2. Pair/ Small group activities to understand class content, synthesize ideas, apply class content to student knowledge, and promote analysis of studied material.
3. Cooperative problem solving to promote understanding of point of view, brainstorm ideas related to class content, express cross-cultural comparisons, and find examples related to key course concepts
4. Individual listening practice to develop listening skills, understand sight/sound correspondence, and prepare for academic discourse.
5. Lecture to foster comprehension of key course concepts, deliver content, develop listening skills, promote questioning strategies, elicit clarification, and give opportunities to verify student comprehension.
6. Videos related to course content and/or current events to develop listening skills, synthesize course content, and promote awareness of culture as it relates to effective communication.
7. Newspapers/Magazines to model summaries of information
8. Web-sites to find information about the United States, its culture, and current events and to promote the development of listening skills (Library of Congress, ABC News, CNN, C-Span, U.S. Census Bureau, Study Skills Self-Help Information, Yahoo! Movies, Randall's Cyber-Listening Lab)

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:

1. Class participation to demonstrate student's comprehension of class content.
2. Quizzes on course content to demonstrate student's comprehension of class content and promote the development of listening skills.
3. Listening quizzes to ensure the development of listening comprehension, aural fluency, and sight/sound correspondence.
4. Oral summaries of articles or other reading material to develop synthesis and analytical skills, promote student's communication abilities, and foster knowledge of class-related content.
5. Midterm examination including main points/ details from short lecture, text material, and an in-class oral presentation. This promotes student accountability, helps students learn basic presentation techniques, and allows students to share their knowledge with classmates in a semi-formal environment in preparation for further college study.
6. Peer/ Instructor feedback on student presentations to foster listening comprehension skills, promote questioning and clarification skills, and develop student's ability to analyze content and give appropriate feedback pertinent to the improvement of classmates' overall communicative abilities.
7. Final examination including main points/ details from a short lecture and an in-class oral presentation with visual accompaniment to verify student comprehension of class content, ensure student's ability to apply class content to personal communication, and promote overall communicative 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:

Students will participate in class activities that foster the acquisition of grammar and productive language competency in accordance with the stated course objectives and content. Examples of assignments may include, but are not limited to language contact assignments and in-class sharing of language experiences, small group discussion and oral debriefing of group efforts, an oral summary of a student-chosen news story, a short (4-6 minutes) oral presentation with main points visual related to

course content, an individual, pair, or small group presentation (5-10 minutes) on male/ female communication, cross-cultural communication, tips for academic success, or other topic.

Assignment example: ESL 056 Oral Presentation

Prepare a short (5-10 minute) presentation that introduces your first culture to the class. Include any information you think is relevant or important for your classmates to know about your culture. Think about what you think is important for people outside your culture to understand. Some possible topic areas include:

- values
- customs
- traditions
- language/ communication
- family
- social system
- government
- work
- holidays/ celebrations
- marriage and dating
- gender roles
- age
- time orientation (past, present, future)
- thinking (linear, circular, other)
- education

Steps

- 1) Think about the topic. Brainstorm (and write down) some ideas.
- 2) Choose 2-4 topic categories to concentrate on. Write some notes about each category. Organize your information.
- 3) Make a handout for your classmates (name, class, title of presentation, topic areas, main points, subtopics) – If you get this to me at least two (2) days before the presentation, I can make copies for you.
- 4) If you would like to use the overhead projector, get a copy of your visual to me before October 25, and I can make an overhead transparency for you.
- 5) On October 25, present your information to the class. Follow presentation guidelines from the October 16th class. Do not read. Do not write a speech. Write some main points on an index card, put some main points on the chalkboard, or prepare a visual for classmates to see if you want. Speak to people as if they are your friends and you are sharing information. To conclude, discuss any similarities and/ or differences you have noticed between your culture and general American culture.
- 6) Ask for questions from your classmates.
- 7) You will be graded based upon your attention to these guidelines.
- 8) This and a short quiz connected to the textbook material and cultural comparisons we have discussed in class will account for your midterm grades

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Karen Carlisi

Author

Tapestry: Listening and Speaking 3

Title

Thomson-Heinle	083840023-X	2000
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

M.E. Sokolik	Rethinking America
Author	Title

Heinele and Heinle	ISBN-13: 978-0838447321	2003
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

ESL 056A rev JAN 08 (formerly ENGL 056 – cr as COMM 056)
6/10 TOP Code changed to 4930.86, effective SU10 (previously 4930.80)

Submitted by: **Dan Peace** Date: **11/25/08**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
ESL-M	English	ESL	064R	ESL Academic Reading and Vocabulary Level 2
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	4		0		4
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	64-72	+	0	=	64-72
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	25	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code	4930.85	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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 advances students' skills in the areas of vocabulary usage, comprehension, critical thinking, and cultural inferences to prepare for the reading skills required for college level

classes. This course also improves students' reading strategies that can be applied to various reading tasks, emphasizes reading as a problem-solving process, and develops study skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 practice in reading and vocabulary with an emphasis on reading strategies and skills.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course further develops ESL students' reading comprehension and vocabulary in preparation for mainstream courses which require critical reading and application of college-level material.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

ESL-63R (with a grade of C or better) or the appropriate assessment score

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Interpret reading tasks and organize appropriately.
2. Apply test taking strategies to various test questions, including multiple choice, true/false, short answer, essay responses, and matching.
3. Evaluate, rank, and categorize information
4. Identify, assess, and apply effective reading strategies for specific reading tasks.
5. Differentiate between major and minor points.
6. Analyze the structure of a text, including the main point and supporting points.
7. Evaluate the author's ideas and intent.
8. Employ critical thinking skills
9. Utilize context clues, morphological clues, syntactic information, and dictionary skills to extract meaning from texts and increase vocabulary;
10. Recognize various organizational patterns to increase comprehension
11. Differentiate between fact and opinion;
12. Apply background knowledge to reading material to enhance comprehension
13. Assess the nature and difficulty level of reading tasks and vary reading rate and strategies accordingly.
14. Summarize and organize the content in a given text.

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

Content:

Both ESL reading courses (ESL 063R & ESL 064R) have essentially the same goals. The goals are to improve students' skills and comprehension and to develop a positive attitude toward reading, using level-appropriate materials. However, ESL-063R is focused on developing

general reading vocabulary while ESL-064R is more academically focused.

1. **Developing Reading Strategies**
 - a. **Underlining and highlighting**
 - b. **Skimming and scanning**
 - c. **Writing margin notes**
 - d. **Outlining**
 - e. **Note taking**
 - f. **Applying KWL, SQ3R, etc.**
 - g. **Changing reading rate**
2. **Developing Vocabulary Skills**
 - a. **Analyzing context clues**
 - b. **Analyzing morphological forms**
 - c. **Analyzing syntactical forms**
 - d. **Developing dictionary usage skills**
 - e. **Expanding both active and passive vocabularies**
 - f. **Expanding the use of American idioms**
3. **Developing Comprehension**
 - a. **Identifying the topic, main idea, and supporting details of the text**
 - b. **Recognizing organizational patterns used to relate ideas (i.e., cause and effect, illustration/example, and other logical sequences)**
 - c. **Analyzing how quotes, asides, footnotes, and support materials relate to the text**
 - d. **Summarizing, paraphrasing, and synthesizing from texts**
4. **Developing Critical Reading Skills**
 - a. **Predicting and drawing conclusions about a reading**
 - b. **Differentiating between fact and opinion**
 - c. **Categorizing, making generalizations, and elaborating on the text**
 - d. **Determining how one's knowledge or attitudes have been changed by the text**
 - e. **Analyzing organizational patterns used to relate ideas (i.e., cause and effect, illustration/example, and other logical sequences)**
 - f. **Connecting new knowledge from text to knowledge previously learned**
5. **Using the Reading Process**
 - a. **Using pre-reading activities**
 - b. **Reading the text**
 - c. **Responding to the reading**
 - d. **Extending the text**
6. **Test taking strategies**
 - a. **Multiple choice, True false, matching, short answer, essay responses,**
 - b. **Evaluate the accuracy of statements**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture and demonstration to assist students in the comprehension and development of readings skills and strategies and vocabulary.**
2. **Group discussion to develop student reading comprehension and critical thinking skills.**
3. **Individual reading practice to synthesize class concepts and topics**
4. **Pair and small group activities focusing on specific reading based tasks.**
5. **Web-sites (Dave's ESL Café, Tower of English, University of Purdue OWL, EnglishZone, Randall's Cyber-Listening Lab) to assist in the development of specific reading skills (if available)**

- 6. Level-appropriate computer software available in the LRC/ Writing Lab.
- 7. Controlled and freer reading activities to apply targeted skills.
- 8. Lecture and discussion of relevant learner skills and strategies.

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

- 1. Quizzes, tests, or skills demonstration exercises as necessary to determine students' understanding of and ability to apply reading content.
- 2. Homework assignments to determine students' understanding of and ability to apply reading content.
- 3. Projects or presentations that display students' ability to comprehend and apply information.
- 4. Written summaries of various texts.

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.Example:**
Read the following two articles that present opposing viewpoints. In a short essay, compare and contrast the ideas presented and present your opinion with supporting points.
- 2.Example**
Read the text and apply reading skills, reading strategies, and critical thinking skills to answer the following questions about the main idea, supporting ideas, the author's intentions, vocabulary words, and specific information.

Required (1):

Smith, Brenda		<u>Breaking Through: College Reading, with alternate readings, 7th</u>	
Author:		Title	
New York: Longman,	0321419243	2006	
Publisher	ISBN	Publication Date	

Required (2):

Author		Title	
Publisher	ISBN	Publication Date	

Required (3):

Author		Title	
Publisher	ISBN	Publication Date	

Supplemental (1):

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Author	Title	
Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

6/10 TOP Code changed to 4930.85, effective SU10 (previously 4930.80)

Submitted by: **Dan Peace** Date: **11/23/2008**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
ESL-M	English	English as a Second Language	098W	English Writing Fundamentals
History - M	HIST	HIST	151	History and Appreciation of Dance
Dance - M	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	Lab Units/Hours 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	Lecture Units 4	+	Lab Units 0	=	Total Units 4
		Lecture Hours 64-72	+	Lab Hours 0	=	Total Hours 64-72

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **25** Enter number
Credit/No-Credit ONLY **No** Yes or No (usually No)
Credit/No-Credit ALLOW **Yes** Yes or No (usually Yes)
TOP code **4930.84** ([click here for TOP code website](#))
 (choose only 1)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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 prepares speakers of other languages for ENGL 101 by providing instructors trained in teaching ESL. The course provides practice in American

English composition with an emphasis on the multiple-paragraph essay. Grammar, writing mechanics, and paragraphing will also be reviewed with attention given to the unique needs of ESL students. Students will also be introduced to using library resources. Completion of ESL-098W with a grade of "C" or better meets the prerequisite for ENGL-101.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 practice in American English composition with emphasis on the multi- paragraph essay, with a review of grammar, mechanics and paragraphing.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course addresses many of the unique needs of ESL students as it prepares them for the transfer-level composition course, develops expository writing, and introduces basic academic research fundamentals.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

ESL 62W (with a grade of "C" or better) or ENGL 62 (with a grade of "C" or better) or the appropriate assessment test score

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 ability to write using American English writing style, including argumentation which is often discouraged in some cultures.**
2. **Evaluate and apply the use of direct and logical argumentation in American English writing compared to differing argumentation styles (for example, Arabic writing often values the artistic use of non-linear logic and opposing points simultaneously being used as support of an opinion.)**
3. **Apply writing elements and rhetorical modes in organizing multiple paragraph compositions totaling at least 3,000 words/12 typed pages.**
4. **Utilize critical thinking skills in the reading and discussion of written texts and the composing of essays.**
5. **Apply correctly the form and function of the verb tenses and modals in English that correspond to the various rhetorical writing modes (for example, past and past progressive for narratives and modals for argumentative essays).**
6. **Apply the rules of grammar, including article, preposition, and punctuation.**
7. **Revise compositions through self-evaluation and feedback from students and the instructor.**
8. **Evaluate and eliminate elements of first language interference in writing production.**
9. **Evaluate thesis statements and supporting points based on American English writing standards.**
10. **Create and develop supporting points for clearly stated thesis statements.**
11. **Explore library and alternative research methods.**

12. Evaluate the difference between plagiarism and the correct use of sources.
13. Demonstrate the influence of audience on a composition.

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

Content:

A. Sociolinguistic influences on writing

1. Sociolinguistic awareness
2. Identifying elements of first language interference in the writing process.
3. American English writing values: logical development, clear and direct thesis statements, culturally relevant topics

B. Preparation for and execution of the writing of essays:

1. Establishing effective thesis statements, supporting points, transitions, introductions, and conclusions
2. Transitions to indicate main points, sequence, comparison, contrast, examples, place, time, repetition, summary, conclusion, and cause/effect
3. Pre-writing strategies
4. Establishing support through definition, illustration, and example
5. Organizing information by outlining
6. Writing multiple drafts
7. Adjusting writing for audience and purpose

C. Essay structure and content development

Thesis statement

1. Scope of subject
2. Main point/argument
3. Placement
4. Forecast of organization

Organization/paragraph development within the essay

1. Coherence
2. Unity
3. Transitional elements between paragraphs and major sections of the paper

Body paragraphs

1. Topic sentences
 - a. Limited subject
 - b. Attitude emotion, opinion, approach
 - c. Placement—beginning, end, implied
2. Support thesis statement

Organization of essay

1. Order of importance/complexity
 - a. General/specific
 - b. Temporal
 - c. Spatial
2. Coherence
3. Unity

D. Critical thinking skills

- i. Analyzing texts for the intent of the author, main points,

- ii. Responding to an author's ideas
- iii. Logical development in compositions

E. Rhetorical Modes which may include:

1. Narrative
2. Descriptive
3. Comparison and contrast
4. Process
5. Definition
6. Classification
7. Definition
8. Persuasion/Argumentative

F. Appropriate grammar forms taught through the rhetorical writing patterns:

1. review of verb tenses (past perfect is optional)
2. review of adverbial words/phrases of time
3. review of coordinating conjunctions
4. agreement
5. Fragments, run-ons sentences, and comma splices
6. punctuation
7. modals, prepositions, and articles

G. Editing and Revision

1. Editing and proofreading techniques
2. Revising structure
3. Revising content
4. Revising grammar, punctuation, syntax, and diction

H. Sentence Types and Sentence Variety

1. Review of Simple Sentences
2. Review of Compound Sentences
3. Review of Complex Sentences
4. Review of Compound/Complex Sentences
5. Review of Sentence combining

I. Introduction to research

- A. Library searches
- B. Internet research
- C. Evaluation of sources
- D. Paraphrasing, direct quoting, documenting
- E. Plagiarism

J. Collaborative Learning**K. In-class timed essays**

1. Time management for timed essays
2. Organizing the writing process for timed essays
3. Editing timed essays

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture and small group discussion to highlight the difference between standard American English writing style and other cultures of the world, followed by handouts that summarize the standard American English writing style.
2. Review of student writing by the instructor to determine needed areas for review, followed by lecture, group work, editing, or activities to address the specific needs of students. These areas of review may include the form and function of the English verb tenses, modals, articles, and prepositions.
3. Pairwork, group activities, lecture, demonstration, handouts, and discussion to explain the rules of grammar and their application.
4. Required skills demonstration exercises (individually or in groups) to allow students to review grammar and usage rules.
5. Individual and group work focused on reading, analyzing, and outlining various model essays to provide examples of writing elements and rhetorical modes.
6. Collaborative learning activities to maximize background knowledge and provide a rich environment for students to help one another understand and internalize course content.
7. Lecture and demonstration to illustrate the construction of and the revision of expository essays.
8. Lecture coupled with activities to understand and apply the rules of sentence types.
9. Guided discussion and class activities to promote the understanding and correct application of the concepts of expository writing, varying sentence types, and grammar usage.

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:

1. Evaluation of writings and homework exercises to determine students' understanding of and ability to apply concepts of expository writing, grammar usage, and sentence variety.
2. Quizzes, tests, and/or skills demonstration exercises to determine student's understanding of and ability to apply the course content.
3. Four to six multi-paragraph expository essays (totaling 3,000 words/12 typed pages) with a strong thesis statement, adequate support and development, and strong body paragraph focus; essays should demonstrate an understanding of and ability to apply standard American English.
4. Evaluation of student revisions to their composition after receiving feedback.
5. Evaluation of contributions during class discussions

Essential elements to include in the evaluation:

1. One essay must be an argumentative essay.
2. One essays should be written under timed conditions.
3. At least two compositions will be written in the 3rd person, formal tone.
4. Total word count will be a minimum of 3000 words (12 typed pages), not including

revisions.

5. No literary analysis may be assigned.

Guidelines for the evaluation of written work (including in-class and out-of-class assignments):

1. Organization

- a. The paper addresses the assigned subject;
- b. The paper has a clear plan;
- c. The paper is developed logically;
- d. The subject is adequately limited;
- e. The paper is unified around a central idea;
- f. The introduction and conclusion are effective;
- g. The essay's body paragraphs are linked with appropriate transitional devices;
- h. The body paragraphs are organized:
 - 1) The paragraphs contain a topic sentence;
 - 2) All material in the paragraphs is relevant to the topic sentence;
 - 3) The sentences are in logical order.

2. Content

- a. The ideas reveal some maturity of judgement;
- b. The observations suggest the writer's critical perception and insight;
- c. The writer analyzes the subject intelligently, accurately, and thoroughly

3. Support of Generalizations

- a. Examples, illustrations, facts, or other forms of evidence are relevant;
- b. The audience would accept the evidence used;
- c. The details appeal to the audience;
- d. Abstract words are defined or illustrated;

4. Diction

- a. The vocabulary level is appropriate to the purpose, subject, and audience;
- b. The diction is appropriate for the purpose, subject, and audience;
- c. The words are used accurately;
- d. The language is original and vivid;
- e. The language is not too formal, stilted, elaborate, etc. for the purpose, subject, or audience.

5. Style

- a. Unnecessary words have been eliminated;
- b. Sentences are effective;
- c. Sentences vary in length and type;
- d. Short, simple sentences are used appropriately;
- e. Passive voice is used only where it is effective;
- f. Subordination is used to signal intended relationships;
- g. The tone is appropriate to the purpose, subject, and audience.

6. Mechanics

- a. The paper is completely free of gross spelling errors and generally free of others;
- b. The punctuation gives the appropriate syntactic signals;
- c. The writer capitalizes correctly;

- d. The writer handles titles, syllabification, numbers, and abbreviations acceptably;
- e. The paper is generally free of major sentence faults, including unintentional fragments, run-on sentences, and comma splices.
- f. The student follows acceptable usage standards in matters of agreement:
 - 1) The paper generally free of subject-verb agreement errors;
 - 2) The paper is generally free of pronoun-antecedent agreement errors;
- g. The paper is free of serious errors of case;
- h. The paper is free of dangling modifiers and other ambiguities.

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. After comparing/contrasting the worldviews described in the reading referred to as “The Melting Pot” and the “Salad Bowl”, write an argumentative paragraph about which is the better worldview and why. Include a clear topic sentence, supporting information, and examples.
2. Essay Topic: Write an argumentative essay that provides a solution for the increasing problem in America of childhood obesity.
3. Essay topic: Compare and/or contrast learning a new culture from an immigrant’s viewpoint and learning an environment from an infant’s viewpoint. Present several points of comparison or contrast by arranging the information in either block-to-block or point-by point organization and indicate to the reader the importance of the similarities or differences which you discuss.
4. Essay topic: Define a social problem. This extended definition should explain an entire phenomenon, such as homelessness or teenage graffiti. In your development, you may want to give a simple or intensive definition, but you will need to include a discussion of the essential nature of the idea (what it is) and the limits around an idea (what it is not). Writers use extended definition to indicate what a word or an idea represents, to make a specific point about it, or to make a point in an unusual way.
5. Essay topic: Define a type of music. This extended definition should explain a word or an idea or an entire phenomenon. In your development, you may want to give a simple or intensive definition, but you will need to include a discussion of the essential nature of the idea (what it is) and the limits around an idea (what it is not). Writers use extended definition to indicate what a word or an idea represents, to make a specific point about it, or to make a point in an unusual way.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Anker, Susan	Real Writings with Readings	
Author	Title	
Bedford/St. Martin's	031244883X	2006 Fourth Edition
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Diana Hacker	ESL Version A Writer's Reference 6th Ed.	
Author	Title	
Bedford/St. Martin's	0312477686	2007
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

6/10 TOP Code changed to 4930.84, effective SU10 (previously 4930.80)

Integrated Course Outline of Record – Engineering (Solar Photovoltaic)

Submitted by: **K.DIMEMMO/D. HUNT** Date: **10/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BUSINESS	BADM	SEMA	100	Our Sustainable Future
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

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

Lecture Units/Hours 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	Lab Units/Hours 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

AA/AS Degree General Ed Breadth Area(s): **B2**

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	40	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0506.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the

ecosystem, human society, and the economy . Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces the principles of Sustainability within global and domestic business environments.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration and Solar Wind and Manufacturing Energy Employment Concentrations, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 historical, scientific, philosophical and institutional origins of the current sustainability movement.
2. Define sustainability and evaluate the sustainability of particular systems and practices in contrast to others.
3. Explain the interdependent relationship between the economy, society and the ecosphere using a systems theory approach.
4. Discuss the current problems that plague the ecosphere, human societies and modern industrial capitalism and discuss theories and possible remedies necessary to reverse these trends.
5. Demonstrate the mechanics of alternative energy, transportation, building materials, food production, community planning, and innovations of other industries and organizations that will provide new forms of employment and new forms of living.
6. Analyze the political and cultural challenges of sustainability implementation.
7. Develop ideas to create common ground and promote the principles of sustainability to diverse groups of people.
8. Demonstrate the skills of civic participation and the importance of implementing them.
9. Access and evaluate sources of information on sustainability issues.

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

Unit 1 Introduction to Sustainability

What is Sustainability?

- a. Definitions of sustainability
- b. Elements of sustainability (Environmental, Social, Economic)
- c. Historical origins of sustainability movement
- d. Philosophy of sustainability movement

Unit 2 Why is Sustainability Necessary?

Historical Background

- a. Socio-Cultural Development
- b. The Industrial Revolution
- c. Philosophical Views of Nature

Unit 3 Global Sustainability Conditions

Current Conditions

- a. Socio-Cultural - Growing Global Inequality
- b. Economic – Shareholder vs. Stakeholder Interests
- c. Ecosphere – The Early Warnings: There are Limits

Unit 4 Environmental Science Today

- a. Resource Depletion
- b. Pollution – Air, land, water
- c. Loss of Biodiversity – species extinction
- d. Global Warming
- e. Ecological Footprint

Unit 5 Who Will Lead? –

The Scientific Community/Third-World Farmers and Workers/ Global Corporations

Detail and give a case study

- a. The Triple Bottom Line
- b. Cradle-to-Cradle manufacturing
- c. Eco-Efficiency
- d. Biomimicry
- e. Economic and environmental analysis
- f. Overcoming Barriers
- g. Governmental Regulations
- h. Case studies

Unit 6 Who Will Lead? –

Educational Institutions/States, Cities and Individual Citizens

- a. Talloires Declaration
- b. Economic and Environmental Analysis
- c. Overcoming Barriers
- d. Governmental Regulations
- e. AASHE
- f. K-12
- g. Case Studies

Unit 7 Implementation: Energy Sources

- a. Fossil Fuels
- b. Solar Energy

- c. Wind Energy
- d. Hydropower
- e. Bio-fuels
- f. Hydrogen Fuel Cells
- g. Human Power

Unit 8 – Energy Efficiency

- a. Conservation Strategies
- b. Construction methods
- c. Recycling
- d. Savings calculations

Unit 9 – Manufacturing in the energy industry

- a. Solar PV panel production
- b. Wind Turbine production
- c. Bio-fuel production
- d. Green manufacturing

Unit 10 – Renewable Energy Industry

- a. Career Opportunities
- b. Public perception and policies

- A. Lecture and discussion to explain historical, scientific, philosophical and institutional origins of the current sustainable movement.
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current sustainable practices within the community at different levels.
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding the current status of the sustainable movement on a domestic and global level.
- D. Class activities (small group interaction, group service-learning , individual and learning team evaluations, guided discussion, student presentations) to assist students in understanding concepts of sustainability.

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:

- 1. Quizzes and tests to determine student's understanding of and ability to apply concepts of sustainability.
- 2. Writing Assignments that are comprehensive that establish a strong understanding of sustainable practices within global and domestic environments.
- 3. Group Project/Presentation that encourages students to work together to identify sustainable practices within the global and/or domestic business environment. This presentation helps student recognize the successful sustainable practices that will affect the future.

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. **Written analysis of current local and personal sustainable issues that are regularly journaled.**

2. **Informal evaluations of student discussions of current sustainability business news.**
3. **Group projects and presentations on sustainability issues.**
4. **Midterm/Final Exam in multiple choice and essay format that will assess students comprehension of important sustainability concepts and theories.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Edward, Andres R.	The Sustainability Revolution: Portrait of a Paradigm Shift.	
Author	Title	
New Society Publishers		2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Pahl, Greg	The Citizen-Powered Energy Handbook	
Author	Title	
Chelsea Green Publishers	9781933392127	2007
Publisher	ISBN	Publication Date

Supplemental (2):

Komor, Paul	Renewable Energy Policy	
Author	Title	
Diebold Institute for Public Policy Studies	0-595-31218-7	2004
Publisher	ISBN	Publication Date

Supplemental (3):

Boyle, Godfrey, Everett, Bob and Ramage, Janet	Energy Systems and Sustainability: Power for a Sustainable Future	
Author	Title	
Oxford Press	0-19-926179-2	2004
Publisher	ISBN	Publication Date

NEW JAN 10

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, CA 92583

Author: **David R. Hunt, Associate Faculty** Date: **9-10-06**

Discipline(s): 1. _____ 2. _____ 3. _____

1. Course Title: **Total Quality Management**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **ENGR 107**

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3	=	3	+	0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		48-54	=	48-54	+	0

3b. Credit Type

Dept: Engineering	Program: Manufacturing
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)
<input type="checkbox"/> Non-Degree Credit (69 & lower)	

3c. AA/AS Degree Pattern

General Ed Breadth

Area(s): _____

3d. Maximum Enrollment:	30	Enter number
3e. Credit/No Credit ONLY	No	Yes or No (usually No)
3f. Credit/No Credit ALLOW	Yes	Yes or No (usually Yes)

3g. Can be taken **1** time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

It is a lab class that emphasizes the development of skills over time

It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website) **095680**

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 give the student an understanding of the total quality approach to quality management. The total quality philosophy is an approach to doing business that incorporates continuous improvement techniques and employee training to increase overall performance and competitiveness.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
5. Class Schedule Description: (Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).
This course is designed to present the concept of total quality control through the study of techniques presently used by industry.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
6. Need/Justification (in gray box below)
This advisory committee approved course will provide students with a pathway to a certification in Manufacturing Quality Assurance that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.
7a. Prerequisite(s) (in gray box below): Prerequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7b. Corequisite(s) (in gray box below): Corequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7c. Recommended Preparation (in gray box below): Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.
None.
7d. Other Enrollment Criteria:
None.
8. Learning Objectives: (express in behavioral terms in gray box below): Upon the completion of the course the student will be able to do the following:
<ol style="list-style-type: none"> 1. Compare and contrast the key elements of total quality. 2. Explain the rationale for the total quality approach to doing business. 3. Identification and assessment of the steps in the strategic planning processing. 4. Examine and describe the relationship between quality and competitiveness. 5. Compare and contrast leadership and management. 6. Formulate procedures to promote diversity in teams. 7. Explain the total quality philosophy of training distinguish how it differs from education. 8. Compare and contrast the tools used in the total quality setting. 9. Define decision making and examine problem solving as it relates to total quality. 10. List and explain the requirements for total quality implementation.
9. Course Content: (outline of main topics and subtopics in gray box below)
<ol style="list-style-type: none"> 1. The Total Quality Approach to Quality Management <ul style="list-style-type: none"> • Views and definitions of quality • Key elements of quality • Total quality pioneers • The success and future of quality management 2. Strategic Management: Planning and Execution <ul style="list-style-type: none"> • Definitions and components of strategic management

- Strategic planning
 - SWOT analysis
 - Developing the vision, mission and guiding principles
 - Developing broad strategic objectives and specific tactics
 - Executing the strategic plan
- 3. Quality Management and Ethics**
- Ethics, trust, values, integrity and responsibility in total quality
 - Manager's role in ethics
 - Organization's role in ethics
 - Handling ethical dilemmas
 - Ethics training and codes of business conduct
- 4. Customer Satisfaction and Retention**
- Understanding customer-defined quality
 - Identifying internal and external customer needs
 - Customer-defined value analysis
 - Customer retention and customer focus
 - Value perception and customer loyalty
- 5. Leadership and Change**
- Leadership definition and styles
 - Leadership, motivation and inspiration
 - Leadership versus management
 - Ethics and Change
- 6. Team Building and Teamwork**
- Building teams and making them work
 - Character traits and teamwork
 - Coaching teams
 - Handling conflict in teams
 - Inhibitors and rewards of teamwork
- 7. Overview of Total Quality Tools**
- Pareto charts
 - Cause-and-effect diagrams
 - Check sheets
 - Histograms
 - Scatter diagrams
 - Run charts and control charts
 - Stratification
- 8. Problem Solving and Decision Making**
- Solving and preventing problems
 - The decision making process
 - Objective versus subjective decision making
 - Scientific decision making and problem solving
 - Employee involvement
 - Management information systems
- 9. Continual Improvement**
- Rationale for continual improvement
 - Management's role in continual improvement

<ul style="list-style-type: none"> • Essential activities and structure • The scientific approach • Identifying needs and developing plans • Improvement strategies <p>10. Benchmarking and Just-In-Time Manufacturing</p> <ul style="list-style-type: none"> • Definitions, rationales and approaches • Benefits and requirements • Obstacles and resources • Role of management • Selection of processes
<p>10. Methods of Instruction: (reflective of a variety of learning styles in gray box below) Methods of instruction may include, but are not limited to the following:</p>
<ol style="list-style-type: none"> 1. Lecture presentation and discussion with supporting visual materials introducing total quality management for production, processing and services. 2. Group projects and presentations such as an analysis of the cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes. 3. Technical writing paper (APA format) of appropriate manufacturing topic and presentation of material. An appropriate topic might be “The Total Quality Approach to Quality Management” including views and definitions of quality, key elements of quality, total quality pioneers, and the success and future of quality management. 4. Problem solving team projects. Such problem solving team projects might include comparing and contrasting the tools used in the total quality setting; identifying and assessing the steps in the strategic planning process; or, the examination and explanation of the rationale for the total quality approach to doing business.
<p>11. 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:</p>
<ol style="list-style-type: none"> 1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and simulated quality assurance. 2. Students will be evaluated on their written assessment of the benefits of total quality management implementation into the manufacturing environment and presentation to the class of this information (informational topics will vary). 3. Quizzes – periodic short objective tests of course related concepts including teamwork, communication, leadership, types of tools, etc. 4. A mid-term and final examination will be given which show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why implementing total quality systems can improve the productivity and competitiveness of an organization, etc.
<p>12. 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:</p>
<ol style="list-style-type: none"> 1. Within a given scenario analyze, prepare and present a written report

<p>comparing and contrasting the use of total quality tools and techniques to increase productivity in the manufacturing workplace. Use APA format to keyboard this 5-10 page report. Create a PowerPoint presentation of the data for your class presentation.</p> <p>2. In written format, students will describe the rationale for using total quality strategies to increase productivity and identify the resources needed for implementation.</p> <p>3. Group presentations of problem solving exercises will be made regarding quality assurance applications in the manufacturing environment.</p>		
<p>13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:</p>		
<p>(1) Required:</p>		
<p>Goetsch, David L. & Davis, Stanley B.</p>		
<p>(Author)</p>		
<p>Quality Management – Introduction to Total Quality Management for Production, Processing, and Services (5th edition)</p>		
<p>(Title)</p>		
Prentice Hall	0-13-118929-8	2006 or most current
(Publisher)	ISBN	(Publication Date)
<p>(2) Required:</p>		
<p>(Author)</p>		
<p>(Title)</p>		
(Publisher)	ISBN	(Publication Date)
<p>(1) Supplemental:</p>		
<p>(Author)</p>		
<p>(Title)</p>		
(Publisher)	ISBN	(Publication Date)
<p>Other Reference Materials/Supplies</p>		

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Machine Tool Technology	Engineering	ENGR	114	Machine Tool Technology
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	2		1		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	32-36	+	48-54	=	80-90
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW TOP code	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	(choose only 1)	095680	(click here for TOP code website)

Can be taken **1** **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 gives students an understanding of the fundamentals and uses of machine tool technology in the manufacturing and environmental industries. Lecture/theory instruction will be followed by demonstrations and hands-on use of many of the machine tools currently used in industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 gives students an understanding of the fundamentals and use of machine tool technology in the manufacturing and environmental industries.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will provide students with a pathway for earning a certificate in five different areas of manufacturing and solar/wind energy that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 the key elements of machine tools.
2. Explain the rationale for the use of a specific machine tool.
3. Examine and describe the relationship of different machining processes.
4. Compare and contrast conventional and non-conventional machining.
5. Formulate procedures for manufacturing efficiency.
6. Explain the process for determining machining steps.
7. Compare and contrast the tools used in different industries.
8. Identify and assess the steps in the selection of a machine tool.
9. List and explain the requirements for machine tool selection.
10. Define decision-making and examine problem solving as it relates to machine tool technology.

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

1. Introduction

- Introducing machine tools
- Careers in manufacturing and environmental technology
- Personal safety
- Work piece holding
- Lubricants and cutting fluids

2. Materials

- Iron and steel
- Nonferrous metals and alloys

- Designation and identification
- 3. Measurement and layout**
 - Linear measurement
 - Layout tools and techniques
 - Calipers, micrometers and verniers
- 4. Threads and thread cutting**
 - Screw threads
 - External threading
 - Internal threading
- 5. Abrasives and grinding**
 - Sanding and grinding machines
 - Surface grinders
 - Tool grinders
 - Cylindrical grinders
- 6. Power saws**
 - Stock cutoff machines
 - Band sawing
- 7. Drilling machines**
 - Machine types
 - Drill bits, sleeves, sockets and chucks
 - Drilling operations
- 8. Turning machines**
 - Machine types
 - Cutting tools
 - Internal operations
 - External operations
- 9. Milling machines**
 - Machine types
 - Cutting tools
 - Squaring, pockets, grooves and keyways
 - Drilling, boring and dividing
- 10. Modern machining processes**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture presentation and discussion with supporting visual materials introducing machine tool technology for production, processing, installation and services.**
- 2. Group projects and presentations such as an analysis of a cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.**
- 3. Problem solving team projects. Projects might include comparing and contrasting the tools used in the industrial setting; identifying and assessing the steps in the manufacturing process; or the examination and explanation of the rationale for the selection of a specific machine tool.**
- 4. Demonstration of the correct set-up and safe operation of different machine tools.**

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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and machine tool operation.
2. Students will be evaluated on their written assessment of the benefits of efficient machine tool selection into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including materials, speeds and feeds, measurement, types of machine tools, etc.
4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why efficient machine tool selection can improve the productivity and competitiveness of an organization, etc.

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. Project-based learning – Students will produce an analysis of production problem within the laboratory environment using a variety of machine tool applications used specifically to solve the potential problems. This project will be graded on a point/tolerance scale.
2. Problem-based learning – Group presentations of problem solving exercises will be made regarding machine tool applications in the manufacturing and environmental environments. A typical scenario might be: 'A worker has turned a shaft requiring tolerances of plus or minus .003". Upon measuring, you find that one end of the shaft is a larger diameter than the other end. What might be the reason for this discrepancy and how would you remedy the situation?'
3. Research project based on internet and printed sources – A technical writing paper (APA format) of appropriate machine tool topic and presentation of material. An appropriate topic might be: 'The correct machine tool choice for production efficiency' including definitions of machining, key elements of machine tool selection, and the success and efficiency of manufacturing methods.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Kibbe, Meyer, Neely & White	Machine Tool Practices	
Author	Title	
Prentice Hall	978-0-13-501508-7	2010
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Krar, Gill, Smid	Technology of Machine Tools	
Author	Title	
McGraw-Hill	0077232259	2007
Publisher	ISBN	Publication Date

Publisher	ISBN	Publication Date
Supplemental (2):		
O. D. Lascoe		Machine Shop Operations and Setups
Author	Title	
American Technical Publishers	0-8269-1842-5	1994
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	116	Energy Efficiency and Construction Methods
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	3		0		3
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW TOP code	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	(choose only 1)	0946.10	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 the green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'green construction' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Explain the basic design principles and technologies of sustainable systems.**
- 2. Describe the benefits and limitations of sustainable shelter.**
- 3. Compare and contrast renewable energy and non-renewable energy.**
- 4. Investigate the potentials of green building technologies to help solve environmental and economic problems.**
- 5. Examine and describe how the manufacturing industry is involved in the green construction industry.**
- 6. Explain the concept of energy efficiency.**
- 7. Investigate and report on the potential energy savings through energy efficiency and conservation methods.**
- 8. Discuss concepts and issues related to the sustainable shelter movement.**

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

1. Introduction

- Sustainable shelter**
- Environmental, political and economic issues**
- M.S.J.C. Solar, Wind and Manufacturing certificate programs**
- Green building**

- Site selection**

2. Green Construction

- Building materials**
- Energy efficiency**
- Natural Building**
- Earth-sheltered architecture**

3. Sustainable Systems

- Passive solar heating**
- Passive cooling**
- Green power**
- Water and waste**
- Landscaping**

4. Green Construction Industry

- Career opportunities**
- Economic and environmental analysis**
- Overcoming barriers to implementation**
- Government regulations**
- Public perception and policies**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture presentation and discussion with supporting visual materials introducing green construction technologies.**
- 2. Group projects and presentations such as an analysis of a site selection problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.**
- 3. Problem solving team projects that might include comparing and contrasting energy sources for efficiency and cost to meet a specified set of parameters.**
- 4. Demonstrations of how sustainable shelter systems operate.**
- 5. Guest speakers from industry to offer insights into employment opportunities and career pathways.**
- 6. Topical group discussions of industry trends and directions.**

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:

- 1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain green construction concepts.**
- 2. Students will be evaluated on their written assessment of the benefits of an efficient alternative energy choice and their presentation of information to the class (topics will vary).**
- 3. Quizzes – periodic short objective tests of course related concepts.**
- 4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate the importance of the proper site selection , construction methods and conservation choices, etc.**

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. **Problem-based learning and team building – Students will work within a group setting to problem solve regarding energy source selection and application efficiency.**
2. **Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate green construction topics and will present their findings to the class.**
3. **Quizzes and Examinations will be given to test student knowledge on the appropriate energy source selection and application efficiency.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Daniel Chiras Author	The New Ecological Home Title
Chelsea Green Publishers Publisher	9781931498166 ISBN
	2004 Publication Date

Required (2):

Author	Title
Publisher	ISBN
	Publication Date

Required (3):

Author	Title
Publisher	ISBN
	Publication Date

Supplemental (1):

Author	Title
Publisher	ISBN
	Publication Date

Supplemental (2):

Author	Title
Publisher	ISBN
	Publication Date

Supplemental (3):

Author	Title
Publisher	ISBN
	Publication Date

NEW JAN 09

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	117	Solar Photovoltaic Installation
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	0946.10	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 a comprehensive guide to the design, installation and evaluation of residential and commercial solar photovoltaic systems. The course will cover the principles of photovoltaics and how to effectively incorporate PV systems into a stand-alone or interconnected electrical system.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 a comprehensive guide to the design, installation and evaluation of residential and commercial solar photovoltaic systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'clean energy' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

SEMA - 100 (with a grade of C or better) and ENGR -114 (with a grade of C or better).

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 the advantages and disadvantages of installing a solar PV system.
2. Differentiate between solar irradiance and solar irradiation.
3. Identify factors to be considered when preparing a proposal, including cost estimates, size, performance and value of a PV system.
4. Describe various energy sources that can be interfaced with PV systems.
5. Determine the electrical output of similar and dissimilar PV devices connected in series and in parallel.
6. Differentiate between the basic types and classifications of batteries.
7. Identify the principal functions and features of charge controllers.
8. Explain the basic types of inverters used in PV systems.
9. Describe the primary factors that affect system sizing.
10. Compare and contrast the various types of attachment methods.
11. Calculate the voltage and current limits for various circuits of a PV system.

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

1. Introduction

- Overview of photovoltaics
- Photovoltaic applications

- Solar energy**
- 2. Solar Radiation**
 - The sun**
 - Sun-Earth relationships**
 - Array orientation**
- 3. Site Surveys**
 - Preliminary assessment**
 - Preparing proposals**
 - Installation planning**
- 4. System Components and Configurations**
 - Components**
 - Electricity sources**
 - Configurations**
- 5. Cells, Modules and arrays**
 - PV cells**
 - Current-Voltage curve**
 - Device response**
- 6. Batteries**
 - Battery principles**
 - Battery Types**
 - Battery systems**
- 7. Charge Controllers**
 - Features**
 - Types**
 - Set points**
 - Applications**
- 8. Inverters**
 - AC power**
 - Inverters**
 - Power conditioning units**
- 9. System Sizing**
 - Methodologies**
 - Calculations**
- 10. Mechanical and Electrical Integration**
 - Mechanical considerations**
 - Mounting configurations**
 - Conductors and wiring methods**
 - Overcurrent protection**
 - Disconnects**
 - Grounding**

- Storage

11. Utility Interconnection

- Permitting and Inspection
- Commissioning
- Maintenance
- Monitoring
- Troubleshooting
- Economic analysis

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture presentation and discussion with supporting visual materials introducing solar photovoltaic technologies.**
2. **Group projects and presentations such as an analysis of a solar PV installation problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.**
3. **Problem solving team projects that might include comparing and contrasting mounting orientation for efficiency and cost to meet a specified set of parameters.**
4. **Demonstrations of how solar PV systems operate.**
5. **Guest speakers from industry to offer insights into employment opportunities and career pathways.**
6. **Topical group discussions of industry trends and directions.**

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:

1. **Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain solar photovoltaic concepts.**
2. **Students will be evaluated on their written assessment of the benefits of installing a solar PV system and their presentation of information to the class (topics will vary).**
3. **Quizzes – periodic short objective tests of course related concepts. A typical content question might be ‘Why is it important to consider regional climate when making a decision regarding mechanical integration?’**
4. **A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate the importance of the proper selection of proper installation of PV systems, etc.**

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. **Problem-based learning and team building – Students will work within a group setting to problem solve issues regarding solar PV installation.**
2. **Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate solar PV installation topic and presentation of material to the class.**
3. **Quizzes and Examinations will be given to test student knowledge of probable based scenarios that demonstrate solar PV installation.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Jim Dunlop	Photovoltaic Systems	
Author	Title	

American Technical Publishers	978-0-8269-1287-9	2007
Publisher	ISBN	Publication Date

Required (2):

Author	Title	

Publisher	ISBN	Publication Date

Required (3):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	

Publisher	ISBN	Publication Date

New JAN 09

Integrated Course Outline of Record – Engineering (Solar Thermal Technology)

Submitted by: **K.DIMEMMO/D. HUNT** Date: **10/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BUSINESS	BADM	SEMA	100	Our Sustainable Future
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit - 16-18	1 unit - 48-54	3		0		3
2 units - 32-36	2 units - 96-108	Lecture Hours		Lab Hours		Total Hours
3 units - 48-54	3 units - 144-162	48-54		0		48-54
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					

AA/AS Degree General Ed Breadth Area(s): **B2**

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **40** Enter number
Pass/No Pass ONLY: **NO** Yes or No (usually No)
Pass/No Pass ALLOW TOP code: **YES** Yes or No (usually Yes)
TOP code: **0506.00** (click [here](#) for TOP code website)

Can be taken: **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the

ecosystem, human society, and the economy. Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces the principles of Sustainability within global and domestic business environments.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration and Solar Wind and Manufacturing Energy Employment Concentrations, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 historical, scientific, philosophical and institutional origins of the current sustainability movement.**
2. **Define sustainability and evaluate the sustainability of particular systems and practices in contrast to others.**
3. **Explain the interdependent relationship between the economy, society and the ecosphere using a systems theory approach.**
4. **Discuss the current problems that plague the ecosphere, human societies and modern industrial capitalism and discuss theories and possible remedies necessary to reverse these trends.**
5. **Demonstrate the mechanics of alternative energy, transportation, building materials, food production, community planning, and innovations of other industries and organizations that will provide new forms of employment and new forms of living.**
6. **Analyze the political and cultural challenges of sustainability implementation.**
7. **Develop ideas to create common ground and promote the principles of sustainability to diverse groups of people.**
8. **Demonstrate the skills of civic participation and the importance of implementing them.**
9. **Access and evaluate sources of information on sustainability issues.**

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

Unit 1 Introduction to Sustainability
What is Sustainability?

- a. Definitions of sustainability
- b. Elements of sustainability (Environmental, Social, Economic)
- c. Historical origins of sustainability movement
- d. Philosophy of sustainability movement

Unit 2 Why is Sustainability Necessary?

Historical Background

- a. Socio-Cultural Development
- b. The Industrial Revolution
- c. Philosophical Views of Nature

Unit 3 Global Sustainability Conditions

Current Conditions

- a. Socio-Cultural - Growing Global Inequality
- b. Economic – Shareholder vs. Stakeholder Interests
- c. Ecosphere – The Early Warnings: There are Limits

Unit 4 Environmental Science Today

- a. Resource Depletion
- b. Pollution – Air, land, water
- c. Loss of Biodiversity – species extinction
- d. Global Warming
- e. Ecological Footprint

Unit 5 Who Will Lead? –

The Scientific Community/Third-World Farmers and Workers/ Global Corporations

Detail and give a case study

- a. The Triple Bottom Line
- b. Cradle-to-Cradle manufacturing
- c. Eco-Efficiency
- d. Biomimicry
- e. Economic and environmental analysis
- f. Overcoming Barriers
- g. Governmental Regulations
- h. Case studies

Unit 6 Who Will Lead? –

Educational Institutions/States, Cities and Individual Citizens

- a. Talloires Declaration
- b. Economic and Environmental Analysis
- c. Overcoming Barriers
- d. Governmental Regulations
- e. AASHE
- f. K-12
- g. Case Studies

Unit 7 Implementation: Energy Sources

- a. Fossil Fuels
- b. Solar Energy

- c. Wind Energy
- d. Hydropower
- e. Bio-fuels
- f. Hydrogen Fuel Cells
- g. Human Power

Unit 8 – Energy Efficiency

- a. Conservation Strategies
- b. Construction methods
- c. Recycling
- d. Savings calculations

Unit 9 – Manufacturing in the energy industry

- a. Solar PV panel production
- b. Wind Turbine production
- c. Bio-fuel production
- d. Green manufacturing

Unit 10 – Renewable Energy Industry

- a. Career Opportunities
- b. Public perception and policies

- A. Lecture and discussion to explain historical, scientific, philosophical and institutional origins of the current sustainable movement.
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current sustainable practices within the community at different levels.
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding the current status of the sustainable movement on a domestic and global level.
- D. Class activities (small group interaction, group service-learning , individual and learning team evaluations, guided discussion, student presentations) to assist students in understanding concepts of sustainability.

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:

1. Quizzes and tests to determine student's understanding of and ability to apply concepts of sustainability.
2. Writing Assignments that are comprehensive that establish a strong understanding of sustainable practices within global and domestic environments.
3. Group Project/Presentation that encourages students to work together to identify sustainable practices within the global and/or domestic business environment. This presentation helps student recognize the successful sustainable practices that will affect the future.

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. **Written analysis of current local and personal sustainable issues that are regularly journaled.**

2. **Informal evaluations of student discussions of current sustainability business news.**
3. **Group projects and presentations on sustainability issues.**
4. **Midterm/Final Exam in multiple choice and essay format that will assess students comprehension of important sustainability concepts and theories.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Edward, Andres R.	The Sustainability Revolution: Portrait of a Paradigm Shift.	
Author	Title	
New Society Publishers		2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Pahl, Greg	The Citizen-Powered Energy Handbook	
Author	Title	
Chelsea Green Publishers	9781933392127	2007
Publisher	ISBN	Publication Date

Supplemental (2):

Komor, Paul	Renewable Energy Policy	
Author	Title	
Diebold Institute for Public Policy Studies	0-595-31218-7	2004
Publisher	ISBN	Publication Date

Supplemental (3):

Boyle, Godfrey, Everett, Bob and Ramage, Janet	Energy Systems and Sustainability: Power for a Sustainable Future	
Author	Title	
Oxford Press	0-19-926179-2	2004
Publisher	ISBN	Publication Date

NEW JAN 10

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, CA 92583

Author: **David R. Hunt, Associate Faculty** Date: **9-10-06**

Discipline(s): 1. _____ 2. _____ 3. _____

1. Course Title: **Total Quality Management**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **ENGR 107**

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3		3		0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours		Lecture Hours		Lab Hours
		48-54		48-54		0

3b. Credit Type

Dept: Engineering	Program: Manufacturing
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)
	<input type="checkbox"/> Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s): _____

3d. Maximum Enrollment:

30 Enter number

3e. Credit/No Credit ONLY

No Yes or No (usually No)

3f. Credit/No Credit ALLOW

Yes Yes or No (usually Yes)

3g. Can be taken

1 time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

095680

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 give the student an understanding of the total quality approach to quality management. The total quality philosophy is an approach to doing business that incorporates continuous improvement techniques and employee training to increase overall performance and competitiveness.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course is designed to present the concept of total quality control through the study of techniques presently used by industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

This advisory committee approved course will provide students with a pathway to a certification in Manufacturing Quality Assurance that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

1. **Compare and contrast the key elements of total quality.**
2. **Explain the rationale for the total quality approach to doing business.**
3. **Identification and assessment of the steps in the strategic planning processing.**
4. **Examine and describe the relationship between quality and competitiveness.**
5. **Compare and contrast leadership and management.**
6. **Formulate procedures to promote diversity in teams.**
7. **Explain the total quality philosophy of training distinguish how it differs from education.**
8. **Compare and contrast the tools used in the total quality setting.**
9. **Define decision making and examine problem solving as it relates to total quality.**
10. **List and explain the requirements for total quality implementation.**

9. Course Content: (outline of main topics and subtopics in gray box below)

1. **The Total Quality Approach to Quality Management**
 - **Views and definitions of quality**
 - **Key elements of quality**
 - **Total quality pioneers**
 - **The success and future of quality management**
2. **Strategic Management: Planning and Execution**
 - **Definitions and components of strategic management**

- Strategic planning
 - SWOT analysis
 - Developing the vision, mission and guiding principles
 - Developing broad strategic objectives and specific tactics
 - Executing the strategic plan
3. Quality Management and Ethics
- Ethics, trust, values, integrity and responsibility in total quality
 - Manager's role in ethics
 - Organization's role in ethics
 - Handling ethical dilemmas
 - Ethics training and codes of business conduct
4. Customer Satisfaction and Retention
- Understanding customer-defined quality
 - Identifying internal and external customer needs
 - Customer-defined value analysis
 - Customer retention and customer focus
 - Value perception and customer loyalty
5. Leadership and Change
- Leadership definition and styles
 - Leadership, motivation and inspiration
 - Leadership versus management
 - Ethics and Change
6. Team Building and Teamwork
- Building teams and making them work
 - Character traits and teamwork
 - Coaching teams
 - Handling conflict in teams
 - Inhibitors and rewards of teamwork
7. Overview of Total Quality Tools
- Pareto charts
 - Cause-and-effect diagrams
 - Check sheets
 - Histograms
 - Scatter diagrams
 - Run charts and control charts
 - Stratification
8. Problem Solving and Decision Making
- Solving and preventing problems
 - The decision making process
 - Objective versus subjective decision making
 - Scientific decision making and problem solving
 - Employee involvement
 - Management information systems
9. Continual Improvement
- Rationale for continual improvement
 - Management's role in continual improvement

- Essential activities and structure
 - The scientific approach
 - Identifying needs and developing plans
 - Improvement strategies
- 10. Benchmarking and Just-In-Time Manufacturing**
- Definitions, rationales and approaches
 - Benefits and requirements
 - Obstacles and resources
 - Role of management
 - Selection of processes

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and discussion with supporting visual materials introducing total quality management for production, processing and services.
2. Group projects and presentations such as an analysis of the cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.
3. Technical writing paper (APA format) of appropriate manufacturing topic and presentation of material. An appropriate topic might be "The Total Quality Approach to Quality Management" including views and definitions of quality, key elements of quality, total quality pioneers, and the success and future of quality management.
4. Problem solving team projects. Such problem solving team projects might include comparing and contrasting the tools used in the total quality setting; identifying and assessing the steps in the strategic planning process; or, the examination and explanation of the rationale for the total quality approach to doing business.

11. 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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and simulated quality assurance.
2. Students will be evaluated on their written assessment of the benefits of total quality management implementation into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including teamwork, communication, leadership, types of tools, etc.
4. A mid-term and final examination will be given which show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why implementing total quality systems can improve the productivity and competitiveness of an organization, etc.

12. 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. Within a given scenario analyze, prepare and present a written report

comparing and contrasting the use of total quality tools and techniques to increase productivity in the manufacturing workplace. Use APA format to keyboard this 5-10 page report. Create a PowerPoint presentation of the data for your class presentation.

2. In written format, students will describe the rationale for using total quality strategies to increase productivity and identify the resources needed for implementation.
3. Group presentations of problem solving exercises will be made regarding quality assurance applications in the manufacturing environment.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Goetsch, David L. & Davis, Stanley B.

(Author)

Quality Management – Introduction to Total Quality Management for Production, Processing, and Services (5th edition)

(Title)

Prentice Hall

0-13-118929-8

2006 or most current

(Publisher)

ISBN

(Publication Date)

(2) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

Other Reference Materials/Supplies

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
Machine Tool Technology	Engineering	ENGR	114	Machine Tool Technology
History – M	HIST	HIST	151	History and Appreciation of Dance
Dance – M	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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.

<u>Lecture Units/Hours</u>	<u>Lab Units/Hours</u>	<u>Lecture Units</u>	+	<u>Lab Units</u>	=	<u>Total Units</u>
1 unit – 16-18	1 unit – 48-54	2		1		3
2 units – 32-36	2 units – 96-108	<u>Lecture Hours</u>		<u>Lab Hours</u>		<u>Total Hours</u>
3 units – 48-54	3 units – 144-162	32-36	+	48-54	=	80-90
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	095680	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 gives students an understanding of the fundamentals and uses of machine tool technology in the manufacturing and environmental industries. Lecture/theory instruction will be followed by demonstrations and hands-on use of many of the machine tools currently used in industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 gives students an understanding of the fundamentals and use of machine tool technology in the manufacturing and environmental industries.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will provide students with a pathway for earning a certificate in five different areas of manufacturing and solar/wind energy that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 the key elements of machine tools.
2. Explain the rationale for the use of a specific machine tool.
3. Examine and describe the relationship of different machining processes.
4. Compare and contrast conventional and non-conventional machining.
5. Formulate procedures for manufacturing efficiency.
6. Explain the process for determining machining steps.
7. Compare and contrast the tools used in different industries.
8. Identify and assess the steps in the selection of a machine tool.
9. List and explain the requirements for machine tool selection.
10. Define decision-making and examine problem solving as it relates to machine tool technology.

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

1. Introduction

- Introducing machine tools
- Careers in manufacturing and environmental technology
- Personal safety
- Work piece holding
- Lubricants and cutting fluids

2. Materials

- Iron and steel
- Nonferrous metals and alloys

- Designation and identification
- 3. Measurement and layout
 - Linear measurement
 - Layout tools and techniques
 - Calipers, micrometers and verniers
- 4. Threads and thread cutting
 - Screw threads
 - External threading
 - Internal threading
- 5. Abrasives and grinding
 - Sanding and grinding machines
 - Surface grinders
 - Tool grinders
 - Cylindrical grinders
- 6. Power saws
 - Stock cutoff machines
 - Band sawing
- 7. Drilling machines
 - Machine types
 - Drill bits, sleeves, sockets and chucks
 - Drilling operations
- 8. Turning machines
 - Machine types
 - Cutting tools
 - Internal operations
 - External operations
- 9. Milling machines
 - Machine types
 - Cutting tools
 - Squaring, pockets, grooves and keyways
 - Drilling, boring and dividing
- 10. Modern machining processes

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture presentation and discussion with supporting visual materials introducing machine tool technology for production, processing, installation and services.
2. Group projects and presentations such as an analysis of a cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.
3. Problem solving team projects. Projects might include comparing and contrasting the tools used in the industrial setting; identifying and assessing the steps in the manufacturing process; or the examination and explanation of the rationale for the selection of a specific machine tool.
4. Demonstration of the correct set-up and safe operation of different machine tools.

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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and machine tool operation.
2. Students will be evaluated on their written assessment of the benefits of efficient machine tool selection into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including materials, speeds and feeds, measurement, types of machine tools, etc.
4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why efficient machine tool selection can improve the productivity and competitiveness of an organization, etc.

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. Project-based learning – Students will produce an analysis of production problem within the laboratory environment using a variety of machine tool applications used specifically to solve the potential problems. This project will be graded on a point/tolerance scale.
2. Problem-based learning – Group presentations of problem solving exercises will be made regarding machine tool applications in the manufacturing and environmental environments. A typical scenario might be: 'A worker has turned a shaft requiring tolerances of plus or minus .003". Upon measuring, you find that one end of the shaft is a larger diameter than the other end. What might be the reason for this discrepancy and how would you remedy the situation?'
3. Research project based on internet and printed sources – A technical writing paper (APA format) of appropriate machine tool topic and presentation of material. An appropriate topic might be: 'The correct machine tool choice for production efficiency' including definitions of machining, key elements of machine tool selection, and the success and efficiency of manufacturing methods.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Kibbe, Meyer, Neely & White Author	Machine Tool Practices Title	
Prentice Hall Publisher	978-0-13-501508-7 ISBN	2010 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

Krar, Gill, Smid Author	Technology of Machine Tools Title	
McGraw-Hill	0077232259	2007

Publisher	ISBN	Publication Date
Supplemental (2):		
O. D. Lascoe		Machine Shop Operations and Setups
Author		Title
American Technical Publishers	0-8269-1842-5	1994
Publisher	ISBN	Publication Date
Supplemental (3):		
Author		Title
Publisher	ISBN	Publication Date

Rev JAN 09

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	116	Energy Efficiency and Construction Methods
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code	0946.10	(click here for TOP code website)
			(choose only 1)		

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 the green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'green construction' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Explain the basic design principles and technologies of sustainable systems.
2. Describe the benefits and limitations of sustainable shelter.
3. Compare and contrast renewable energy and non-renewable energy.
4. Investigate the potentials of green building technologies to help solve environmental and economic problems.
5. Examine and describe how the manufacturing industry is involved in the green construction industry.
6. Explain the concept of energy efficiency.
7. Investigate and report on the potential energy savings through energy efficiency and conservation methods.
8. Discuss concepts and issues related to the sustainable shelter movement.

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

1. Introduction

- Sustainable shelter
- Environmental, political and economic issues
- M.S.J.C. Solar, Wind and Manufacturing certificate programs
- Green building

- Site selection

2. Green Construction

- Building materials
- Energy efficiency
- Natural Building
- Earth-sheltered architecture

3. Sustainable Systems

- Passive solar heating
- Passive cooling
- Green power
- Water and waste
- Landscaping

4. Green Construction Industry

- Career opportunities
- Economic and environmental analysis
- Overcoming barriers to implementation
- Government regulations
- Public perception and policies

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. **Lecture presentation and discussion with supporting visual materials introducing green construction technologies.**
2. **Group projects and presentations such as an analysis of a site selection problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.**
3. **Problem solving team projects that might include comparing and contrasting energy sources for efficiency and cost to meet a specified set of parameters.**
4. **Demonstrations of how sustainable shelter systems operate.**
5. **Guest speakers from industry to offer insights into employment opportunities and career pathways.**
6. **Topical group discussions of industry trends and directions.**

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:

1. **Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain green construction concepts.**
2. **Students will be evaluated on their written assessment of the benefits of an efficient alternative energy choice and their presentation of information to the class (topics will vary).**
3. **Quizzes – periodic short objective tests of course related concepts.**
4. **A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate the importance of the proper site selection, construction methods and conservation choices, etc.**

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. **Problem-based learning and team building – Students will work within a group setting to problem solve regarding energy source selection and application efficiency.**
2. **Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate green construction topics and will present their findings to the class.**
3. **Quizzes and Examinations will be given to test student knowledge on the appropriate energy source selection and application efficiency.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Daniel Chiras Author	The New Ecological Home Title	
Chelsea Green Publishers Publisher	9781931498166 ISBN	2004 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/07/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	118	Solar Thermal Installation
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162	Lecture Hours		Lab Hours		Total Hours
4 units – 64-72	4 units – 192-216	48-54	+	0	=	48-54
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	0946.10	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 a comprehensive guide to the design, installation and evaluation of residential and commercial solar thermal systems. The course will cover the principles of solar thermal technology and how to effectively incorporate solar thermal systems into residential and commercial applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 a comprehensive guide to the design, installation and evaluation of residential and commercial solar thermal systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'clean energy' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

SEMA - 100 (with a grade of C or better) and ENGR -114 (with a grade of C or better).

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 the advantages and disadvantages of installing a solar thermal system.**
2. **Evaluate the difference between solar irradiance and solar irradiation.**
3. **Identify factors to be considered when preparing a proposal, including cost estimates, size, performance and value of a solar thermal system.**
4. **Assess various energy sources that can be interfaced with solar systems.**
5. **Determine the type of storage requirements for a solar thermal system.**
6. **Compare and contrast different types of insulation.**
7. **Differentiate between different types of selective surfaces.**
8. **Analyze passive solar construction.**
9. **Apply solar thermal theory to daily household uses.**

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

1. **Introduction**
 - History**
 - Basic Principles**

2. **The Science Behind Sunlight**
 - The sun
 - Nuclear science basics
 - Principles of heat

3. **The Nature of Materials**
 - Thermal storage
 - Insulators
 - Role of color
 - Heat absorption and emission
 - Selective surfaces
 - Glass

4. **Practical Applications**
 - Sun tea
 - Parabolic cooker
 - Solar thermal electricity
 - Solar ovens
 - Solar toilets
 - Solar tracking
 - Passive solar construction

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. **Lecture presentation and discussion with supporting visual materials introducing solar thermal technologies.**
2. **Group projects and presentations such as an analysis of a solar thermal installation problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.**
3. **Problem solving team projects that might include comparing and contrasting storage and insulation for efficiency and cost to meet a specified set of parameters.**
4. **Demonstrations of how solar thermal systems operate.**
5. **Guest speakers from industry to offer insights into employment opportunities and career pathways.**
6. **Topical group discussions of industry trends and directions.**

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:

1. **Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain solar thermal concepts.**
2. **Students will be evaluated on their written assessment of the benefits of installing a solar thermal system and their presentation of information to the class (topics will vary).**
3. **Quizzes will be given to test student knowledge on the key components and course concepts related to solar thermal installation. – periodic short objective tests of course related concepts will also be included. A typical**

content question might be 'Why is it important to consider regional climate when making a decision regarding solar thermal integration?'

4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of solar thermal installation, and ability to contrast and evaluate the importance of the proper installation of solar thermal systems. Examinations may include additional sections such as short answer, multiple choice and true/false.

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. Problem-based learning and team building – Students will work within a group setting to problem solve regarding solar thermal installation.
2. Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate solar thermal installation concepts and theories and will present their findings to the class.
3. Quizzes and Examinations will be given to test student knowledge of the understanding of terminology and key concepts related to solar thermal installation.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Tomm Stanley	Going Solar	
Author	Title	
Stonefield Publications	9780476010826	2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Engineering (Small Wind Energy Technology)

Submitted by: **K.DIMEMMO/D. HUNT** Date: **10/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BUSINESS	BADM	SEMA	100	Our Sustainable Future
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly (Subj)(Course Number)) i.e. Technology in the Classroom (formerly CDE 160).

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	3		0		3
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

AA/AS Degree General Ed Breadth Area(s): **B2**

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	40	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0506.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the

ecosystem, human society, and the economy. Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces the principles of Sustainability within global and domestic business environments.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration and Solar Wind and Manufacturing Energy Employment Concentrations, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 historical, scientific, philosophical and institutional origins of the current sustainability movement.
2. Define sustainability and evaluate the sustainability of particular systems and practices in contrast to others.
3. Explain the interdependent relationship between the economy, society and the ecosphere using a systems theory approach.
4. Discuss the current problems that plague the ecosphere, human societies and modern industrial capitalism and discuss theories and possible remedies necessary to reverse these trends.
5. Demonstrate the mechanics of alternative energy, transportation, building materials, food production, community planning, and innovations of other industries and organizations that will provide new forms of employment and new forms of living.
6. Analyze the political and cultural challenges of sustainability implementation.
7. Develop ideas to create common ground and promote the principles of sustainability to diverse groups of people.
8. Demonstrate the skills of civic participation and the importance of implementing them.
9. Access and evaluate sources of information on sustainability issues.

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

Unit 1 Introduction to Sustainability
What is Sustainability?

- a. Definitions of sustainability
- b. Elements of sustainability (Environmental, Social, Economic)
- c. Historical origins of sustainability movement
- d. Philosophy of sustainability movement

Unit 2 Why is Sustainability Necessary?

Historical Background

- a. Socio-Cultural Development
- b. The Industrial Revolution
- c. Philosophical Views of Nature

Unit 3 Global Sustainability Conditions

Current Conditions

- a. Socio-Cultural - Growing Global Inequality
- b. Economic – Shareholder vs. Stakeholder Interests
- c. Ecosphere – The Early Warnings: There are Limits

Unit 4 Environmental Science Today

- a. Resource Depletion
- b. Pollution – Air, land, water
- c. Loss of Biodiversity – species extinction
- d. Global Warming
- e. Ecological Footprint

Unit 5 Who Will Lead? –

The Scientific Community/Third-World Farmers and Workers/ Global Corporations

Detail and give a case study

- a. The Triple Bottom Line
- b. Cradle-to-Cradle manufacturing
- c. Eco-Efficiency
- d. Biomimicry
- e. Economic and environmental analysis
- f. Overcoming Barriers
- g. Governmental Regulations
- h. Case studies

Unit 6 Who Will Lead? –

Educational Institutions/States, Cities and Individual Citizens

- a. Talloires Declaration
- b. Economic and Environmental Analysis
- c. Overcoming Barriers
- d. Governmental Regulations
- e. AASHE
- f. K-12
- g. Case Studies

Unit 7 Implementation: Energy Sources

- a. Fossil Fuels
- b. Solar Energy

- c. Wind Energy
- d. Hydropower
- e. Bio-fuels
- f. Hydrogen Fuel Cells
- g. Human Power

Unit 8 – Energy Efficiency

- a. Conservation Strategies
- b. Construction methods
- c. Recycling
- d. Savings calculations

Unit 9 – Manufacturing in the energy industry

- a. Solar PV panel production
- b. Wind Turbine production
- c. Bio-fuel production
- d. Green manufacturing

Unit 10 – Renewable Energy Industry

- a. Career Opportunities
- b. Public perception and policies

- A. Lecture and discussion to explain historical, scientific, philosophical and institutional origins of the current sustainable movement.
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current sustainable practices within the community at different levels.
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding the current status of the sustainable movement on a domestic and global level.
- D. Class activities (small group interaction, group service-learning , individual and learning team evaluations, guided discussion, student presentations) to assist students in understanding concepts of sustainability.

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:

1. Quizzes and tests to determine student's understanding of and ability to apply concepts of sustainability.
2. Writing Assignments that are comprehensive that establish a strong understanding of sustainable practices within global and domestic environments.
3. Group Project/Presentation that encourages students to work together to identify sustainable practices within the global and/or domestic business environment. This presentation helps student recognize the successful sustainable practices that will affect the future.

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. **Written analysis of current local and personal sustainable issues that are regularly journaled.**

2. **Informal evaluations of student discussions of current sustainability business news.**
3. **Group projects and presentations on sustainability issues.**
4. **Midterm/Final Exam in multiple choice and essay format that will assess students comprehension of important sustainability concepts and theories.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Edward, Andres R.	The Sustainability Revolution: Portrait of a Paradigm Shift.	
Author	Title	
New Society Publishers		2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Pahl, Greg	The Citizen-Powered Energy Handbook	
Author	Title	
Chelsea Green Publishers	9781933392127	2007
Publisher	ISBN	Publication Date

Supplemental (2):

Komor, Paul	Renewable Energy Policy	
Author	Title	
Diebold Institute for Public Policy Studies	0-595-31218-7	2004
Publisher	ISBN	Publication Date

Supplemental (3):

Boyle, Godfrey, Everett, Bob and Ramage, Janet	Energy Systems and Sustainability: Power for a Sustainable Future	
Author	Title	
Oxford Press	0-19-926179-2	2004
Publisher	ISBN	Publication Date

NEW JAN 10

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, CA 92583

Author: **David R. Hunt, Associate Faculty** Date: **9-10-06**

Discipline(s): 1. _____ 2. _____ 3. _____

1. Course Title: **Total Quality Management**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **ENGR 107**

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3	=	3	+	0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		48-54	=	48-54	+	0

3b. Credit Type

Dept: **Engineering** Program: **Manufacturing**

<input checked="" type="checkbox"/>	Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/>	Degree Credit (70 & higher)	<input type="checkbox"/>	Non-Degree Credit (69 & lower)
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3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s): _____

3d. Maximum Enrollment: **30** Enter number

3e. Credit/No Credit ONLY **No** Yes or No (usually No)

3f. Credit/No Credit ALLOW **Yes** Yes or No (usually Yes)

3g. Can be taken **1** time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website) **095680**

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 give the student an understanding of the total quality approach to quality management. The total quality philosophy is an approach to doing business that incorporates continuous improvement techniques and employee training to increase overall performance and competitiveness.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course is designed to present the concept of total quality control through the study of techniques presently used by industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

This advisory committee approved course will provide students with a pathway to a certification in Manufacturing Quality Assurance that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

1. Compare and contrast the key elements of total quality.
2. Explain the rationale for the total quality approach to doing business.
3. Identification and assessment of the steps in the strategic planning processing.
4. Examine and describe the relationship between quality and competitiveness.
5. Compare and contrast leadership and management.
6. Formulate procedures to promote diversity in teams.
7. Explain the total quality philosophy of training distinguish how it differs from education.
8. Compare and contrast the tools used in the total quality setting.
9. Define decision making and examine problem solving as it relates to total quality.
10. List and explain the requirements for total quality implementation.

9. Course Content: (outline of main topics and subtopics in gray box below)

1. The Total Quality Approach to Quality Management
 - Views and definitions of quality
 - Key elements of quality
 - Total quality pioneers
 - The success and future of quality management
2. Strategic Management: Planning and Execution
 - Definitions and components of strategic management

- Strategic planning
 - SWOT analysis
 - Developing the vision, mission and guiding principles
 - Developing broad strategic objectives and specific tactics
 - Executing the strategic plan
- 3. Quality Management and Ethics**
- Ethics, trust, values, integrity and responsibility in total quality
 - Manager's role in ethics
 - Organization's role in ethics
 - Handling ethical dilemmas
 - Ethics training and codes of business conduct
- 4. Customer Satisfaction and Retention**
- Understanding customer-defined quality
 - Identifying internal and external customer needs
 - Customer-defined value analysis
 - Customer retention and customer focus
 - Value perception and customer loyalty
- 5. Leadership and Change**
- Leadership definition and styles
 - Leadership, motivation and inspiration
 - Leadership versus management
 - Ethics and Change
- 6. Team Building and Teamwork**
- Building teams and making them work
 - Character traits and teamwork
 - Coaching teams
 - Handling conflict in teams
 - Inhibitors and rewards of teamwork
- 7. Overview of Total Quality Tools**
- Pareto charts
 - Cause-and-effect diagrams
 - Check sheets
 - Histograms
 - Scatter diagrams
 - Run charts and control charts
 - Stratification
- 8. Problem Solving and Decision Making**
- Solving and preventing problems
 - The decision making process
 - Objective versus subjective decision making
 - Scientific decision making and problem solving
 - Employee involvement
 - Management information systems
- 9. Continual Improvement**
- Rationale for continual improvement
 - Management's role in continual improvement

- Essential activities and structure
 - The scientific approach
 - Identifying needs and developing plans
 - Improvement strategies
10. Benchmarking and Just-In-Time Manufacturing
- Definitions, rationales and approaches
 - Benefits and requirements
 - Obstacles and resources
 - Role of management
 - Selection of processes

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and discussion with supporting visual materials introducing total quality management for production, processing and services.
2. Group projects and presentations such as an analysis of the cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.
3. Technical writing paper (APA format) of appropriate manufacturing topic and presentation of material. An appropriate topic might be "The Total Quality Approach to Quality Management" including views and definitions of quality, key elements of quality, total quality pioneers, and the success and future of quality management.
4. Problem solving team projects. Such problem solving team projects might include comparing and contrasting the tools used in the total quality setting; identifying and assessing the steps in the strategic planning process; or, the examination and explanation of the rationale for the total quality approach to doing business.

11. 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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and simulated quality assurance.
2. Students will be evaluated on their written assessment of the benefits of total quality management implementation into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including teamwork, communication, leadership, types of tools, etc.
4. A mid-term and final examination will be given which show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why implementing total quality systems can improve the productivity and competitiveness of an organization, etc.

12. 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. Within a given scenario analyze, prepare and present a written report

comparing and contrasting the use of total quality tools and techniques to increase productivity in the manufacturing workplace. Use APA format to keyboard this 5-10 page report. Create a PowerPoint presentation of the data for your class presentation.

2. In written format, students will describe the rationale for using total quality strategies to increase productivity and identify the resources needed for implementation.
3. Group presentations of problem solving exercises will be made regarding quality assurance applications in the manufacturing environment.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Goetsch, David L. & Davis, Stanley B.

(Author)

Quality Management – Introduction to Total Quality Management for Production, Processing, and Services (5th edition)

(Title)

Prentice Hall

0-13-118929-8

2006 or most current

(Publisher)

ISBN

(Publication Date)

(2) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

Other Reference Materials/Supplies

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Machine Tool Technology	Engineering	ENGR	114	Machine Tool Technology
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	2		1		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	32-36	+	48-54	=	80-90
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW TOP code	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	(choose only 1)	095680	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 gives students an understanding of the fundamentals and uses of machine tool technology in the manufacturing and environmental industries. Lecture/theory instruction will be followed by demonstrations and hands-on use of many of the machine tools currently used in industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 gives students an understanding of the fundamentals and use of machine tool technology in the manufacturing and environmental industries.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will provide students with a pathway for earning a certificate in five different areas of manufacturing and solar/wind energy that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 the key elements of machine tools.
2. Explain the rationale for the use of a specific machine tool.
3. Examine and describe the relationship of different machining processes.
4. Compare and contrast conventional and non-conventional machining.
5. Formulate procedures for manufacturing efficiency.
6. Explain the process for determining machining steps.
7. Compare and contrast the tools used in different industries.
8. Identify and assess the steps in the selection of a machine tool.
9. List and explain the requirements for machine tool selection.
10. Define decision-making and examine problem solving as it relates to machine tool technology.

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

1. Introduction

- Introducing machine tools
- Careers in manufacturing and environmental technology
- Personal safety
- Work piece holding
- Lubricants and cutting fluids

2. Materials

- Iron and steel
- Nonferrous metals and alloys

- Designation and identification
- 3. Measurement and layout**
 - Linear measurement
 - Layout tools and techniques
 - Calipers, micrometers and verniers
- 4. Threads and thread cutting**
 - Screw threads
 - External threading
 - Internal threading
- 5. Abrasives and grinding**
 - Sanding and grinding machines
 - Surface grinders
 - Tool grinders
 - Cylindrical grinders
- 6. Power saws**
 - Stock cutoff machines
 - Band sawing
- 7. Drilling machines**
 - Machine types
 - Drill bits, sleeves, sockets and chucks
 - Drilling operations
- 8. Turning machines**
 - Machine types
 - Cutting tools
 - Internal operations
 - External operations
- 9. Milling machines**
 - Machine types
 - Cutting tools
 - Squaring, pockets, grooves and keyways
 - Drilling, boring and dividing
- 10. Modern machining processes**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture presentation and discussion with supporting visual materials introducing machine tool technology for production, processing, installation and services.**
- 2. Group projects and presentations such as an analysis of a cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.**
- 3. Problem solving team projects. Projects might include comparing and contrasting the tools used in the industrial setting; identifying and assessing the steps in the manufacturing process; or the examination and explanation of the rationale for the selection of a specific machine tool.**
- 4. Demonstration of the correct set-up and safe operation of different machine tools.**

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:

- 1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and machine tool operation.**
- 2. Students will be evaluated on their written assessment of the benefits of efficient machine tool selection into the manufacturing environment and presentation to the class of this information (informational topics will vary).**
- 3. Quizzes – periodic short objective tests of course related concepts including materials, speeds and feeds, measurement, types of machine tools, etc.**
- 4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why efficient machine tool selection can improve the productivity and competitiveness of an organization, etc.**

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. Project-based learning – Students will produce an analysis of production problem within the laboratory environment using a variety of machine tool applications used specifically to solve the potential problems. This project will be graded on a point/tolerance scale.**
- 2. Problem-based learning – Group presentations of problem solving exercises will be made regarding machine tool applications in the manufacturing and environmental environments. A typical scenario might be: 'A worker has turned a shaft requiring tolerances of plus or minus .003". Upon measuring, you find that one end of the shaft is a larger diameter than the other end. What might be the reason for this discrepancy and how would you remedy the situation?'**
- 3. Research project based on internet and printed sources – A technical writing paper (APA format) of appropriate machine tool topic and presentation of material. An appropriate topic might be: 'The correct machine tool choice for production efficiency' including definitions of machining, key elements of machine tool selection, and the success and efficiency of manufacturing methods.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Kibbe, Meyer, Neely & White	Machine Tool Practices	
Author	Title	
Prentice Hall	978-0-13-501508-7	2010
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Krar, Gill, Smid	Technology of Machine Tools	
Author	Title	
McGraw-Hill	0077232259	2007
Publisher	ISBN	Publication Date

Publisher	ISBN	Publication Date
Supplemental (2):		
O. D. Lascoe		Machine Shop Operations and Setups
Author	Title	
American Technical Publishers	0-8269-1842-5	1994
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Rev JAN 09

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	116	Energy Efficiency and Construction Methods
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}){Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

AA/AS Degree General Ed Breadth Area(s):
Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code	0946.10	(click here for TOP code website)
			(choose only 1)		

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 the green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'green construction' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Explain the basic design principles and technologies of sustainable systems.
2. Describe the benefits and limitations of sustainable shelter.
3. Compare and contrast renewable energy and non-renewable energy.
4. Investigate the potentials of green building technologies to help solve environmental and economic problems.
5. Examine and describe how the manufacturing industry is involved in the green construction industry.
6. Explain the concept of energy efficiency.
7. Investigate and report on the potential energy savings through energy efficiency and conservation methods.
8. Discuss concepts and issues related to the sustainable shelter movement.

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

1. Introduction

- Sustainable shelter
- Environmental, political and economic issues
- M.S.J.C. Solar, Wind and Manufacturing certificate programs
- Green building

- Site selection**
- 2. Green Construction**
 - Building materials**
 - Energy efficiency**
 - Natural Building**
 - Earth-sheltered architecture**
 - 3. Sustainable Systems**
 - Passive solar heating**
 - Passive cooling**
 - Green power**
 - Water and waste**
 - Landscaping**
 - 4. Green Construction Industry**
 - Career opportunities**
 - Economic and environmental analysis**
 - Overcoming barriers to implementation**
 - Government regulations**
 - Public perception and policies**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture presentation and discussion with supporting visual materials introducing green construction technologies.**
- 2. Group projects and presentations such as an analysis of a site selection problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.**
- 3. Problem solving team projects that might include comparing and contrasting energy sources for efficiency and cost to meet a specified set of parameters.**
- 4. Demonstrations of how sustainable shelter systems operate.**
- 5. Guest speakers from industry to offer insights into employment opportunities and career pathways.**
- 6. Topical group discussions of industry trends and directions.**

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:

- 1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain green construction concepts.**
- 2. Students will be evaluated on their written assessment of the benefits of an efficient alternative energy choice and their presentation of information to the class (topics will vary).**
- 3. Quizzes – periodic short objective tests of course related concepts.**
- 4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate the importance of the proper site selection, construction methods and conservation choices, etc.**

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. **Problem-based learning and team building – Students will work within a group setting to problem solve regarding energy source selection and application efficiency.**
2. **Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate green construction topics and will present their findings to the class.**
3. **Quizzes and Examinations will be given to test student knowledge on the appropriate energy source selection and application efficiency.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Daniel Chiras Author	The New Ecological Home Title	
Chelsea Green Publishers Publisher	9781931498166 ISBN	2004 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/07/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	119	Small Wind Energy Installation
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	Lab Units/Hours 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	0946.10	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 a comprehensive guide to the design, installation and evaluation of residential small wind energy systems. The course will cover the principles of wind energy technology and how to effectively incorporate small wind energy systems into residential applications.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 a comprehensive guide to the design, installation and evaluation of residential small wind energy systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'clean energy' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

SEMA - 100 (with a grade of C or better) and ENGR - 114 (with a grade of C or better).

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. Describe the advantages and disadvantages of installing a small wind energy system.
2. Differentiate between wind power and wind speed.
3. Design a proposal of a small wind energy system, integrating cost estimates, size, performance and value.
4. Analyze various energy sources that can be interfaced with small wind energy systems.
5. Explain the type of battery storage requirements for a small wind energy system.
6. Distinguish between the different types of wind turbine blades.
7. Differentiate between different types of hybrid systems.
8. Describe electrical utility inertia.
9. Apply small wind energy theory to daily household uses.

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

1. Introduction

- Wind power and speed
 - Swept area
 - Distribution and resources
2. Wind Turbine Performance
- Estimating performance
 - Swept area method
 - Power curve method
3. Wind Turbine Technology
- Configurations
 - Blades
 - Orientation
 - Generators and controls
4. Applications
- Utility intertie
 - Off-the-grid
 - Hybrid systems
 - Pumping
 - Heating
5. Site Selection and Safety
- Tower height
 - Tower placement
 - Noise
 - Safety
6. Installation
- Tower raising
 - Grip hoists
 - Conductors
 - Maintenance

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture presentation and discussion with supporting visual materials that integrate small wind energy concepts and theories with safety and installation.
2. Group projects and presentations such as an analysis of a small wind energy installation problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.
3. Problem solving team projects that might include comparing and contrasting voltage needs for efficiency and cost to meet a specified set of parameters.
4. Demonstrations of small wind energy applications that integrate innovative technologies with safety and installation.
5. Guest speakers from industry to offer insights into new legislation requirements well as small wind energy employment opportunities and career pathways.

6. Topical group discussions of small wind energy trends and industry regulations.

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:

1. **Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain small wind energy concepts.**
2. **Students will be evaluated on their written assessment of the benefits of installing a small wind energy system and their presentation of information to the class (topics will vary).**
3. **Quizzes – periodic short objective tests of course related concepts. A typical content question might be ‘Why is it important to consider regional climate when making a decision regarding small wind energy integration?’**
4. **A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate the importance of the proper installation of small wind energy systems. Examinations may include additional sections such as short answer, multiple choice and true/false.**

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. **Problem-based learning and team building – Students will work within a group setting to problem solve regarding small wind energy regulations and installation.**
2. **Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate small wind energy topics and will present their findings to the class.**
3. **Quizzes and Examinations will be given to test student knowledge on the appropriate small wind energy and application efficiency.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Paul Gipe Author	Wind Energy Basics Title	
Chelsea Green Publications Publisher	9781603580304 ISBN	2009 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Publisher	ISBN	Publication Date
Supplemental (2):		
Author	Title	
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date
NEW JAN 09		

Integrated Course Outline of Record – Engineering (Green Collar Manufacturing)

Submitted by: **K.DIMEMMO/D. HUNT** Date: **10/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BUSINESS	BADM	SEMA	100	Our Sustainable Future
History – M	HIST	HIST	151	History and Appreciation of Dance
Dance – M				
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

AA/AS Degree General Ed Breadth Area(s): **B2**

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	40	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0506.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the

ecosystem, human society, and the economy. Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces the principles of Sustainability within global and domestic business environments.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration and Solar Wind and Manufacturing Energy Employment Concentrations, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 historical, scientific, philosophical and institutional origins of the current sustainability movement.
2. Define sustainability and evaluate the sustainability of particular systems and practices in contrast to others.
3. Explain the interdependent relationship between the economy, society and the ecosphere using a systems theory approach.
4. Discuss the current problems that plague the ecosphere, human societies and modern industrial capitalism and discuss theories and possible remedies necessary to reverse these trends.
5. Demonstrate the mechanics of alternative energy, transportation, building materials, food production, community planning, and innovations of other industries and organizations that will provide new forms of employment and new forms of living.
6. Analyze the political and cultural challenges of sustainability implementation.
7. Develop ideas to create common ground and promote the principles of sustainability to diverse groups of people.
8. Demonstrate the skills of civic participation and the importance of implementing them.
9. Access and evaluate sources of information on sustainability issues.

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

Unit 1 Introduction to Sustainability
What is Sustainability?

- a. Definitions of sustainability
- b. Elements of sustainability (Environmental, Social, Economic)
- c. Historical origins of sustainability movement
- d. Philosophy of sustainability movement

Unit 2 Why is Sustainability Necessary?

Historical Background

- a. Socio-Cultural Development
- b. The Industrial Revolution
- c. Philosophical Views of Nature

Unit 3 Global Sustainability Conditions

Current Conditions

- a. Socio-Cultural - Growing Global Inequality
- b. Economic – Shareholder vs. Stakeholder Interests
- c. Ecosphere – The Early Warnings: There are Limits

Unit 4 Environmental Science Today

- a. Resource Depletion
- b. Pollution – Air, land, water
- c. Loss of Biodiversity – species extinction
- d. Global Warming
- e. Ecological Footprint

Unit 5 Who Will Lead? –

The Scientific Community/Third-World Farmers and Workers/ Global Corporations

Detail and give a case study

- a. The Triple Bottom Line
- b. Cradle-to-Cradle manufacturing
- c. Eco-Efficiency
- d. Biomimicry
- e. Economic and environmental analysis
- f. Overcoming Barriers
- g. Governmental Regulations
- h. Case studies

Unit 6 Who Will Lead? –

Educational Institutions/States, Cities and Individual Citizens

- a. Talloires Declaration
- b. Economic and Environmental Analysis
- c. Overcoming Barriers
- d. Governmental Regulations
- e. AASHE
- f. K-12
- g. Case Studies

Unit 7 Implementation: Energy Sources

- a. Fossil Fuels
- b. Solar Energy

- c. Wind Energy
- d. Hydropower
- e. Bio-fuels
- f. Hydrogen Fuel Cells
- g. Human Power

Unit 8 – Energy Efficiency

- a. Conservation Strategies
- b. Construction methods
- c. Recycling
- d. Savings calculations

Unit 9 – Manufacturing in the energy industry

- a. Solar PV panel production
- b. Wind Turbine production
- c. Bio-fuel production
- d. Green manufacturing

Unit 10 – Renewable Energy Industry

- a. Career Opportunities
- b. Public perception and policies

- A. Lecture and discussion to explain historical, scientific, philosophical and institutional origins of the current sustainable movement.
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current sustainable practices within the community at different levels.
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding the current status of the sustainable movement on a domestic and global level.
- D. Class activities (small group interaction, group service-learning , individual and learning team evaluations, guided discussion, student presentations) to assist students in understanding concepts of sustainability.

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:

1. Quizzes and tests to determine student's understanding of and ability to apply concepts of sustainability.
2. Writing Assignments that are comprehensive that establish a strong understanding of sustainable practices within global and domestic environments.
3. Group Project/Presentation that encourages students to work together to identify sustainable practices within the global and/or domestic business environment. This presentation helps student recognize the successful sustainable practices that will affect the future.

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. **Written analysis of current local and personal sustainable issues that are regularly journaled.**

2. **Informal evaluations of student discussions of current sustainability business news.**
3. **Group projects and presentations on sustainability issues.**
4. **Midterm/Final Exam in multiple choice and essay format that will assess students comprehension of important sustainability concepts and theories.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Edward, Andres R.	The Sustainability Revolution: Portrait of a Paradigm Shift.	
Author	Title	
New Society Publishers		2005
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Pahl, Greg	The Citizen-Powered Energy Handbook	
Author	Title	
Chelsea Green Publishers	9781933392127	2007
Publisher	ISBN	Publication Date

Supplemental (2):

Komor, Paul	Renewable Energy Policy	
Author	Title	
Diebold Institute for Public Policy Studies	0-595-31218-7	2004
Publisher	ISBN	Publication Date

Supplemental (3):

Boyle, Godfrey, Everett, Bob and Ramage, Janet	Energy Systems and Sustainability: Power for a Sustainable Future	
Author	Title	
Oxford Press	0-19-926179-2	2004
Publisher	ISBN	Publication Date

NEW JAN 10

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, CA 92583

Author: **David R. Hunt, Associate Faculty** Date: **2-12-06**

Discipline(s): 1. _____ 2. _____ 3. _____

1. Course Title: **M.S.S.C. High-Performance Manufacturing**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **ENGR 106**

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3	=	3	+	0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		48-54	=	48-54	+	0

3b. Credit Type

Dept:	Engineering	Program:	Manufacturing
<input checked="" type="checkbox"/>	Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/>	Degree Credit (70 & higher)
			Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s): _____

3d. Maximum Enrollment:

30

Enter number

3e. Credit/No Credit ONLY

No

Yes or No (usually No)

3f. Credit/No Credit ALLOW

Yes

Yes or No (usually Yes)

3g. Can be taken

1

time(s) for credit (maximum 4):

(If more than 1, justify with one of the following)

It is a lab class that emphasizes the development of skills over time

It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

095600

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 the student for a nationally recognized certification test program by the Manufacturing Skills Standards Council (MSSC). The MSSC is a nationwide, industry-driven system that certifies the foundational skills and knowledge of students and of front-line production workers from entry-

level to first line of supervision in all sectors of manufacturing. The system includes assessments in four modules: Manufacturing Processes and Production, Quality Assurance, Maintenance Awareness and Safety.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course is designed to prepare the student for a nationally recognized certification test program by the Manufacturing Skills Standards Council (MSSC).

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

This Advisory Committee recommended course will provide industry with a new set of tools to ensure that both entering and incumbent workers are flexible, easily trainable workers that have the foundational skills and knowledge to facilitate innovation and keep pace with technological change. This system has the potential to certify millions of production workers against industry-recognized, federally-endorsed standards. Just as ASE (Automotive Service Excellence) certification is now commonplace in automotive repair, MSSC certification is intended to become commonplace in our nation's manufacturing industries as well as employment in a variety of engineering fields.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

1. Identify key knowledge and skills required for success in production manufacturing.
2. Compare and contrast regulations and standards affecting manufacturers.
3. Identify what production workers can do to maintain a safe work area.
4. Explain why effective communication is essential to success in manufacturing.
5. Describe the benefits of teamwork and identify four types of manufacturing teams.
6. Identify the types and needs of external and internal customers.
7. Describe the major stages involved in producing products and identify the resources needed for production.
8. Assess and identify how tools and equipment are used in manufacturing.
9. Explain the need for planning and identify the key elements of production

planning.

10. Analyze and describe the main types of inventory, costs and elements of a supply chain.

9. Course Content: (outline of main topics and subtopics in gray box below)

1. The World of Manufacturing

- **Careers in Manufacturing**
 - a. Choosing a career
 - b. Working on the frontlines
 - c. Skills for success
- **Trends in Manufacturing**
 - a. The impact of manufacturing
 - b. Responding to expectations
- **Inside the Workplace**
 - a. Inside Intel
 - b. Inside Harley-Davidson
 - c. Inside Union Carbide
 - d. Inside American Licorice

2. A Safe and Productive Workplace

- **Safety Practices**
 - a. Creating a safe workplace
 - b. Practicing safety
 - c. Keeping the workplace safe
- **Communication Skills**
 - a. Communication basics
 - b. Communication strategies
- **Teamwork Skills**
 - a. Building successful teams
 - b. Working in a team
 - c. Training and leadership
- **Meeting Customer Needs**
 - a. Identifying customer needs
 - b. Customer contact

3. Producing Products

- **Production Basics**
 - a. Creating products
 - b. Types of production
- **Production Materials**
 - a. Engineering materials
 - b. Chemicals, fossil fuels and food
 - c. Testing, selecting and developing materials
- **Tool and Equipment Operation**
 - a. Tool and equipment use
 - b. Tool safety and maintenance
 - c. Equipment procedures and training
- **Production Planning and Work Flow**
 - a. Production planning

<ul style="list-style-type: none"> b. Work flow <ul style="list-style-type: none"> • Production Components <ul style="list-style-type: none"> a. Materials inventory b. Time and costs c. Production systems • Controlling and Documenting Production <ul style="list-style-type: none"> a. Controlling the process b. Documenting the process • Packaging and Distributing Products <ul style="list-style-type: none"> a. Product packaging b. Product distribution 4. Quality Management <ul style="list-style-type: none"> • Continuous Improvement <ul style="list-style-type: none"> a. Focus on quality b. Improving quality • Inspection and Auditing <ul style="list-style-type: none"> a. Quality inspections b. Quality audits • Preventive and Corrective Actions <ul style="list-style-type: none"> a. Eliminating nonconformities b. Verification and documentation
<p>10. Methods of Instruction: (reflective of a variety of learning styles in gray box below) Methods of instruction may include, but are not limited to the following:</p>
<ol style="list-style-type: none"> 1. Lecture presentation and discussion with supporting visual materials introducing manufacturing careers, trends, communication skills and other course topics. 2. Group projects and presentations such as an analysis and description of the main types of inventory, costs and elements of a supply chain, etc. 3. Technical writing paper (APA format) of appropriate manufacturing topic and presentation of material. 4. Problem solving team projects.
<p>11. 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:</p>
<ol style="list-style-type: none"> 1. Students will be evaluated on their successful participation in topical discussions, problem solving activities, and simulated exercises in production manufacturing. 2. Students will be evaluated on their written assessment of the benefits of teamwork and identification of four types of manufacturing teams and presentation to the class of this information (informational topics will vary). 3. Quizzes—periodic short objective tests of course related concepts including manufacturing regulations, standards, types of inventory, etc. 4. A mid-term and final examination will be given which show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why effective communication is essential to success in manufacturing, regulations and standards affecting manufacturers, etc.
<p>12. Examples of Assignments: Students will be expected to understand and critique college</p>

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:
<ol style="list-style-type: none"> 1. Within a given scenario analyze, prepare, and present a written report comparing and contrasting requirements for a safe and productive manufacturing workplace. Use APA format to keyboard this 5-10 page report. Create a PowerPoint presentation of the data for your class presentation. 2. In written format, students will describe the main stages involved in producing products and identify the resources needed for production. 3. Group presentations of problem solving exercises will be made regarding manufacturing processes and production, quality assurance, maintenance awareness, or safety.
13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:
(1) Required:
Manufacturing Skills Standards Council
(Author)
High-Performance Manufacturing – Portable Production Skills
(Title)
Glencoe/McGraw-Hill 0-07-861487-2 2006
(Publisher) ISBN (Publication Date)
(1) Supplemental:
(Author)
(Title)
(Publisher) ISBN (Publication Date)
Other Reference Materials/Supplies

ENGR 106 new JUN 06

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, CA 92583

Author: **David R. Hunt, Associate Faculty** Date: **9-10-06**

Discipline(s): 1. _____ 2. _____ 3. _____

1. Course Title: **Total Quality Management**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **ENGR 107**

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3		3		0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours		Lecture Hours		Lab Hours
		48-54		48-54		0

3b. Credit Type

Dept: Engineering	Program: Manufacturing
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)
<input type="checkbox"/> Non-Degree Credit (69 & lower)	

3c. AA/AS Degree Pattern

General Ed Breadth

Area(s): _____

3d. Maximum Enrollment:

30 Enter number

3e. Credit/No Credit ONLY

No Yes or No (usually No)

3f. Credit/No Credit ALLOW

Yes Yes or No (usually Yes)

3g. Can be taken **1** time(s) for credit (maximum 4):

(If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

095680

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 give the student an understanding of the total quality approach to quality management. The total quality philosophy is an approach to doing business that incorporates continuous improvement techniques and employee training to increase overall performance and competitiveness.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course is designed to present the concept of total quality control through the study of techniques presently used by industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

This advisory committee approved course will provide students with a pathway to a certification in Manufacturing Quality Assurance that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

1. Compare and contrast the key elements of total quality.
2. Explain the rationale for the total quality approach to doing business.
3. Identification and assessment of the steps in the strategic planning processing.
4. Examine and describe the relationship between quality and competitiveness.
5. Compare and contrast leadership and management.
6. Formulate procedures to promote diversity in teams.
7. Explain the total quality philosophy of training distinguish how it differs from education.
8. Compare and contrast the tools used in the total quality setting.
9. Define decision making and examine problem solving as it relates to total quality.
10. List and explain the requirements for total quality implementation.

9. Course Content: (outline of main topics and subtopics in gray box below)

1. The Total Quality Approach to Quality Management
 - Views and definitions of quality
 - Key elements of quality
 - Total quality pioneers
 - The success and future of quality management
2. Strategic Management: Planning and Execution
 - Definitions and components of strategic management

- Strategic planning
 - SWOT analysis
 - Developing the vision, mission and guiding principles
 - Developing broad strategic objectives and specific tactics
 - Executing the strategic plan
- 3. Quality Management and Ethics**
- Ethics, trust, values, integrity and responsibility in total quality
 - Manager's role in ethics
 - Organization's role in ethics
 - Handling ethical dilemmas
 - Ethics training and codes of business conduct
- 4. Customer Satisfaction and Retention**
- Understanding customer-defined quality
 - Identifying internal and external customer needs
 - Customer-defined value analysis
 - Customer retention and customer focus
 - Value perception and customer loyalty
- 5. Leadership and Change**
- Leadership definition and styles
 - Leadership, motivation and inspiration
 - Leadership versus management
 - Ethics and Change
- 6. Team Building and Teamwork**
- Building teams and making them work
 - Character traits and teamwork
 - Coaching teams
 - Handling conflict in teams
 - Inhibitors and rewards of teamwork
- 7. Overview of Total Quality Tools**
- Pareto charts
 - Cause-and-effect diagrams
 - Check sheets
 - Histograms
 - Scatter diagrams
 - Run charts and control charts
 - Stratification
- 8. Problem Solving and Decision Making**
- Solving and preventing problems
 - The decision making process
 - Objective versus subjective decision making
 - Scientific decision making and problem solving
 - Employee involvement
 - Management information systems
- 9. Continual Improvement**
- Rationale for continual improvement
 - Management's role in continual improvement

- Essential activities and structure
 - The scientific approach
 - Identifying needs and developing plans
 - Improvement strategies
- 10. Benchmarking and Just-In-Time Manufacturing**
- Definitions, rationales and approaches
 - Benefits and requirements
 - Obstacles and resources
 - Role of management
 - Selection of processes

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and discussion with supporting visual materials introducing total quality management for production, processing and services.
2. Group projects and presentations such as an analysis of the cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.
3. Technical writing paper (APA format) of appropriate manufacturing topic and presentation of material. An appropriate topic might be "The Total Quality Approach to Quality Management" including views and definitions of quality, key elements of quality, total quality pioneers, and the success and future of quality management.
4. Problem solving team projects. Such problem solving team projects might include comparing and contrasting the tools used in the total quality setting; identifying and assessing the steps in the strategic planning process; or, the examination and explanation of the rationale for the total quality approach to doing business.

11. 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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and simulated quality assurance.
2. Students will be evaluated on their written assessment of the benefits of total quality management implementation into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including teamwork, communication, leadership, types of tools, etc.
4. A mid-term and final examination will be given which show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why implementing total quality systems can improve the productivity and competitiveness of an organization, etc.

12. 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. Within a given scenario analyze, prepare and present a written report

comparing and contrasting the use of total quality tools and techniques to increase productivity in the manufacturing workplace. Use APA format to keyboard this 5-10 page report. Create a PowerPoint presentation of the data for your class presentation.

2. In written format, students will describe the rationale for using total quality strategies to increase productivity and identify the resources needed for implementation.
3. Group presentations of problem solving exercises will be made regarding quality assurance applications in the manufacturing environment.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Goetsch, David L. & Davis, Stanley B.

(Author)

Quality Management – Introduction to Total Quality Management for Production, Processing, and Services (5th edition)

(Title)

Prentice Hall

0-13-118929-8

2006 or most current

(Publisher)

ISBN

(Publication Date)

(2) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

Other Reference Materials/Supplies

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Machine Tool Technology	Engineering	ENGR	114	Machine Tool Technology
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	2		1		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	32-36	+	48-54	=	80-90
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code	095680	(click here for TOP code website)
			(choose only 1)		

Can be taken **time(s) for credit (max 4)** (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 gives students an understanding of the fundamentals and uses of machine tool technology in the manufacturing and environmental industries. Lecture/theory instruction will be followed by demonstrations and hands-on use of many of the machine tools currently used in industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 gives students an understanding of the fundamentals and use of machine tool technology in the manufacturing and environmental industries.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will provide students with a pathway for earning a certificate in five different areas of manufacturing and solar/wind energy that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 the key elements of machine tools.
2. Explain the rationale for the use of a specific machine tool.
3. Examine and describe the relationship of different machining processes.
4. Compare and contrast conventional and non-conventional machining.
5. Formulate procedures for manufacturing efficiency.
6. Explain the process for determining machining steps.
7. Compare and contrast the tools used in different industries.
8. Identify and assess the steps in the selection of a machine tool.
9. List and explain the requirements for machine tool selection.
10. Define decision-making and examine problem solving as it relates to machine tool technology.

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

1. Introduction

- Introducing machine tools
- Careers in manufacturing and environmental technology
- Personal safety
- Work piece holding
- Lubricants and cutting fluids

2. Materials

- Iron and steel
- Nonferrous metals and alloys

- Designation and identification
- 3. Measurement and layout**
 - Linear measurement
 - Layout tools and techniques
 - Calipers, micrometers and verniers
- 4. Threads and thread cutting**
 - Screw threads
 - External threading
 - Internal threading
- 5. Abrasives and grinding**
 - Sanding and grinding machines
 - Surface grinders
 - Tool grinders
 - Cylindrical grinders
- 6. Power saws**
 - Stock cutoff machines
 - Band sawing
- 7. Drilling machines**
 - Machine types
 - Drill bits, sleeves, sockets and chucks
 - Drilling operations
- 8. Turning machines**
 - Machine types
 - Cutting tools
 - Internal operations
 - External operations
- 9. Milling machines**
 - Machine types
 - Cutting tools
 - Squaring, pockets, grooves and keyways
 - Drilling, boring and dividing
- 10. Modern machining processes**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture presentation and discussion with supporting visual materials introducing machine tool technology for production, processing, installation and services.**
- 2. Group projects and presentations such as an analysis of a cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.**
- 3. Problem solving team projects. Projects might include comparing and contrasting the tools used in the industrial setting; identifying and assessing the steps in the manufacturing process; or the examination and explanation of the rationale for the selection of a specific machine tool.**
- 4. Demonstration of the correct set-up and safe operation of different machine tools.**

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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and machine tool operation.
2. Students will be evaluated on their written assessment of the benefits of efficient machine tool selection into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including materials, speeds and feeds, measurement, types of machine tools, etc.
4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why efficient machine tool selection can improve the productivity and competitiveness of an organization, etc.

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. Project-based learning – Students will produce an analysis of production problem within the laboratory environment using a variety of machine tool applications used specifically to solve the potential problems. This project will be graded on a point/tolerance scale.
2. Problem-based learning – Group presentations of problem solving exercises will be made regarding machine tool applications in the manufacturing and environmental environments. A typical scenario might be: 'A worker has turned a shaft requiring tolerances of plus or minus .003". Upon measuring, you find that one end of the shaft is a larger diameter than the other end. What might be the reason for this discrepancy and how would you remedy the situation?'
3. Research project based on internet and printed sources – A technical writing paper (APA format) of appropriate machine tool topic and presentation of material. An appropriate topic might be: 'The correct machine tool choice for production efficiency' including definitions of machining, key elements of machine tool selection, and the success and efficiency of manufacturing methods.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Kibbe, Meyer, Neely & White Author	Machine Tool Practices Title	
Prentice Hall Publisher	978-0-13-501508-7 ISBN	2010 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

Krar, Gill, Smid Author	Technology of Machine Tools Title	
McGraw-Hill	0077232259	2007

Publisher	ISBN	Publication Date
Supplemental (2):		
O. D. Lascoe	Machine Shop Operations and Setups	
Author	Title	
American Technical Publishers	0-8269-1842-5	1994
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Rev JAN 09

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	116	Energy Efficiency and Construction Methods
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology In the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270	48-54		0		48-54

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code	0946.10	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 the green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'green construction' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Explain the basic design principles and technologies of sustainable systems.
2. Describe the benefits and limitations of sustainable shelter.
3. Compare and contrast renewable energy and non-renewable energy.
4. Investigate the potentials of green building technologies to help solve environmental and economic problems.
5. Examine and describe how the manufacturing industry is involved in the green construction industry.
6. Explain the concept of energy efficiency.
7. Investigate and report on the potential energy savings through energy efficiency and conservation methods.
8. Discuss concepts and issues related to the sustainable shelter movement.

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

1. Introduction

- Sustainable shelter
- Environmental, political and economic issues
- M.S.J.C. Solar, Wind and Manufacturing certificate programs
- Green building

- Site selection**
- 2. Green Construction**
 - Building materials**
 - Energy efficiency**
 - Natural Building**
 - Earth-sheltered architecture**
 - 3. Sustainable Systems**
 - Passive solar heating**
 - Passive cooling**
 - Green power**
 - Water and waste**
 - Landscaping**
 - 4. Green Construction Industry**
 - Career opportunities**
 - Economic and environmental analysis**
 - Overcoming barriers to implementation**
 - Government regulations**
 - Public perception and policies**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture presentation and discussion with supporting visual materials introducing green construction technologies.**
- 2. Group projects and presentations such as an analysis of a site selection problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.**
- 3. Problem solving team projects that might include comparing and contrasting energy sources for efficiency and cost to meet a specified set of parameters.**
- 4. Demonstrations of how sustainable shelter systems operate.**
- 5. Guest speakers from industry to offer insights into employment opportunities and career pathways.**
- 6. Topical group discussions of industry trends and directions.**

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:

- 1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain green construction concepts.**
- 2. Students will be evaluated on their written assessment of the benefits of an efficient alternative energy choice and their presentation of information to the class (topics will vary).**
- 3. Quizzes – periodic short objective tests of course related concepts.**
- 4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate the importance of the proper site selection, construction methods and conservation choices, etc.**

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. **Problem-based learning and team building – Students will work within a group setting to problem solve regarding energy source selection and application efficiency.**
2. **Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate green construction topics and will present their findings to the class.**
3. **Quizzes and Examinations will be given to test student knowledge on the appropriate energy source selection and application efficiency.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Daniel Chiras	The New Ecological Home	
Author	Title	
Chelsea Green Publishers	9781931498166	2004
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Integrated Course Outline of Record – Engineering (Manufacturing Quality Assurance)

Submitted by: **K.DIMEMMO/D. HUNT** Date: **10/19/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
BUSINESS	BADM	SEMA	100	Our Sustainable Future
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	3		0		3
		Lecture Hours		Lab Hours		Total Hours
		48-54	+	0	=	48-54

AA/AS Degree General Ed Breadth Area(s): **B2**

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	40	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0506.00	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.*

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the

ecosystem, human society, and the economy. Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course introduces the principles of Sustainability within global and domestic business environments.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will count towards the requirements of the SEMA employment concentration and Solar Wind and Manufacturing Energy Employment Concentrations, will be degree applicable and will be CSU transferable.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 historical, scientific, philosophical and institutional origins of the current sustainability movement.
2. Define sustainability and evaluate the sustainability of particular systems and practices in contrast to others.
3. Explain the interdependent relationship between the economy, society and the ecosphere using a systems theory approach.
4. Discuss the current problems that plague the ecosphere, human societies and modern industrial capitalism and discuss theories and possible remedies necessary to reverse these trends.
5. Demonstrate the mechanics of alternative energy, transportation, building materials, food production, community planning, and innovations of other industries and organizations that will provide new forms of employment and new forms of living.
6. Analyze the political and cultural challenges of sustainability implementation.
7. Develop ideas to create common ground and promote the principles of sustainability to diverse groups of people.
8. Demonstrate the skills of civic participation and the importance of implementing them.
9. Access and evaluate sources of information on sustainability issues.

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

Unit 1 Introduction to Sustainability
What is Sustainability?

- a. Definitions of sustainability
- b. Elements of sustainability (Environmental, Social, Economic)
- c. Historical origins of sustainability movement
- d. Philosophy of sustainability movement

Unit 2 Why is Sustainability Necessary?

Historical Background

- a. Socio-Cultural Development
- b. The Industrial Revolution
- c. Philosophical Views of Nature

Unit 3 Global Sustainability Conditions

Current Conditions

- a. Socio-Cultural - Growing Global Inequality
- b. Economic – Shareholder vs. Stakeholder Interests
- c. Ecosphere – The Early Warnings: There are Limits

Unit 4 Environmental Science Today

- a. Resource Depletion
- b. Pollution – Air, land, water
- c. Loss of Biodiversity – species extinction
- d. Global Warming
- e. Ecological Footprint

Unit 5 Who Will Lead? –

The Scientific Community/Third-World Farmers and Workers/ Global Corporations

Detail and give a case study

- a. The Triple Bottom Line
- b. Cradle-to-Cradle manufacturing
- c. Eco-Efficiency
- d. Biomimicry
- e. Economic and environmental analysis
- f. Overcoming Barriers
- g. Governmental Regulations
- h. Case studies

Unit 6 Who Will Lead? –

Educational Institutions/States, Cities and Individual Citizens

- a. Talloires Declaration
- b. Economic and Environmental Analysis
- c. Overcoming Barriers
- d. Governmental Regulations
- e. AASHE
- f. K-12
- g. Case Studies

Unit 7 Implementation: Energy Sources

- a. Fossil Fuels
- b. Solar Energy

- c. Wind Energy
- d. Hydropower
- e. Bio-fuels
- f. Hydrogen Fuel Cells
- g. Human Power

Unit 8 – Energy Efficiency

- a. Conservation Strategies
- b. Construction methods
- c. Recycling
- d. Savings calculations

Unit 9 – Manufacturing in the energy industry

- a. Solar PV panel production
- b. Wind Turbine production
- c. Bio-fuel production
- d. Green manufacturing

Unit 10 – Renewable Energy Industry

- a. Career Opportunities
- b. Public perception and policies

- A. Lecture and discussion to explain historical, scientific, philosophical and institutional origins of the current sustainable movement.
- B. Guest speakers (Faculty, Community Members) to provide insight as to the current sustainable practices within the community at different levels.
- C. Readings in the field of study (trade books, journal articles, institutional/organizational pledges, proclamations, treaties, laws) to assist students in understanding the current status of the sustainable movement on a domestic and global level.
- D. Class activities (small group interaction, group service-learning , individual and learning team evaluations, guided discussion, student presentations) to assist students in understanding concepts of sustainability.

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:

1. Quizzes and tests to determine student's understanding of and ability to apply concepts of sustainability.
2. Writing Assignments that are comprehensive that establish a strong understanding of sustainable practices within global and domestic environments.
3. Group Project/Presentation that encourages students to work together to identify sustainable practices within the global and/or domestic business environment. This presentation helps student recognize the successful sustainable practices that will affect the future.

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. **Written analysis of current local and personal sustainable issues that are regularly journaled.**

2. **Informal evaluations of student discussions of current sustainability business news.**
3. **Group projects and presentations on sustainability issues.**
4. **Midterm/Final Exam in multiple choice and essay format that will assess students comprehension of important sustainability concepts and theories.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Edward, Andres R.	The Sustainability Revolution: Portrait of a Paradigm Shift.	
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Author

Title

New Society Publishers		2005
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Publisher

ISBN

Publication Date

Required (2):

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Author

Title

--	--	--

Publisher

ISBN

Publication Date

Required (3):

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Author

Title

--	--	--

Publisher

ISBN

Publication Date

Supplemental (1):

Pahl, Greg	The Citizen-Powered Energy Handbook	
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Author

Title

Chelsea Green Publishers	9781933392127	2007
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Publisher

ISBN

Publication Date

Supplemental (2):

Komor, Paul	Renewable Energy Policy	
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Author

Title

Diebold Institute for Public Policy Studies	0-595-31218-7	2004
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Publisher

ISBN

Publication Date

Supplemental (3):

Boyle, Godfrey, Everett, Bob and Ramage, Janet	Energy Systems and Sustainability: Power for a Sustainable Future	
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Author

Title

Oxford Press	0-19-926179-2	2004
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Publisher

ISBN

Publication Date

NEW JAN 10

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, CA 92583

Author: **David R. Hunt, Associate Faculty** Date: **2-12-06**

Discipline(s): 1. _____ 2. _____ 3. _____

1. Course Title: **M.S.S.C. High-Performance Manufacturing**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **ENGR 106**

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit – 16-18	1 unit – 48-54	3		3		0
2 units – 32-36	2 units – 96-108					
3 units – 48-54	3 units – 144-162					
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		48-54		48-54		0

3b. Credit Type

Dept: Engineering	Program: Manufacturing
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)
	<input type="checkbox"/> Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s): _____

3d. Maximum Enrollment:

30 Enter number

3e. Credit/No Credit ONLY

No Yes or No (usually No)

3f. Credit/No Credit ALLOW

Yes Yes or No (usually Yes)

3g. Can be taken **1** time(s) for credit (maximum 4):

(If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

095600

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 the student for a nationally recognized certification test program by the Manufacturing Skills Standards Council (MSSC). The MSSC is a nationwide, industry-driven system that certifies the foundational skills and knowledge of students and of front-line production workers from entry-

level to first line of supervision in all sectors of manufacturing. The system includes assessments in four modules: **Manufacturing Processes and Production, Quality Assurance, Maintenance Awareness and Safety.**

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course is designed to prepare the student for a nationally recognized certification test program by the Manufacturing Skills Standards Council (MSSC).

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

This Advisory Committee recommended course will provide industry with a new set of tools to ensure that both entering and incumbent workers are flexible, easily trainable workers that have the foundational skills and knowledge to facilitate innovation and keep pace with technological change. This system has the potential to certify millions of production workers against industry-recognized, federally-endorsed standards. Just as ASE (Automotive Service Excellence) certification is now commonplace in automotive repair, MSSC certification is intended to become commonplace in our nation's manufacturing industries as well as employment in a variety of engineering fields.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

- 1. Identify key knowledge and skills required for success in production manufacturing.**
- 2. Compare and contrast regulations and standards affecting manufacturers.**
- 3. Identify what production workers can do to maintain a safe work area.**
- 4. Explain why effective communication is essential to success in manufacturing.**
- 5. Describe the benefits of teamwork and identify four types of manufacturing teams.**
- 6. Identify the types and needs of external and internal customers.**
- 7. Describe the major stages involved in producing products and identify the resources needed for production.**
- 8. Assess and identify how tools and equipment are used in manufacturing.**
- 9. Explain the need for planning and identify the key elements of production**

planning.

10. Analyze and describe the main types of inventory, costs and elements of a supply chain.

9. Course Content: (outline of main topics and subtopics in gray box below)

1. The World of Manufacturing

- **Careers in Manufacturing**
 - a. Choosing a career
 - b. Working on the frontlines
 - c. Skills for success
- **Trends in Manufacturing**
 - a. The impact of manufacturing
 - b. Responding to expectations
- **Inside the Workplace**
 - a. Inside Intel
 - b. Inside Harley-Davidson
 - c. Inside Union Carbide
 - d. Inside American Licorice

2. A Safe and Productive Workplace

- **Safety Practices**
 - a. Creating a safe workplace
 - b. Practicing safety
 - c. Keeping the workplace safe
- **Communication Skills**
 - a. Communication basics
 - b. Communication strategies
- **Teamwork Skills**
 - a. Building successful teams
 - b. Working in a team
 - c. Training and leadership
- **Meeting Customer Needs**
 - a. Identifying customer needs
 - b. Customer contact

3. Producing Products

- **Production Basics**
 - a. Creating products
 - b. Types of production
- **Production Materials**
 - a. Engineering materials
 - b. Chemicals, fossil fuels and food
 - c. Testing, selecting and developing materials
- **Tool and Equipment Operation**
 - a. Tool and equipment use
 - b. Tool safety and maintenance
 - c. Equipment procedures and training
- **Production Planning and Work Flow**
 - a. Production planning

- b. Work flow
 - Production Components
 - a. Materials inventory
 - b. Time and costs
 - c. Production systems
 - Controlling and Documenting Production
 - a. Controlling the process
 - b. Documenting the process
 - Packaging and Distributing Products
 - a. Product packaging
 - b. Product distribution
- 4. Quality Management
 - Continuous Improvement
 - a. Focus on quality
 - b. Improving quality
 - Inspection and Auditing
 - a. Quality inspections
 - b. Quality audits
 - Preventive and Corrective Actions
 - a. Eliminating nonconformities
 - b. Verification and documentation

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and discussion with supporting visual materials introducing manufacturing careers, trends, communication skills and other course topics.
2. Group projects and presentations such as an analysis and description of the main types of inventory, costs and elements of a supply chain, etc.
3. Technical writing paper (APA format) of appropriate manufacturing topic and presentation of material.
4. Problem solving team projects.

11. 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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities, and simulated exercises in production manufacturing.
2. Students will be evaluated on their written assessment of the benefits of teamwork and identification of four types of manufacturing teams and presentation to the class of this information (informational topics will vary).
3. Quizzes—periodic short objective tests of course related concepts including manufacturing regulations, standards, types of inventory, etc.
4. A mid-term and final examination will be given which show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why effective communication is essential to success in manufacturing, regulations and standards affecting manufacturers, etc.

12. 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. Within a given scenario analyze, prepare, and present a written report comparing and contrasting requirements for a safe and productive manufacturing workplace. Use APA format to keyboard this 5-10 page report. Create a PowerPoint presentation of the data for your class presentation.
2. In written format, students will describe the main stages involved in producing products and identify the resources needed for production.
3. Group presentations of problem solving exercises will be made regarding manufacturing processes and production, quality assurance, maintenance awareness, or safety.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Manufacturing Skills Standards Council

(Author)

High-Performance Manufacturing – Portable Production Skills

(Title)

Glencoe/McGraw-Hill 0-07-861487-2

(Publisher)

ISBN

2006

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

Other Reference Materials/Supplies

Mt. San Jacinto College
1499 North State Street
San Jacinto, CA 92583

Author: **David R. Hunt, Associate Faculty** Date: **9-10-06**

Discipline(s): 1. 2. 3.

1. Course Title: **Total Quality Management**

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number: **ENGR 107**

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	3	=	3	+	0
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		48-54	=	48-54	+	0

3b. Credit Type

Dept: Engineering	Program: Manufacturing
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)
	<input type="checkbox"/> Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth

Area(s):

3d. Maximum Enrollment: **30** Enter number

3e. Credit/No Credit ONLY **No** Yes or No (usually No)

3f. Credit/No Credit ALLOW **Yes** Yes or No (usually Yes)

3g. Can be taken **1** time(s) for credit (maximum 4):
(If more than 1, justify with one of the following)

- It is a lab class that emphasizes the development of skills over time
- It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website) **095680**

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 give the student an understanding of the total quality approach to quality management. The total quality philosophy is an approach to doing business that incorporates continuous improvement techniques and employee training to increase overall performance and competitiveness.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
5. Class Schedule Description: (Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course). (25 words or less in gray box below).
This course is designed to present the concept of total quality control through the study of techniques presently used by industry.
To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.
6. Need/Justification (in gray box below)
This advisory committee approved course will provide students with a pathway to a certification in Manufacturing Quality Assurance that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.
7a. Prerequisite(s) (in gray box below): Prerequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7b. Corequisite(s) (in gray box below): Corequisites go through a separate approval process. See Forms E1-E4 for details.
None.
7c. Recommended Preparation (in gray box below): Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.
None.
7d. Other Enrollment Criteria:
None.
8. Learning Objectives: (express in behavioral terms in gray box below): Upon the completion of the course the student will be able to do the following:
<ol style="list-style-type: none"> 1. Compare and contrast the key elements of total quality. 2. Explain the rationale for the total quality approach to doing business. 3. Identification and assessment of the steps in the strategic planning processing. 4. Examine and describe the relationship between quality and competitiveness. 5. Compare and contrast leadership and management. 6. Formulate procedures to promote diversity in teams. 7. Explain the total quality philosophy of training distinguish how it differs from education. 8. Compare and contrast the tools used in the total quality setting. 9. Define decision making and examine problem solving as it relates to total quality. 10. List and explain the requirements for total quality implementation.
9. Course Content: (outline of main topics and subtopics in gray box below)
<ol style="list-style-type: none"> 1. The Total Quality Approach to Quality Management <ul style="list-style-type: none"> • Views and definitions of quality • Key elements of quality • Total quality pioneers • The success and future of quality management 2. Strategic Management: Planning and Execution <ul style="list-style-type: none"> • Definitions and components of strategic management

- Strategic planning
 - SWOT analysis
 - Developing the vision, mission and guiding principles
 - Developing broad strategic objectives and specific tactics
 - Executing the strategic plan
- 3. Quality Management and Ethics**
- Ethics, trust, values, integrity and responsibility in total quality
 - Manager's role in ethics
 - Organization's role in ethics
 - Handling ethical dilemmas
 - Ethics training and codes of business conduct
- 4. Customer Satisfaction and Retention**
- Understanding customer-defined quality
 - Identifying internal and external customer needs
 - Customer-defined value analysis
 - Customer retention and customer focus
 - Value perception and customer loyalty
- 5. Leadership and Change**
- Leadership definition and styles
 - Leadership, motivation and inspiration
 - Leadership versus management
 - Ethics and Change
- 6. Team Building and Teamwork**
- Building teams and making them work
 - Character traits and teamwork
 - Coaching teams
 - Handling conflict in teams
 - Inhibitors and rewards of teamwork
- 7. Overview of Total Quality Tools**
- Pareto charts
 - Cause-and-effect diagrams
 - Check sheets
 - Histograms
 - Scatter diagrams
 - Run charts and control charts
 - Stratification
- 8. Problem Solving and Decision Making**
- Solving and preventing problems
 - The decision making process
 - Objective versus subjective decision making
 - Scientific decision making and problem solving
 - Employee involvement
 - Management information systems
- 9. Continual Improvement**
- Rationale for continual improvement
 - Management's role in continual improvement

- Essential activities and structure
 - The scientific approach
 - Identifying needs and developing plans
 - Improvement strategies
10. Benchmarking and Just-In-Time Manufacturing
- Definitions, rationales and approaches
 - Benefits and requirements
 - Obstacles and resources
 - Role of management
 - Selection of processes

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and discussion with supporting visual materials introducing total quality management for production, processing and services.
2. Group projects and presentations such as an analysis of the cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.
3. Technical writing paper (APA format) of appropriate manufacturing topic and presentation of material. An appropriate topic might be "The Total Quality Approach to Quality Management" including views and definitions of quality, key elements of quality, total quality pioneers, and the success and future of quality management.
4. Problem solving team projects. Such problem solving team projects might include comparing and contrasting the tools used in the total quality setting; identifying and assessing the steps in the strategic planning process; or, the examination and explanation of the rationale for the total quality approach to doing business.

11. 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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and simulated quality assurance.
2. Students will be evaluated on their written assessment of the benefits of total quality management implementation into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including teamwork, communication, leadership, types of tools, etc.
4. A mid-term and final examination will be given which show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why implementing total quality systems can improve the productivity and competitiveness of an organization, etc.

12. 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. Within a given scenario analyze, prepare and present a written report

comparing and contrasting the use of total quality tools and techniques to increase productivity in the manufacturing workplace. Use APA format to keyboard this 5-10 page report. Create a PowerPoint presentation of the data for your class presentation.

2. In written format, students will describe the rationale for using total quality strategies to increase productivity and identify the resources needed for implementation.
3. Group presentations of problem solving exercises will be made regarding quality assurance applications in the manufacturing environment.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Goetsch, David L. & Davis, Stanley B.

(Author)

Quality Management – Introduction to Total Quality Management for Production, Processing, and Services (5th edition)

(Title)

Prentice Hall

0-13-118929-8

2006 or most current

(Publisher)

ISBN

(Publication Date)

(2) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

Other Reference Materials/Supplies

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Machine Tool Technology	Engineering	ENGR	114	Machine Tool Technology
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	2		1		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	32-36	+	48-54	=	80-90
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code	095680	(click here for TOP code website)
			(choose only 1)		

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 gives students an understanding of the fundamentals and uses of machine tool technology in the manufacturing and environmental industries. Lecture/theory instruction will be followed by demonstrations and hands-on use of many of the machine tools currently used in industry.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 gives students an understanding of the fundamentals and use of machine tool technology in the manufacturing and environmental industries.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course will provide students with a pathway for earning a certificate in five different areas of manufacturing and solar/wind energy that will enable both entering and incumbent workers to become more flexible and knowledgeable employees.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 the key elements of machine tools.
2. Explain the rationale for the use of a specific machine tool.
3. Examine and describe the relationship of different machining processes.
4. Compare and contrast conventional and non-conventional machining.
5. Formulate procedures for manufacturing efficiency.
6. Explain the process for determining machining steps.
7. Compare and contrast the tools used in different industries.
8. Identify and assess the steps in the selection of a machine tool.
9. List and explain the requirements for machine tool selection.
10. Define decision-making and examine problem solving as it relates to machine tool technology.

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

1. Introduction

- Introducing machine tools
- Careers in manufacturing and environmental technology
- Personal safety
- Work piece holding
- Lubricants and cutting fluids

2. Materials

- Iron and steel
- Nonferrous metals and alloys

- Designation and identification
- 3. Measurement and layout
 - Linear measurement
 - Layout tools and techniques
 - Calipers, micrometers and verniers
- 4. Threads and thread cutting
 - Screw threads
 - External threading
 - Internal threading
- 5. Abrasives and grinding
 - Sanding and grinding machines
 - Surface grinders
 - Tool grinders
 - Cylindrical grinders
- 6. Power saws
 - Stock cutoff machines
 - Band sawing
- 7. Drilling machines
 - Machine types
 - Drill bits, sleeves, sockets and chucks
 - Drilling operations
- 8. Turning machines
 - Machine types
 - Cutting tools
 - Internal operations
 - External operations
- 9. Milling machines
 - Machine types
 - Cutting tools
 - Squaring, pockets, grooves and keyways
 - Drilling, boring and dividing
- 10. Modern machining processes

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

1. Lecture presentation and discussion with supporting visual materials introducing machine tool technology for production, processing, installation and services.
2. Group projects and presentations such as an analysis of a cause of a production problem, possible courses of action, recommendations for the preferred course of action, and probable short and long-term outcomes.
3. Problem solving team projects. Projects might include comparing and contrasting the tools used in the industrial setting; identifying and assessing the steps in the manufacturing process; or the examination and explanation of the rationale for the selection of a specific machine tool.
4. Demonstration of the correct set-up and safe operation of different machine tools.

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:

1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and machine tool operation.
2. Students will be evaluated on their written assessment of the benefits of efficient machine tool selection into the manufacturing environment and presentation to the class of this information (informational topics will vary).
3. Quizzes – periodic short objective tests of course related concepts including materials, speeds and feeds, measurement, types of machine tools, etc.
4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate why efficient machine tool selection can improve the productivity and competitiveness of an organization, etc.

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. Project-based learning – Students will produce an analysis of production problem within the laboratory environment using a variety of machine tool applications used specifically to solve the potential problems. This project will be graded on a point/tolerance scale.
2. Problem-based learning – Group presentations of problem solving exercises will be made regarding machine tool applications in the manufacturing and environmental environments. A typical scenario might be: 'A worker has turned a shaft requiring tolerances of plus or minus .003". Upon measuring, you find that one end of the shaft is a larger diameter than the other end. What might be the reason for this discrepancy and how would you remedy the situation?'
3. Research project based on internet and printed sources – A technical writing paper (APA format) of appropriate machine tool topic and presentation of material. An appropriate topic might be: 'The correct machine tool choice for production efficiency' including definitions of machining, key elements of machine tool selection, and the success and efficiency of manufacturing methods.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Kibbe, Meyer, Neely & White Author	Machine Tool Practices Title	
Prentice Hall Publisher	978-0-13-501508-7 ISBN	2010 Publication Date

Required (2):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Required (3):

 Author	 Title	
 Publisher	 ISBN	 Publication Date

Supplemental (1):

Krar, Gill, Smid Author	Technology of Machine Tools Title	
McGraw-Hill	0077232259	2007

Publisher	ISBN	Publication Date
Supplemental (2):		
O. D. Lascoe	Machine Shop Operations and Setups	
Author	Title	
American Technical Publishers	0-8269-1842-5	1994
Publisher	ISBN	Publication Date
Supplemental (3):		
Author	Title	
Publisher	ISBN	Publication Date

Rev JAN 09

Submitted by: **David R. Hunt – Associate Faculty** Date: **10/20/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Environmental Technology	Engineering	ENGR	116	Energy Efficiency and Construction Methods
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160)**.

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit – 16-18	1 unit – 48-54	3	0	3
2 units – 32-36	2 units – 96-108	Lecture Hours	Lab Hours	Total Hours
3 units – 48-54	3 units – 144-162	48-54	0	48-54
4 units – 64-72	4 units – 192-216			
5 units – 80-90	5 units – 240-270			

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	30	Enter number	Pass/No Pass ALLOW	Yes	Yes or No (usually Yes)
Pass/No Pass ONLY	No	Yes or No (usually No)	TOP code (choose only 1)	0946.10	(click here for TOP code website)

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Carefull! If you select the entire box that the words are within, it won't give an accurate count.

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 the green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Carefull! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The 'green construction' field is a large and fast growing segment of the U.S. economy and southern California is one of the main centers of research, development and production. MSJC must meet the needs of its student population by providing certificate programs in this emerging field to expand employment and educational opportunities. The proposed certificate areas are: Solar Photovoltaic Technology, Solar Thermal Technology, Small Wind Energy Technology, Green Collar Manufacturing and Manufacturing Quality Assurance.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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. Explain the basic design principles and technologies of sustainable systems.**
- 2. Describe the benefits and limitations of sustainable shelter.**
- 3. Compare and contrast renewable energy and non-renewable energy.**
- 4. Investigate the potentials of green building technologies to help solve environmental and economic problems.**
- 5. Examine and describe how the manufacturing industry is involved in the green construction industry.**
- 6. Explain the concept of energy efficiency.**
- 7. Investigate and report on the potential energy savings through energy efficiency and conservation methods.**
- 8. Discuss concepts and issues related to the sustainable shelter movement.**

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

1. Introduction

- Sustainable shelter**
- Environmental, political and economic issues**
- M.S.J.C. Solar, Wind and Manufacturing certificate programs**
- Green building**

- Site selection**

2. Green Construction

- Building materials**
- Energy efficiency**
- Natural Building**
- Earth-sheltered architecture**

3. Sustainable Systems

- Passive solar heating**
- Passive cooling**
- Green power**
- Water and waste**
- Landscaping**

4. Green Construction Industry

- Career opportunities**
- Economic and environmental analysis**
- Overcoming barriers to implementation**
- Government regulations**
- Public perception and policies**

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- 1. Lecture presentation and discussion with supporting visual materials introducing green construction technologies.**
- 2. Group projects and presentations such as an analysis of a site selection problem, possible courses of action to remedy the problem, recommendations for the preferred course of action, and probable short and long-term outcomes.**
- 3. Problem solving team projects that might include comparing and contrasting energy sources for efficiency and cost to meet a specified set of parameters.**
- 4. Demonstrations of how sustainable shelter systems operate.**
- 5. Guest speakers from industry to offer insights into employment opportunities and career pathways.**
- 6. Topical group discussions of industry trends and directions.**

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:

- 1. Students will be evaluated on their successful participation in topical discussions, problem solving activities and ability to explain green construction concepts.**
- 2. Students will be evaluated on their written assessment of the benefits of an efficient alternative energy choice and their presentation of information to the class (topics will vary).**
- 3. Quizzes – periodic short objective tests of course related concepts.**
- 4. A mid-term and final examination will be given to show student understanding of terminology, knowledge of subject matter, and ability to contrast and evaluate the importance of the proper site selection, construction methods and conservation choices, etc.**

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. **Problem-based learning and team building – Students will work within a group setting to problem solve regarding energy source selection and application efficiency.**
2. **Research project based on internet and printed sources – Students will be required to write a research based technical paper using APA format of appropriate green construction topics and will present their findings to the class.**
3. **Quizzes and Examinations will be given to test student knowledge on the appropriate energy source selection and application efficiency.**

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Daniel Chiras	The New Ecological Home	
Author	Title	
Chelsea Green Publishers	9781931498166	2004
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

NEW JAN 09

Integrated Course Outline of Record – Viticulture, Enology, and Winery Technology (VEW With Business Emphasis)

Submitted by: **John Schuler** Date: **10/1/07**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
	Viticulture, Enology and Winery Technology		VEW 100	Introduction to Viticulture

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	Lab Units	Total Units
1 unit - 16-18	1 unit - 48-54	3	0	3
2 units - 32-36	2 units - 96-108			
3 units - 48-54	3 units - 144-162			
4 units - 64-72	4 units - 192-216			
5 units - 80-90	5 units - 240-270			
		Lecture Hours	Lab Hours	Total Hours
		48-54	0	48-54

AA/AS Degree General Ed Breadth Area(s):
If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: **28** Enter number
Credit/No-Credit ONLY: **NO** Yes or No (usually No)
Credit/No-Credit ALLOW TOP code: **YES** Yes or No (usually Yes)
TOP code: **0104** (click here for TOP code website) (choose only 1)

Can be taken: **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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).

An introduction to viticulture; historical perspective of grape cultivation for table grapes, wine and raisins; grape varieties and species; botany, anatomy, propagation, climate, cultivation, vineyard management, plant-soil-water relations, irrigation, fertilization and pruning; weed, disease and pest control; establishment, training and pruning grapevines; harvest and post-harvest operations.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An historical perspective of grape cultivation; grape varieties, propagation, climate, vineyard management, irrigation, fertilization, pruning as well as weed, disease and pest control.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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:

- A. demonstrate knowledge of the importance of grapes in world history;**
- B. demonstrate knowledge of grape production in both California and worldwide;**
- C. outline the basic aspects of grapevine biology and physiology;**
- D. describe basic grape plant structures and functions;**
- E. describe the use and application of specific grape species and varieties;**
- F. describe the relationship of soil and climate relative to grape production;**
- G. explain aspects of grapevine growth and development;**
- H. demonstrate knowledge of vineyard management;**
- I. demonstrate knowledge of the basics of winemaking.**

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

Lecture and Discussion Topics

- A. History of grape cultivation and world distribution.**
- B. Important species and cultivars used throughout the world and the United States grape growing regions.**
- C. Evolution and taxonomy of exploited species and important cultivars, varieties and rootstocks.**
- D. Grape production in California: history, geography, raisin, table, and wine grape regions and cultivators.**

- E. Morphology and Anatomy: important cell and tissue types; structure and function.**
- F. Grape physiology: photosynthesis, transpiration, environmental control of growth and development.**
- G. Growth and development: dormancy and budbreak, phenology, vegetative and reproductive growth, berry growth, and composition.**
- H. Grapevine propagation methods, techniques and applications.**
- I. Vineyard soils, conservation and management.**
- J. Vineyard water-plant-soil relations.**
- K. Grapevine, water and nutrient requirements, soil fertility, irrigation and fertilization management.**
- L. Essential plant nutrients, application methods; water and nutrient deficiency symptoms.**
- M. Vineyard establishment and management: site selection, orientation, soil preparation, planting, training, trellis design, trellis systems, and canopy management.**
- N. Harvest and post-harvest operations: maturity factors, raisin types and processing, table and wine grape harvesting, processing and storage.**
- O. Seasonal vegetative training, management and dormant pruning.**
- P. Pruning systems and techniques.**
- Q. Pest control: weed pests, insect pests, diseases of grapes, their control and management.**
- R. Winemaking: a brief overview.**

Methods of Instruction: (please number and be reflective of a variety of learning styles)
Methods of instruction may include, but are not limited to the following:

- A. Lecture and discussion on grape production, biology and physiology both in California and worldwide.**
- B. Laboratory demonstrations and discussion to show students basic grape plant species, varieties and winemaking techniques.**
- C. Audio-visual materials to show basic grape plant structures and functions.**
- D. Field trips to show students the aspects of grapevine growth and development.**
- E. Student hands-on laboratory activities and field practice to demonstrate basic vineyard management and winemaking.**

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:

- 1. Written examinations will include aspects of all stated learning objectives above.**
 - 2. Reading and homework assignments will include aspects of all stated learning objectives above.**
 - 3. Laboratory assignments will consist of laboratory reports which demonstrate the students knowledge of topics covered in the laboratory such as plant species and winemaking techniques.**
 - 4. Field trips assignments will consist of reports, questionnaires or quizzes upon completion of the field trip.**
- A. Three or more mid-term exams.**
 - B. One final exam.**
 - C. Two or more graded field study reports.**

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. Weekly reading assignments in text related to lecture topics.**
- B. Field trips at specified locations**
- C. Vineyard cultural practices, e.g. Training and pruning**
- D. Sample exam questions:**
 - 1. True or false: An increase in light intensity is accompanied by a proportional increase in the rate of photosynthesis?**
 - 2.Thick canopies adversely affect**
 - i) grape composition**
 - ii) next year's crop**
 - iii) grape berry health**
 - iv) all of the above**
 - v) none of the above**

Required (1):

Winkler, Cook, and Lider		General Viticulture (2 nd Ed.)	
Author		Title	
University California Press			1974
Publisher		ISBN	Publication Date

Required (2):

Author		Title	
Publisher		ISBN	Publication Date

Required (3):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (1):

Author		Title	
Publisher		ISBN	Publication Date

Supplemental (2):

Author		Title	
Publisher		ISBN	Publication Date

Submitted by: **John Schuler** Date: **817/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Agriculture	Viticulture, Enology and Winery Technology	VEW	106	Hospitality in the Winemaking Industry

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

AA/AS Degree General Ed Breadth Area(s):
Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment: Enter number
Pass/No Pass ONLY: Yes or No (usually No)
Pass/No Pass ALLOW TOP code: Yes or No (usually Yes)
 (click here for TOP code website)
 (choose only 1)

Can be taken: **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
 (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.**

Stand Alone Course Check box if Stand Alone course.
 A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course is an introduction to hospitality in the winemaking industry. Topics include tasting room and customer service skills, marketing, sales, staff development, events program coordination, food and beverage coordination, hospitality and alcoholic beverage law, tasting room design and organization, culinary arts, wine club development and management. The basic concepts of enology and viticulture will also be covered.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to hospitality in the winemaking industry. Topics include tasting room and customer service, marketing, sales, events program coordination, wine club development and management. The basic concepts of enology and viticulture will also be covered.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The course makes productive use of particular strengths the college has to offer and is in demand by students with transfer or occupational goals.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 tasting room and customer service skills;**
- 2. Apply sales and marketing strategies to the wine industry;**
- 3. Design staff development activities;**
- 4. Explain aspects of wine club development and management;**
- 5. Demonstrate knowledge of hospitality and alcoholic beverage law;**
- 6. Apply principles of event program coordination;**
- 7. Apply basic concepts of food and beverage coordination;**
- 8. Describe the point of sales (pos) system;**
- 9. Relate basic concepts of enology and viticulture to the field of hospitality**

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

Lecture and Discussion Topics

- 1. Tasting room skills and customer service - a) understanding the product b) making recommendations to customers.**
- 2. Wine sales and marketing -a) word of mouth b) promotional coupons c) signage d) event attendance.**

- 3. Staff development - a) training seminars b) tier tasting.
- 4) Events program coordination –a) weddings b) concerts c) business meetings.
- 5) Wine club development and management –a) shipping wine, b) member discounts and c) membership maintenance.
- 6) Alcoholic beverage law.
- 7) Food and beverage operations – a) laws b) catering services
- 8) Principles of pairing wine and food
- 9) Point of sales systems
- 10) Enology fundamentals – a) crushing b)pressing, c)fermentation d)racking e) fining f) bottling
- 11) Viticulture fundamentals - a) trellis systems b) canopy management c) pruning

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture and discussion on customer service in wineries, wine sales and marketing and food and beverage operations.
- B. Demonstrations of proper customer service and beverage operations.
- C. Audio-visual materials on any of the lecture topics.
- D. Field trips to show students the aspects of winery operations.

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:

- 1. Written examinations will include aspects of all stated learning objectives above.
 - 2. Reading and homework assignments will include aspects of all stated learning objectives above.
 - 3. Field trips assignments will consist of reports, questionnaires or quizzes upon completion of the field trip.
- A. Three or more mid-term exams.
 - B. One final exam.

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. Weekly reading assignments in text related to lecture topics.
- B. Field trips at specified locations.
- C. Set-up a mock winery event.
- D. Set- up a mock staff development training seminar.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Julyan, Brian K.	Sales and Service for the Wine Professional
Author	Title
Cengage Learning	April 2008
Publisher	Publication Date

Required (2):

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Author	Title	

Publisher ISBN Publication Date

Required (3):

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Author Title

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Publisher ISBN Publication Date

Supplemental (1):

Henderson, J. Patrick; Alexopoulos, John; Rex, Dellie **About Wine**

Author Title

Cengage Learning **Feb. 2000**

Publisher ISBN Publication Date

Supplemental (2):

Schmid, Albert **Hospitality Manager Guide to Wines, Beers and Spirits**

Author Title

Prentice Hall **Sept 2003**

Publisher ISBN Publication Date

Supplemental (3):

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Author Title

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Publisher ISBN Publication Date

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Submitted by: Date:

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
Agriculture	Viticulture, Enology and Winery Technology	VEW	108	Introduction to Winery Business Principles

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Sub}){Course Number} i.e. Technology in the Classroom (formerly CDE 160).

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.

<u>Lecture Units/Hours</u> 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	<u>Lab Units/Hours</u> 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	<u>Lecture Units</u> 3	+	<u>Lab Units</u> 0	=	<u>Total Units</u> 3
		<u>Lecture Hours</u> 48-54	+	<u>Lab Hours</u> 0	=	<u>Total Hours</u> 48-54

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	<input type="text" value="28"/>	Enter number	Pass/No Pass ALLOW TOP code	<input type="text" value="0104.00"/>	Yes or No (usually Yes) (click here for TOP code website)
Pass/No Pass ONLY	<input type="text" value="NO"/>	Yes or No (usually No)	(choose only 1)		

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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

This course is an introduction to the business of winemaking. Topics include marketing, basic accounting, media relations, product management, inventory control, state and federal compliance licensing, industry trends, distribution channels, wine club development and management, human resources and ALC management, state and federal taxation, insurance, vintage forecasting, and industry contracts.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

An introduction to the business of winemaking. Topics include marketing, media relations, product management, inventory control, state and federal compliance licensing, industry trends, and wine club development.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The course makes productive use of particular strengths the college has to offer and is in demand by students with transfer or occupational goals.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.
(For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. Apply the principles of marketing and branding to wine sales;
2. Apply the principles of pricing in the marketplace.
3. Describe the process of vintage forecasting;
4. Describe public and media relations and how they apply to the wine industry;
5. Apply the process of bookkeeping and accounting for wineries;
6. Interpret winery financial reports;
7. Outline the TTB and ABC laws pertaining to wine consumption and sales;
8. Explain the various wine distribution channels;
9. Describe TTB training for wine sales;
10. Describe state and federal licensing requirements for wine sales;
11. Describe how E commerce and social networking effect wine sales;
12. Outline insurance requirements in the wine industry;
13. Analyze grape contracts between winery and grower;
14. Apply principles of wine club development and management;

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

Lecture and Discussion Topics

1. Marketing wines – strategies for presenting brand to the marketplace including
 - a) advertising in magazines
 - b) internet usage
 - c) use of local hotels, chambers of commerce, tourism offices.
2. Branding wines – the image of the wine based on
 - a) demographics
 - b) target markets
 - c) trends.
3. Pricing and the marketplace.
4. Pricing based on branding strategies.
5. Vintage forecasting based on
 - a) shelf-life
 - b) market trends
6. Public and media relations-
 - a) newspapers,
 - b) radio
 - c) production company videos.
7. Bookkeeping and accounting-
 - a) Tax laws
 - b) inventory control
 - c) valuation.
8. Winery financial reports.
9. TTB and ABC laws – state and federal licensing requirements and the relationship between the two.
10. Wine wholesale distribution channels-
 - a) 3 tier system
 - b) direct distribution
11. Insurance.
12. Grape contracts between the grower and winery.
13. E commerce and email in wine sales –
 - a) the internet
 - b) social networking
 - c) blogs.
14. Wine club development.
15. Wine club management.

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

- A. Lecture and discussion on the business principles of winery operations.
- B. Discussions on wine club development and management.
- C. Audio-visual materials can be used to describe the various topics in the course content.
- D. Field trips to evaluate winery distribution operations.
- E. Student assignments with winery bookkeeping and accounting methods.

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

1. Written examinations will assess all learning objectives stated above.
 2. Reading and homework assignments on the topics of winery business operations.
 3. Assignments related to developing and managing a winery wine club.
 4. Field trips assignments will consist of reports, questionnaires or quizzes upon completion of the field trip.
- A. Two or more mid-term exams assessing all learning objectives stated above
 - B. One comprehensive final exam.

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. Weekly reading assignments in text related to lecture topics.

- B. Field trips at specified locations.**
C. Develop a wine club.
D. Develop a basic business plan for a new winery.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Thach, Liz; Olsen, Janeen; Wagner, Paul	Wine Marketing and Sales-Success Strategies for a Saturated Market	
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Author

Title

The Wine Appreciation Guild		2007
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Publisher

ISBN

Publication Date

Required (2):

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Author

Title

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Publisher

ISBN

Publication Date

Required (3):

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Author

Title

--	--	--

Publisher

ISBN

Publication Date

Supplemental (1):

Hall, C. Michael; Mitchell, Richard	Wine Marketing: A Practical Guide	
--	--	--

Author

Title

Elsevier Ltd.		2008
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Publisher

ISBN

Publication Date

Supplemental (2):

Lapsley, James; Moulton, Kirby	Successful Wine Marketing	
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Author

Title

Springer Science& Business Media		2001
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Publisher

ISBN

Publication Date

Supplemental (3):

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Author

Title

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Publisher

ISBN

Publication Date

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Submitted by: Richard Rowley Date: 3/4/10

<u>Discipline</u> <small>(select from this list)</small>	<u>Department</u> <small>(select from this list)</small>	<u>Subject</u> <small>(select from this list)</small>	<u>Course Number</u>	<u>Title</u>
[Multiple disciplines]	Occupational Internship	[Various]	149	Occupational Internship: General
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

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.

<u>Lecture Units/Hours</u> 1 unit – 16-18 2 units – 32-36 3 units – 48-54 4 units – 64-72 5 units – 80-90	<u>Lab Units/Hours</u> 1 unit – 48-54 2 units – 96-108 3 units – 144-162 4 units – 192-216 5 units – 240-270	<u>Lecture Units</u> N/A	+	<u>Lab Units</u> N/A	=	<u>Total Units</u> 1-4 OI
		<u>Lecture Hours</u> N/A	+	<u>Lab Hours</u> N/A	=	<u>Total Hours</u> 75-240+ See Other Enrollment Criteria.*

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

Courses should be appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	5 Enter number	Pass/No Pass ALLOW	Yes Yes or No (usually Yes)
Pass/No Pass ONLY	No Yes or No (usually No)	TOP code (choose only 1)	4932.00 (click here for TOP code website)

Can be taken **4** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).
(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.**

Stand Alone Course Check box if Stand Alone course.
A Stand Alone course is a Non-degree applicable credit course and/or a degree applicable credit course which is not part of an approved educational program.

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 purpose of this course is to enable eligible students to include supervised on-the-job training as an integral part of the total college educational program. This is accomplished through a planned program of learning experiences which combines academic and vocational learning at school with new learning experiences on the job in an occupational setting.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

On-the-job application of concepts and skills related to the student's program.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course provides on-the-job experience within a student's career field or general work experience and provides the opportunity for students to apply theory and skills learned in academic and vocational courses. Such experience will give students with little work experience in the field the opportunity to assess their attitudes and needs with respect to their future careers.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E4 for details. (For further clarification, contact the Prerequisite Subcommittee)

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

Each student must be enrolled for the full semester and have completed one course in the discipline. A training agreement must be completed prior to registration. Please refer to the Occupational Internship Student Handbook for specific information.

*OI units apply to this course. The following table specifies the unit credit earned for hours worked in internship:

Paid hours	Unpaid hours	Credits earned
75-149	60-119	1
150-224	120-179	2
225-299	180-239	3
300+	240+	4

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. Assess his or her attitudes and abilities with respect to the requirements of the relevant career field and the specific internship experience.
2. Demonstrate résumé and interview skills in relationship to career expectations.
3. Demonstrate occupational competence.
4. Analyze a target organization in terms of its products, structure, size, and economic impact on the community.
5. Observe and evaluate policies and behavior in organizations related to diversity and gender issues.
6. Apply field-related theories and skills to real job situations.

7. Create and meet specific individual and program objectives as established in the internship-training plan.
8. Meet SCANS competencies or other competencies as relevant to field.

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

1. Information about the organization targeted for the potential internship
 - a. Its products or services
 - b. Its size and structure
 - c. The requirements of the internship position
 - d. The nature of jobs and employment in the industry
2. Employment application procedures and skills
 - a. Résumé and portfolio construction
 - b. Interview preparation
 - c. Interview process
3. The training plan
 - a. Writing performance objectives
 - b. Maintaining a training log
 - c. Evaluating progress toward objectives
4. Relevant social issues
 - a. Diversity and gender equity
 - b. Economic contributions of organization to the community
 - c. Standards of ethical practice in the field
5. Field-specific information and skills (will vary by program)

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Individual consultation with the College Coordinator of Internships, program instructor and employer/trainer to plan and write performance objectives and to complete a training plan. [The completed training plan will be submitted to the career internship faculty for final approval prior to the starting date.]
2. Lecture and discussion concerning internship-related issues, including job-hunting, theory and skill application, and diversity/gender issues.
3. Individual and group preparation for the employment process, including mock interviews and résumé development.
4. Supervised on-the-job experience within the selected field-related organization.
5. Individual writing, including a training log, self-evaluations, analyses of the internship experience.

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:

1. Evaluation of written assignments including portfolio (if applicable) based on demonstrated completion of course and individual training-plan objectives
2. Completion of detailed training log and contract
3. Assessment of on-the-job learning and performance by employer/trainer.
4. Quality of participation in discussions with instructor and work supervisor.

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 Training Log on a daily basis, accounting for every day of training.
 - a. Indicate tasks and duties performed on a daily basis in the weekly log.
 - b. Annotate analysis of the connections between course of study and work experience.
 - c. Note and explain any absences.
2. Write a self-evaluation in relation to the internship experience.

- a. Describe your objectives at the start of the internship.
 - b. Assess your progress toward your objectives.
 - c. Discuss how the internship experience has influenced your career preparation.
3. Submit a college level paper three-to-four typewritten pages in length, or portfolio, to address the following:
- a. Training situation. Include the name of the occupation, the name and address of the site, and the employer/trainer's name.
 - b. Related instruction. Explain which courses in the program were particularly helpful in preparation for training.
 - c. Training experience. Describe at least one highlight of the internship experience and describe in detail the two most challenging tasks or duties.
 - d. Cultural Diversity/Gender Equity. Assess the internship in light of issues discussed in class and experience in the workplace pertaining to gender equity and cultural diversity.
 - e. Economics. Discuss the workplace in light of its contribution to the economic base of the local community.
 - f. Goals: Describe how the internship experience affected long-term goals.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

If applicable, textbook will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Required (2):

If applicable, textbook will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Required (3):

If applicable, textbook will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

If applicable, materials will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

If applicable, materials will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

If applicable, materials will vary by discipline.		
Author	Title	
Publisher	ISBN	Publication Date

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: Date:

Discipline(s):

1. Course Title:

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number:

3. Miscellaneous:

3a. Units/Hours

Lecture Units/Hours	Lab Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	<input type="text" value="3.0"/>	=	<input type="text" value="3.0"/>	+	<input type="text" value="0.0"/>
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		<input type="text" value="48-54"/>	=	<input type="text" value="48-54"/>	+	<input type="text" value="0.0"/>

3b. Credit Type

Dept: <input type="text" value="AGTM"/>	Program: <input type="text" value="Golf Course/Turf Management"/>
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)
<input type="checkbox"/>	<input type="checkbox"/> Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth

Area(s):

3d. Maximum Enrollment:

Enter number

3e. Credit/No Credit ONLY

Yes or No (usually No)

3f. Credit/No Credit ALLOW

Yes or No (usually Yes)

3g. Can be taken time(s) for credit (maximum 4):

(If more than 1, justify with one of the following)

It is a lab class that emphasizes the development of skills over time

It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

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 examines how effective marketing plans are conceived, designed and implemented. The course emphasizes sales and marketing as it applies to a variety of resort, restaurant, and related hospitality service industry products.

The focus includes related sales and promotional strategies, merchandising, public relations and advertising.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

5. Class 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).

Marketing for the service industry with a focus on restaurant and resort products. Presents the fundamental marketing concepts of advertising, promotions, merchandising and sales.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

The course is part of the expanded offerings in the Golf Course/Turf Management Certificate to focus on golf resort operations, a growing industry in the region.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

The student will be able to:

- 1. Describe the elements needed for a successful marketing process**
- 2. Evaluate various hospitality/service industry products**
- 3. Formulate strategic marketing plans**
 - a. Analyze the elements in the regional marketing environment.**
 - b. Assemble marketing information from marketing research.**
 - c. Assess targeting and positioning concepts and design service industry products.**
 - d. Design a comprehensive marketing plan**
 - e. Evaluate the variety of consumer markets and distinguish marketing segments.**
- 4. Evaluate techniques of internal marketing.**
- 5. Appraise quality measures that build customer loyalty.**
- 6. Compare and evaluate strategies for pricing products.**
- 7. Assess distribution channels and discuss relative effectiveness.**
- 8. Evaluate techniques for promotion products.**
- 9. Compare various types of public relations systems.**
- 10. Evaluate effective sales techniques.**

9. Course Content: (outline of main topics and subtopics in gray box below)

- 1) **The Marketing Process**
 - a. Research
 - b. Design
 - c. Evaluation
 - d. Strategic Marketing Plans
- 2) **Marketing Environments**
 - a. Market Research
 - b. Consumer Markets
 - c. Marketing Segments
 - d. Targeting and Positioning Concepts
- 3) **Marketing Products**
 - a. Designing Products
 - b. Product Pricing
 - c. Merchandising
- 4) **Sales**
 - a. Strategies
 - b. Public Relations Systems
 - c. Sales Techniques
 - d. Advertising

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

The following are the methods to be used to present course content.

- a. Lectures will cover major theories and application of marketing and sales techniques as it relates to the golf course and resort management.
- b. Text assignments and reading materials will reinforce lecture topics
- c. Classroom assignments to reinforce specific steps in development of marketing plans
- d. Group research projects and presentations of Marketing Plans
- e. Class discussions
- f. Video skill demonstrations by students.
- g. Guest Speakers representing industry

11. 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:

- a. Essay or term paper based on unit assignments
- b. Short answer exams
- c. Problem solving exercises related to lectures and reading assignments
- d. Research and participation in group assignment related to marketing
- e. Class participation and discussion

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

- a. Reading assignments from the text and supplemental material

- b. Writing, Problem Solving or Performance for example:
 - 1. Write a one-page essay explaining the significance of merchandising to the service industry.
 - 2. Write a one-page essay commenting on the pricing of service products.
- c. Term paper, research paper on developing a marketing plan for a service company and present to the class.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Philip Kotler, John Bowen, James Makens

(Author)

Marketing for Hospitality and Tourism

(Title)

Prentice Hall 3rd edition

0130996114

2002

(2) Required:

(Publisher)

ISBN

(Publication Date)

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(3) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(2) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(3) Supplemental:

(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		

Transfer and Articulation to fill out the following:

MSJC Board of Trustees Approval Date	CSU Submit Date	CSU Approve Date	C S U G E	CSU GE Breadth		UC Submit Date	UC Approve Date	
				B r e a d t h	Approve			
					S u b m i t			Date
New								
Revised								

MSJC Board of Trustees Approval Date	IGETC Submit		IGETC Approve		CAN Submit		CAN Approve	
	Area	Date	Area	Date	No.	Date	No.	Date
New								
Revised								

BADM 120 –new JUNE 05 (cr/ w AGTM 120)

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: Date:

Discipline(s):

1. Course Title:

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number:

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	<input type="text" value="2.0"/>		<input type="text" value="2.0"/>		<input type="text" value="0.0"/>
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		<input type="text" value="32-36"/>		<input type="text" value="32-36"/>		<input type="text" value="0.0"/>

3b. Credit Type

Dept: Program:

<input checked="" type="checkbox"/> Transfer Credit (100 & higher) <small>(click here for Transfer Form)</small>	<input checked="" type="checkbox"/> Degree Credit (70 & higher)	<input type="checkbox"/> Non-Degree Credit (69 & lower)
--	--	--

3c. AA/AS Degree Pattern

General Ed Breadth
 Area(s):

3d. Maximum Enrollment: Enter number

3e. Credit/No Credit ONLY Yes or No (usually No)

3f. Credit/No Credit ALLOW Yes or No (usually Yes)

3g. Can be taken time(s) for credit (maximum 4):
 (If more than 1, justify with one of the following)

It is a lab class that emphasizes the development of skills over time

It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

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 a study of the principles of hygiene and sanitation and their application to food service operations. Emphasis is placed on the implementation of proper methods and procedures and the food handlers responsibility in

maintaining high sanitation and safety standards. (42)

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course provides a general working knowledge of safety and sanitation guidelines for working with food. Emphasis is on guidelines related to resort operations. (24)

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

The course is part of the expanded offerings in the Turf and Landscape Management Certificate to focus on golf resort operations, a growing industry in the region.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

Upon completion of this course, students will be able to:

- a. Articulate the importance of maintaining high sanitation standards in foodservice operations.
- b. Identify and describe the relationships between microorganisms and food borne illnesses.
- c. Recognize, identify and describe the effects of poor personal hygiene and health on food and food service operations.
- d. Design and complete a safety-sanitation inspection report for a food-service operation.
- e. Design a cleaning schedule and develop strategies for implementing it in a food service operation.
- f. Identify and define the basic concepts of safety within a food service operation.
- g. Identify, describe and define the basic concepts of safe food handling within a food service operation.
- h. Identify and describe the basic elements of design and planning a food service operation with respect to sanitation, safety, and work simplification.
- i. Identify, define and apply the proper procedures in the use and handling of food service equipment and facilities.

9. Course Content: (outline of main topics and subtopics in gray box below)

- A. Sanitation and Health**
 - 1. Providing safe food
 - 2. The Micro world
 - 3. Contamination and Food borne illness
- B. Serving Sanitary Food**
 - 1. Purchasing and Receiving Safe Food
 - 2. Keeping Food Safe in Storage
 - 3. Protecting Food Preparation and Serving
 - 4. The Safe Food Handler
- C. The Sanitary and Safe Food Environment**
 - 1. Sanitary Facilities and Equipment
 - 2. Cleaning and Sanitizing
 - 3. Organizing a Cleaning Program
 - 4. Pest Control
 - 5. Accident Prevention and Action for Emergencies
- D. Managing a Sanitary and Safe Food Service**
 - 1. Employee Sanitation Training
 - 2. Dealing with Sanitation and Safety Regulations and Standards
 - 3. Managing a Safe and Sanitary Food Service

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

- A. Lectures on major aspects of food safety and sanitation**
- B. Guided demonstrations by instructor on techniques and practices**
- C. Research and Group presentations**
- D. Class discussions**
- E. Skill demonstrations by students**
- F. Video**
- G. Guest Speakers from industry**

11. 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:

- A. Essay**
- B. Non-Computations Problem-Solving**
- C. Skill Demonstration**
- D. Journal on personal observations from restaurants visited**

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

- a. Reading in the textbook and in recommended supplementary literature.
- b. Notes taken on instructor lectures and guest speakers.
- c. Viewing of films and slide programs, including the taking of notes thereon.
- d. Listening to sound recordings and taking notes thereon.
- e. Special reports by students, in panel or individual.
- f. Participation in class research projects involving the collection, compilation and interpretation of data, including the composition of written or oral reports thereon.

g. Examinations of various types, such as essay and multiple choice.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

National Restaurant Association.

(Author)

ServSafe Coursebook (3rd ed.)

(Title)

John Wiley & Sons

(Publisher)

0471478024

ISBN

2004

(Publication Date)

(2) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(3) Required:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(1) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(2) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

(3) Supplemental:

(Author)

(Title)

(Publisher)

ISBN

(Publication Date)

Other Reference Materials/Supplies

BADM 121 –new JUNE 05 (cr/ w AGTM 121)

MR – Changed from AGTM to HORT CCA 11/13/06 – Catalog inclusion date: 2007-08

Mt. San Jacinto College
 1499 North State Street
 San Jacinto, Ca 92583

Author: Date:

Discipline(s):

1. Course Title:

If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number} ie. Technology in the Classroom (formerly CDE 160)

2. Course Number:

3. Miscellaneous:

3a. Units/Hours

<u>Lecture</u> Units/Hours	<u>Lab</u> Units/Hours	Total Units	=	Lecture Units	+	Lab Units
1 unit - 16-18	1 unit - 48-54	<input type="text" value="3.0"/>	=	<input type="text" value="3.0"/>	+	<input type="text" value="0.0"/>
2 units - 32-36	2 units - 96-108					
3 units - 48-54	3 units - 144-162					
4 units - 64-72	4 units - 192-216					
5 units - 80-90	5 units - 240-270					
		Total Hours	=	Lecture Hours	+	Lab Hours
		<input type="text" value="48-54"/>	=	<input type="text" value="48-54"/>	+	<input type="text" value="0.0"/>

3b. Credit Type

Dept: <input type="text" value="HORT"/>	Program: <input type="text" value="Turf and Landscape Management"/>
<input checked="" type="checkbox"/> Transfer Credit (100 & higher) (click here for Transfer Form)	<input checked="" type="checkbox"/> Degree Credit (70 & higher)
<input type="checkbox"/>	<input type="checkbox"/> Non-Degree Credit (69 & lower)

3c. AA/AS Degree Pattern

General Ed Breadth

Area(s):

3d. Maximum Enrollment:

Enter number

3e. Credit/No Credit ONLY

Yes or No (usually No)

3f. Credit/No Credit ALLOW

Yes or No (usually Yes)

3g. Can be taken time(s) for credit (maximum 4):

(If more than 1, justify with one of the following)

It is a lab class that emphasizes the development of skills over time

It is a lecture course in which the content varies from year to year

3h. TOP code (click here for TOP code website)

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 techniques and methods of operating and controlling a food and beverage operation in a resort environment. It studies the management techniques necessary for the planning, monitoring and controlling of a food service operation and of the control systems available to insure a profitable operation.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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

This course provides a general overview of food & beverage management and controlling costs within the operation. Emphasis is on guidelines related to resort operations.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

6. Need/Justification (in gray box below)

The course is part of the expanded offerings in the Turf and Landscape Management Certificate to focus on golf resort operations, a growing industry in the region.

7a. Prerequisite(s) (in gray box below):

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7b. Corequisite(s) (in gray box below):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

7c. Recommended Preparation (in gray box below):

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

7d. Other Enrollment Criteria:

None.

8. Learning Objectives: (express in behavioral terms in gray box below):

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

Upon completion of the course, students will be able to:

- a. Describe the principles of planning and control systems used in the management of food and beverage operations
- b. Apply appropriate principles of planning and control to specific situations in food and beverage operations
- c. Utilize standard techniques to monitor food and beverage operations
- d. Analyze food and beverage operations and utilize the information obtained to develop effective operational strategies.
- e. Demonstrate techniques of effectively communicating with employees
- f. Implement accepted industry policies and techniques to best manage the production of employees.

9. Course Content: (outline of main topics and subtopics in gray box below)

The Course Content and Scope:

- a. The food cost control cycle
- b. Menu planning and goal setting
- c. Monitoring operations and point of sales systems

- d. Purchasing policies and procedures
- e. Specifications and product quality
- f. Receiving and Storage
- g. Forecasting
- h. Production control
- i. Pre costing
- j. Payroll analysis and control
- k. Food cost performance
- l. Controlling beverage cost.
- m. Budgeting for food service operations
- n. Evaluation and decision making in food service operations

10. Methods of Instruction: (reflective of a variety of learning styles in gray box below)
Methods of instruction may include, but are not limited to the following:

- A. Lectures on major considerations of resort food and beverage operations
- B. Assigned reading and review of supplemental materials provided by instructor on techniques and practices
- C. Research and Group presentations on specific topics in industry
- D. Class discussions on practices and procedures
- E. Video
- F. Guest Speakers from industry

11. 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:

- a. Essay
- b. Computation
- c. Non-Computational Problem-solving
- d. Skill Demonstration
- e. Multiple Choice
- f. Other (Written assignments involving analysis, conclusion and strategic planning to implement solutions)

12. 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. Readings in the textbook and in recommended supplementary literature.
- b. Participation in class research projects involving the collection, compilation and interpretation of data, including the composition or written or oral reports thereon
- c. Keep a journal of observations from local restaurants and operations.
- d. Presentations on a management style and problem-opportunities from the class and student solutions to those opportunities.

13. Textbook (s): The required college-level textbooks may include, but are not limited to the following:

(1) Required:

Paul R. Dittmer

(Author) Paul R. Dittmer

Principles of Food, Beverage and Cost Controls (7th)

(Title)

John Wiley & Sons Inc	0471397032	2002
(Publisher)	ISBN	(Publication Date)
(2) Required:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(3) Required:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(1) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(2) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
(3) Supplemental:		
(Author)		
(Title)		
(Publisher)	ISBN	(Publication Date)
Other Reference Materials/Supplies		

BADM 122 –new JUNE 05 (cr/AGTM 122)

MR – Changed from AGTM to HORT CCA 11/13/06 – Catalog inclusion date: 2007-08

Submitted by: **Gloria Sanchez** Date: **04/01/09**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Accounting	Business	ACCT	076	Bookkeeping Part I – Accounting Theory
History – M Dance – M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. Technology in the Classroom (formerly CDE 160).

Units/Hours:

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

Lecture Units/Hours	Lab Units/Hours	Lecture Units	+	Lab Units	=	Total Units
1 unit – 16-18	1 unit – 48-54	3		0		3
2 units – 32-36	2 units – 96-108	Lecture Hours		Lab Hours		Total Hours
3 units – 48-54	3 units – 144-162	48-54	+	0	=	48-54
4 units – 64-72	4 units – 192-216					
5 units – 80-90	5 units – 240-270					

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	35	Enter number	Pass/No Pass ALLOW	YES	Yes or No (usually Yes)
Pass/No Pass ONLY	NO	Yes or No (usually No)	TOP code <small>(choose only 1)</small>	0502.00	<small>(click here for TOP code website)</small>

Can be taken **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#).)

(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).

A basic introductory course in the essential elements of bookkeeping practice upon

which advanced work in other accounting courses is based. Topics include the double entry bookkeeping system, cash and accrual methods, use of journals and ledgers, adjusting entries, receipts and payments, payroll, sales tax, property tax and banking.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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).

Fundamentals of bookkeeping such as recording transactions, journals, ledgers, adjusting entries, receipts and payments, payroll, sales tax, property tax and banking.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

The course is required for completion of a certificate program and to conform to current requirements in industry.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 for details.

None.

Other Enrollment Criteria:

None.

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

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

1. **Define and explain the structure and nature of bookkeeping and accounting practices and procedures in a small business environment.**
2. **Examine manual accounting procedures for completing the accounting cycle under the cash and accrual methods of accounting.**
3. **Assess appropriate accounting methods for performing record keeping procedures for service and merchandising entities.**
4. **Prepare typical accounting documents used by sole proprietorships.**
5. **Prepare typical financial statements for sole proprietorships.**
6. **Research and evaluate accounting and business resources available to bookkeepers and accountants.**
7. **Identify the cultural and ethical implications of bookkeeping and accounting practices in a small business environment.**

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

- 1 Introduction to Accounting
 - A. The Purpose of Accounting
 - B. The Accounting Process
 - C. Generally Accepted Accounting Principles (GAAP)
 - D. Three Types of Ownership Structures
 - E. Types of Businesses
 - F. Career Opportunities in Accounting
- 2 Analyzing Transactions: The Accounting Equation
 - A. The Accounting Elements

- B. The Accounting Equation
- C. Analyzing Business Transactions
- D. Effect of Transactions on the Accounting Equation
- E. Financial Statements
- F. Overview of the Accounting Process
- 3 The Double-Entry Framework
 - A. The T Account
 - B. Debits and Credits
 - C. Transaction Analysis
 - D. The Trial Balance
- 4 Journalizing and Posting Transactions
 - A. Flow of Data
 - B. The Chart of Accounts
 - C. Source Documents
 - D. The General Journal
 - E. The General Ledger
 - F. Finding and Correcting Errors in the Trial Balance
- 5 Adjusting Entries and the Work Sheet
 - A. End -of-the Period Adjustments
 - B. The Work Sheet
 - C. Finding Errors on the Work Sheet
 - D. Journalizing Adjusting Entries
 - E. Posting Adjusting Entries
 - F. Methods of Accounting: Cash, Modified Cash, and Accrual
- 6 Financial Statements and the Closing Process
 - A. The Financial Statements
 - B. The Closing Process
 - C. Post-Closing Trial Balance
 - D. The Accounting Cycle
- 7 Accounting for Cash
 - A. Checking Account
 - B. Reconciling the Bank Statement
 - C. The Petty Cash Fund
 - D. The Change Fund and Cash Short and Over
- 8 Payroll Accounting: Employee Earnings and Deductions
 - A. Employees and Independent Contactors
 - B. Employee Earnings and Deductions
 - C. Payroll Records
 - D. Accounting for Employee Earnings and Deductions
 - E. Payroll Record-Keeping Methods
- 9 Payroll Accounting: Employer Taxes and Reports
 - A. Employer Payroll Taxes
 - B. Accounting for Employer Payroll Taxes
 - C. Reporting and Payment Responsibilities
 - D. Worker's Compensation Insurance
- 10 Accounting for A Merchandising Business
 - A. Merchandise Sales Transactions
 - B. Merchandise Sales Accounts
 - C. Journalizing and Posting Sales and Cash Receipts Transactions

- D. Schedule of Accounts Receivable
- 11 Accounting for Purchases and Cash Payments
 - A. Merchandise Purchases Transactions
 - B. Merchandise Purchase Accounts
 - C. Journalizing and Posting Purchases and Cash Payments Transactions
 - D. Schedule of Accounts Payable
- 12 Special Journals
 - A. Special Journals
 - B. Sales Journal
 - C. Cash Receipt Journal
 - D. Purchase Journal
 - E. Cash Payments Journal
- 13 Accounting for Merchandise Inventory
 - A. Assigning Cost to Inventory and Cost of Goods Sold
 - B. Estimating Ending Inventory and Cost of Goods Sold
- 14 Adjustments and the Work Sheet for a Merchandising Business
 - A. Adjustment for Merchandise Inventory: Periodic Inventory System
 - B. Adjustment for Unearned Revenue
 - C. Preparing a Work Sheet for a Merchandising Business
 - D. Adjusting Entries
 - E. Preparing and Journalizing Adjusting Entries Under the Perpetual Inventory System
- 15 Financial Statements and Year-End Accounting for a Merchandising Business
 - A. The Income Statement
 - B. The Statement of Owner's Equity
 - C. Balance Sheet
 - D. Financial Statement Analysis
 - E. Closing Entries
 - F. Reversing Entries

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture, demonstration and discussion with supporting visual materials (PowerPoint, on-line resources, or multimedia) will be used to introduce fundamentals of bookkeeping and accounting practices covered in course objectives.
2. Teams will be formed to discuss textbook concepts and work cooperatively in applying concepts to the solution of assigned problems, linking competencies to actual business transactions and accounting practices covered in course objectives
3. In class discussions of case studies provided in the textbook and/or through online resources will provide students an opportunity to share ideas and discuss concepts for completing the accounting cycle.
4. Individualized instruction to assist students as they implement textbook concepts to produce financial reports using a manual accounting system.

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:

1. Exams, quizzes and textbook assignments will be used to determine the students' understanding of manual accounting procedures and practices in a small business environment.
2. Comprehensive problems and/or practice sets will be used to determine the students' competencies in applying textbook concepts for completing the accounting cycle and producing financial statements for simulated business entities. Project will be complete when all journal entries, trial balances and financial statements are correct, no errors.
3. Written and oral reports will be used to measure students' comprehension of special topics such as payroll and credit practices, effective cash control procedures, online accounting resources, and current trends in business accounting practices. Students will be graded on content, format, supporting documentation and conclusions presented in the written report and oral summary.

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. Problem Solving Assignments including worksheets:
 1. Worksheet, handout and quiz for topic: Cash and Accrual methods.
 2. Worksheet problems for topics: Calculate Gross Payroll, Payroll Taxes and Net Payroll.
- B. Practice Sets: Utilizing the appropriate accounting cycle steps, concepts and procedures account for the two types of businesses:
 1. Service business: Two months of accounting for Les Paine DDS
 2. Merchandise business: One month of accounting for Ready Wholesale Office Supplies
- C. Research Project: Working individually or in your assigned teams, conduct research and prepare a written report, analyzing the accounting resources available in a government website such as the Employment Development Department, Internal Revenue Service, or State Board of Equalization. An oral summary of the report will be presented to class members.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Heintz & Parry	College Accounting	
Author	Title	

South Western Publishing	0-324-38249-9	19 th ed. 2008
Publisher	ISBN	Publication Date

Required (2):

Author	Title	

Publisher	ISBN	Publication Date

Required (3):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	

Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

Submitted by: **Nancy A. Johnson, Esq.** Date: **9/27/2007**

Discipline <small>(select from this list)</small>	Department <small>(select from this list)</small>	Subject <small>(select from this list)</small>	Course Number	Title
Business-M	BUS	BADM	103	Introduction to Business
History - M Dance - M	HIST	HIST	151	History and Appreciation of Dance
	DAN	DAN	100	History and Appreciation of Dance

Course Number: a) 001-069 Non-Degree credit, b) 070 and higher: Degree credit, c) 070-079 are intended for students with learning disabilities, d) 100 or higher: Transfer credit (please click [here](#) for the transfer form).

Title: If this course is having a subject or number change, the course author must include after the Course Title (formerly {Subj}{Course Number}) i.e. **Technology in the Classroom (formerly CDE 160).**

Units/Hours:

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

Lecture Units/Hours 1 unit - 16-18 2 units - 32-36 3 units - 48-54 4 units - 64-72 5 units - 80-90	Lab Units/Hours 1 unit - 48-54 2 units - 96-108 3 units - 144-162 4 units - 192-216 5 units - 240-270	Lecture Units 3	+	Lab Units 0	=	Total Units 3
		Lecture Hours 48-54	+	Lab Hours 0	=	Total Hours 48-54

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

If this course is appropriately placed on the General Ed pattern, please select one or more areas from [this list](#).

Maximum Enrollment:	45	Enter number	Credit/No-Credit ALLOW	YES	Yes or No (usually Yes)
Credit/No-Credit ONLY	NO	Yes or No (usually No)	TOP code (choose only 1)	0505	(click here for TOP code website)

Can be taken **1** **time(s) for credit** (max 4) (More detailed information on course repeatability can be found [here](#)).

(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).

U.S. businesses operate in a constantly changing global business environment. This is an introduction to that environment. Students completing the course should be capable of

analyzing various forms of business ownership and sizes of organizations, understanding ethics and social responsibility of businesses in a global market, analyzing the economic challenges facing businesses, understanding global competitive methodologies, and understand domestic and international labor-management relations issues and the use of technology and information in business.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

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 global business environment. Topics include business formation, organization, research, current events, economics, politics and business functions/systems.

To count words, select only the words within the catalog description, then go to Tools, and to Word Count. Careful! If you select the entire box that the words are within, it won't give an accurate count.

Need for the course: (For more information on demonstrating need, click [here](#))

This course is a core course option for students pursuing a Business Administration major.

Prerequisite(s): (For more information, click [here](#))

Prerequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E4 for details.

None.

Recommended Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E4 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 compare business operations in a global setting.
2. Discuss the issues of ethics, social responsibility and globalization.
3. Develop the basic skills of business research, problem solving, and decision-making.
4. Construct an independent, creative project to demonstrate these skills.
5. Develop the basic skills necessary to begin development of a business plan.
6. Evaluate personal strengths, weaknesses and their adaptability to a business environment.

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

- I. Business in a global environment
 - a. The framework of contemporary business
 - b. Business ethics and social responsibility
 - c. Economic challenges facing business
 - d. Competing in global markets
- II. Starting and growing your business
 - a. Organizing small and large businesses
 - b. business ownership vs. entrepreneurship
 - c. E-Business: Doing business on-line
- III. Management and human relation issues
 - a. Management, and leadership within the organization
 - b. Human resource management and labor relations
 - c. Improving performance through empowerment, teamwork and communication
 - d. Production and operations management

- IV. Marketing
 - a. Customer-driven marketing
 - b. Product selection and distribution channels
 - c. Promotion and pricing
- V. Technology and information
 - a. Using technology to manage information
 - b. Understanding accounting and financial statements
- VI. Managing financial resources
 - a. Financial management and institutions
 - b. Financing and investing through securities

Methods of Instruction: (please number and be reflective of a variety of learning styles)

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

1. Lecture and discussion with presentations using visual materials (Powerpoint, on-line resources, or multimedia) to introduce the fundamentals of business.
2. Analysis of Case Studies that develop and apply the basic concepts of the business enterprise.
3. In class discussions of current events in business.
4. Student analysis and presentation of business topics.

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

1. Quizzes on course related concepts.
2. Written analysis of case studies on current business topics.
3. Informal evaluations of student discussions of current business news.
4. Midterm/Final exam: Objective questions on fundamental concepts and essay questions that show analysis and application of basic business knowledge.
5. Research paper examining management techniques and strategies of successful businesses.
6. Projects related to starting a business including research regarding zoning and other regulations, financing the operation, management, advertising and related topics.

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. Group Case Study Analysis: Students form small groups and discuss a scenario that may arise in a modern business enterprise. Each group prepares a 10 minute presentation analyzing events or actions that led to the events in the scenario and what should have been done.
2. Individual Presentation/Paper: Prepare a presentation on a designated business topic or business current event. Discuss the substance of the topic or article and its significance to business including possible future domestic and global ramifications.
3. Business planning: Interview business owners who operate businesses similar to one you might like to own. Gather information regarding their achievements and setbacks and what was required to enter this type of business. Compare these results with your mental image of what you thought you would do to enter this business field. Determine your weaknesses and strengths and what more you would need to enter this type of business.

Textbook (s): The required college-level textbooks may include, but are not limited to the following:

Required (1):

Boone and Kurtz	Contemporary Business, 12 th edition	
Author	Title	
Thomson	13:978-0-324-54052-9 or 10:0-324-64052-3	2007 or most recent edition
Publisher	ISBN	Publication Date

Required (2):

Author	Title	
Publisher	ISBN	Publication Date

Required (3):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (1):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (2):

Author	Title	
Publisher	ISBN	Publication Date

Supplemental (3):

Author	Title	
Publisher	ISBN	Publication Date

EXHIBIT 3: MT. SAN JACINTO COLLEGE NEW PROGRAMS, DEGREES, AND/OR CERTIFICATES

Dept	Type	Name	New or/ Significant Revisions since FA05?	Catalog Inclusion	Additional Information	Reference Matls	50%+ Online	Reference Matls
AJ	ECC	Computer Forensics	New	2009-10	Crosslisted as CIS	CCM 12/15/08	NO	DE Log
AIS	Degree	A. A. in American Indian Studies	New	2011-12	Awaiting Chancellor's Office Approval	BOT 01/21/10	TBD	DE Log
ANTH	Degree	A.A. in Anthropology	New	2011-12	Awaiting Chancellor's Office Approval	BOT 01/21/10	TBD	DE Log
AUME	ECC	Honda Fast Track	New	2010-11	N/A	CCM 12/07/09	NO	DE Log
BUS	ECC	Entrepreneurship	New	2010-11	N/A	CCM 10/26/09	YES	DE Log
BUS	ECC	Event Operations Management	New	2011-12	N/A	CCM 05/03/10	YES	
BUS	ECC	Professional Development	New	2009-10	N/A	CCM 10/13/08	YES	DE Log
BUS	ECC	Project Management	New	2009-10	N/A	CCM 12/18/08	YES	DE Log
BUS	ECC	Sustainable Energy Management for Business	New	2010-11	N/A	CCM 12/14/09	NO	DE Log
BUS	ECC	Records Management	New	2009-10	N/A	CCM 10/13/08	YES	DE Log
BUS	ECC	Virtual Office Professional	New	2009-10	N/A	CCM 12/15/08	YES	DE Log
CIS	ECC	Computer Forensics	New	2009-10	Crosslisted as AJ	CCM 12/15/08	NO	DE Log
CIS	ECC	Embedded Systems Programming	New	2011-12	N/A	CCM 05/17/10	TBD	DE Log
CIS	ECC	OpenOffice Specialist	New	2009-10	N/A	CCM 03/17/08	YES	DE Log
CIS	ECC	Database Administration	New	2009-10	N/A	CCM 09/29/08	YES	DE Log
CIS	ECC	Service Desk Hardware Support	New	2010-11	N/A	CCM 12/7/09	NO	DE Log
CIS	ECC	Service Desk Software Support	New	2010-11	N/A	CCM 12/7/09	YES	DE Log

Highlighted = Deactivated

Bold=2011-12

Dept	Type	Name	New or/ Significant Revisions since FA05?	Catalog Inclusion	Additional Information	Reference Matls	50%+ Online	Reference Matls
ENGR	ECC	Green Collar Manufacturing	New	2010-11	N/A	CCM 12/7/09	NO	DE Log
ENGR	ECC	Manufacturing Quality Assurance	New	2010-11	N/A	CCM 12/7/09	NO	DE Log
ENGR	ECC	Small Wind Energy Technology	New	2010-11	N/A	CCM 12/7/09	NO	DE Log
ENGR	ECC	Solar Photovoltaic Technology	New	2010-11	N/A	CCM 12/7/09	NO	DE Log
ENGR	ECC	Solar Thermal Technology	New	2010-11	N/A	CCM 12/7/09	NO	DE Log
ENGL	Degree	A.A. in English	New	2010-11	Transfer Option B & C	BOT 11/12/09	YES	DE Log
ESL	ECC	ESL Certificate Level 1	New	2009-10	N/A	CCM 01/26/09	NO	DE Log
ESL	ECC	ESL Certificate Level 2	New	2009-10	N/A	CCM 01/26/09	NO	DE Log
GEOG	Degree	A.A. in Geography	New	2010-11	Transfer Option B & C	BOT 01/22/09	YES	DE Log
MATH	Degree	A.S. in Mathematics	NEW	2011-12	Transfer Option B & C	Pending BOT and Chancellor's Ofc approval	NO	DE Log
VEW	ECC	Vineyard, Enology and Winery Technology	New	2010-11	N/A	CCM 12/07/09	NO	DE Log

Highlighted = Deactivated

Bold=2011-12

EXHIBIT 4: COURSE DESCRIPTIONS FROM THE COLLEGE CATALOG

Instructional Programs

Automotive/Transportation Technology

Degree(s)

A.S. in Automotive/Transportation Technology ^{****AS.AUMI}
(with General Education Requirements Option A)

San Jacinto Campus
(951) 487-MSJC (6752)

1-800-624-5561

Roddy Rampersad (951) 487-3511
rrampersad@msjc.edu

Certificate(s)

Certificate in Automotive/Transportation Technology ^{****C.AUMI}

Employment Concentration Certificate(s)

General Technician ^{****ECC.AUMI.GENTH}

Engine Performance Technician ^{****ECC.AUMI.ENGPTE}

Bus/Heavy Duty Vehicle Technician ^{****ECC.AUMI.HDV}

Automotive Service Advisor/Automotive Service Shop Management ^{****ECC.AUMI.ASA}

Alternative Fuels, Bus Transit and Heavy Duty Transportation ^{****ECC.AUMI.AFT}

Automotive Emission Technician ^{****ECC.AUMI.AET}

Honda Fast Track ^{****ECC.AUMI.HFT}

PROGRAM DESCRIPTION

Automotive/Transportation Technology is a career oriented vocational program involving the study of automotive theory and principles and the development of diagnostic strategies along with proper tool and equipment use. A variety of diagnostic tools are introduced to the student in order to enhance familiarity with current system designs and approaches to equipment use.

DISTINCTIVE FEATURES

The Automotive/Transportation Technology program at MSJC emphasizes a real world approach to diagnostic skill building and a thorough understanding of system theory and operations. This is accomplished through the use of computer programs, audiovisuals, and hands-on experience with mockups and modern vehicles. Automotive fundamentals are developed with a generalist approach emphasizing independence in self-directed learning. Professionalism, workplace skills and responsibilities are stressed along with safety and an awareness of hazardous materials control. The Automotive Department encourages both women and men to participate in this rewarding profession.

Professional Automotive Career Training – PACT

The American Honda professional automotive career training program is a team effort that includes American Honda, local dealerships, MSJC...and you!

As a Honda cooperative training institution, Mt. San Jacinto College's Automotive Department can put students on the path to becoming qualified professional automotive technicians. In addition to earning college credit towards an associate's degree, the Honda PACT program awards certificates in American Honda automotive technology that enhance credentials when applying for a job as a technician.

CAREER OPPORTUNITIES

Engine Performance/Drivability Specialist * Tune-up Technician * Brake Specialist * General Technician * Alignment Specialist * Service Management * Electrical Specialist * Service Writer * Transmission Specialist * Quick Service Tech

TRANSFER PREPARATION

MSJC offers a range of course work to prepare students to transfer to four-year colleges and universities. All four-year institutions prescribe their own standards for course evaluation and admissions. Prospective transfer students are advised to review the MSJC catalog with a counselor to determine which MSJC courses are transferable.

DEGREE

The major for an Associate of Science (AS) degree in Automotive/Transportation Technology may be met by completing any 18 units in the Automotive/Transportation program. In addition, students must complete all MSJC General Education Option A requirements for the Associate of Science degree in Automotive/Transportation Technology.

CERTIFICATES

Certificate in Automotive/Transportation Technology (27 units)

Required Courses (16 units)

(AUME-100 is required along with any three of the remaining four courses).

AUME-100	Basic Auto Mechanics	4 units
AUME-119	Automotive Brake Systems	4 units
AUME-120	Automotive Suspension, Steering and Alignment Systems	4 units
AUME-122	Engine Performance I	4 units
AUME-126	Automotive Electrical/Electronics I	4 units

Elective Courses (11 units)

AUME-079	Honda Express Service	1.5 units
AUME-110	Basic and Advanced Clean Air Car Course	4.5 units
AUME-118	Heating/Air Conditioning Systems	4 units
AUME-123	Engine Performance II	4 units
AUME-124	Engine Theory and Repair	5 units
AUME-127	Automotive Electrical/Electronics II	4 units
AUME-140	Computerized Engine Controls I	4 units
AUME-141	Computerized Engine Controls II	4 units
AUME-142	Computerized Engine Controls III	4 units

EMPLOYMENT CONCENTRATIONS

General Technician (13-17 units)

AUME-118	Heating/Air Conditioning Systems	4 units
AUME-124	Engine Theory and Repair	5 units
AUME-175	Automatic Transmissions & Transaxles	4 units
AUME-185	Manual Transmissions & Transaxles	4 units

Engine Performance Technician (16.5 units)

AUME-111	Emission Controls Part II, A6/A8/L1	4.5 units
AUME-118	Heating/Air Conditioning Systems	4 units
AUME-123	Engine Performance II	4 units
AUME-127	Automotive Electrical/Electronics II	4 units

Bus/Heavy Duty Vehicle Technician (5 units)

AUME-080	Bus/Heavy Equipment Servicer (Fuels and Lubricants)	2.5 units
AUME-081	Bus/Heavy Equipment Servicer (Preventative Maintenance and Minor Repair)	2.5 units

Automotive Service Advisor/Automotive Service Shop Management (4 units)

AUME-132	Automotive Service Advisor	2 units
AUME-133	Auto Service Shop Management	2 units

Alternative Fuels, Bus Transit and Heavy Duty Transportation (13 units)

AUME-150	Introduction to Alternative Fuels	2.5 units
AUME-151	CNG Emissions/Tune-Up	2.5 units
AUME-152	CNG Fuel Storage and Delivery	2.5 units
AUME-153	Gaseous Fuels (CNG) Electronic Control Systems	2.5 units
AUME-154	NGV Fuel Systems/Troubleshooting	3 units

Automotive Emission Technician (10 units)

AUME-110	Basic and Advanced Clean Air Car Course	4.5 units
AUME-111	Emission Controls Part II, A6/A8/L1	4.5 units
AUME-112	Bureau of Automotive Repair (State of California) Update Training Course	1 unit

Honda Fast Track (6 units)

AUME-101	Maintenance Light Repair I	2 units
AUME-109	Basic Maintenance Light Repair II	4 units

Course Descriptions

AUD-148

Radio Production

This course acquaints students with the major aspects of radio production. The course includes information regarding the studio and various types of hardware and software. *Cross-listed as MUS-148. Prerequisite: AUD-141 or MUS-141 (with a grade of C or better). --Transfers to CSU only

3 units
LEC 48-54

including alternative lubricants. Student will also learn to document all fueling, fare box probing information, including filling out work orders by code. Prerequisite: None. --Not transferable

AUD-152

Video Production I

This is a beginning course in video production, software and hardware. Students learn production techniques and video editing. Related topics include general film and video techniques. *Cross-listed as MUL-123. Prerequisite: None. Recommended Preparation: MUL-110. --Transfers to both UC/CSU

3 units
LEC 48-54

AUME-081

Bus/Heavy Equipment Servicer

(Preventative Maintenance and Minor Repair)

This course is one of two courses intended to prepare the student to work in the transportation industry. In this course, the student will learn to work safely in the transit coach shop environment, learn bus preventative maintenance and minor defect repairs. Prerequisite: None. --Not transferable

2.5 units
LEC 16-18/LAB 72-81

AUD-153

Video Production II

This advanced course will cover the use of digital video production software and hardware (editing, effects, filters, color correction, compression output processes). Students work on projects using non-linear video editing software techniques. Related topics include preparing video production for television broadcasting and DVD authoring. *Cross-listed as MUL-223. May be taken 2 times for credit. Prerequisite: AUD-152/MUL-123 (with a grade of C or better). --Transfers to both UC/CSU

3 units
LEC 48-54

AUME-083

Brake and Suspension Systems

This course, designed for the suspension systems technician, consists of theory and repair procedures for modern suspension systems and braking devices on import and domestic vehicles. May be taken 2 times for credit. Prerequisite: None. --Not transferable

4 units
LEC 48-54/LAB 48-54

AUD-299

Special Projects: Audio Technology

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. May be taken 3 times for credit. Prerequisite: Previous Audiology classes; a contract must be completed with the instructor prior to enrollment. --Not transferable

0.50-4 units
IS 8-72

AUME-090

RV Maintenance and Repair

A 5-hour per week course designed to teach the maintenance and repair service skills typical of those associated with recreation vehicles that are towed or self-propelled. May be taken 2 times for credit. Prerequisite: None. --Not transferable

3 units
LEC 32-36/LAB 48-54

Automotive/Transportation Technology

AUME-073

Tune-Up and Diagnosis

A course designed for the engine tune-up specialist which consists of electrical theory, the operation, testing and servicing of batteries, starting, charging, ignition, emission control and fuel systems. May be taken 2 times for credit. Prerequisite: None. --Not transferable

4 units
LEC 48-54/LAB 48-54

AUME-100

Basic Auto Mechanics

This course covers the theory of operation of common road vehicles. The eight basic automotive systems are explored with minor maintenance tasks required. Emphasis is on an overview of automotive technology as a career choice. May be taken 2 times for credit. Prerequisite: None. --Transfers to CSU only

4 units
LEC 48-54/LAB 48-54

AUME-079

Honda Express Service

This course is specifically designed to meet American Honda PACT program requirements for Express Service Technicians. Students wishing to become a Honda Dealership Express Service technician must successfully complete this course. Prerequisite: None. --Not transferable

1.5 units
LEC 16-18/LAB 24-27

AUME-101

Maintenance Light Repair I

This course is specifically designed to meet American Honda PACT program requirements for car care service technicians. Students wishing to become a Honda Dealership Express Service technician must successfully complete this course. May be taken 2 times for credit. Prerequisite: None. Other Enrollment Criteria: Students must meet the following criteria to be selected for this manufacturer training program. Must attend the Honda PACT orientation. Have a valid CA Drivers license with Zero points, a valid social security number, must be 18 years old, must pass a drug test and have no felony. --Not transferable

2 units
LEC 16-18/LAB 48-54

AUME-080

Bus/Heavy Equipment Servicer (Fuels and Lubricants)

This course is designed to teach bus-servicing skills in one semester. The course prepares the learner for the fast-growing industry, while also preparing them for entry into the challenging and rewarding Transit Coach Technology field. Course content is presented in two individual components of nine-weeks each, thus allowing open entry/open exit. This course is the first of a two-part sequence. In the first nine-week segment, the student will learn to work safely in the transit coach shop environment, learn bus models in relation to diesel alternative fuel type (CNG), learn and distinguish all fluid and oils

2.5 units
LEC 16-18/LAB 72-81

AUME-109

Basic Maintenance Light Repair II (MLR)

This course covers the theory of operation of common road vehicles. The eight basic automotive systems are explored with minor maintenance light repair. Emphasis is on overview of automotive technology as a career choice related to the Honda - Fast Track Program. May be taken 2 times for credit. Prerequisite: None. Other Enrollment Criteria: Students must meet the following criteria to be selected for this manufacturer training program. Must attend the Honda PACT orientation. Have a valid CA Drivers license with Zero points, a valid social security number, must be 18 years old, must pass a drug test and have no felony. --Not transferable

4 units
LEC 32-36/
LAB 96-108

Instructional Programs

Engineering: Drafting Technology

Degree(s)
A.S. in Engineering: Drafting Technology^{4402 AS ENGR}
(with General Education Requirements Option A)

San Jacinto Campus
(951) 487-MSJC (6752)
1-800-624-5561

Certificate(s)
Certificate in Engineering: Drafting Technology^{4402 CT ENGR}

Menifee Valley Campus
(951) 672-MSJC (6752)
1-800-452-3335

Employment Concentration Certificate(s)
Green Collar Manufacturing^{9999 ECC ENGR GCM}
Manufacturing Quality Assurance^{9999 ECC ENGR QA}
Small Wind Energy Technology^{9999 ECC ENGR SWET}
Solar Photovoltaic Technology^{9999 ECC ENGR SPT}
Solar Thermal Technology^{9999 ECC ENGR STT}
Surveying^{9999 ECC ENGR S}

PROGRAM DESCRIPTION

The drafting program offers courses to prepare students entering the world of work. The MSJC certificate in drafting provides the background needed to work as a draftsman in either architectural or civil engineering firms. Many former MSJC students are now employed in this field. The fields of engineering and engineering technology deal with the practical applications of mathematics and the science of manufacturing and manufacturing processes. From aerospace to construction to chemicals to electronics, each major manufacturing industry has a need for engineers. And each industry needs technicians to draw, fabricate and test the projects designed by engineers.

DISTINCTIVE FEATURES

The college has a drafting facility which includes computer-assisted drafting equipment.

CAREER OPPORTUNITIES

Draftsman in civil engineering or architectural firms

TRANSFER PREPARATION

MSJC offers a range of course work to prepare students to transfer to four-year colleges and universities. All four-year institutions prescribe their own standards for course evaluation and admissions. Prospective transfer students are advised to review the MSJC catalog with a counselor to determine which MSJC courses are transferable.

DEGREE

An Associate of Science degree in Engineering: Drafting Technology is available to students completing the drafting certificate and meeting all other MSJC General Education Option A requirements.

CERTIFICATES

Certificate in Engineering: Drafting Technology (18 units)

Competency in English and math is required prior to completing a certificate. This may be accomplished by testing or completion of ENGL-098 (English Fundamentals) and MATH-090 (Elementary Algebra).

ENGR-093	Technical Mathematics	4 units
ART-123	Graphic Design I	3 units
ENGR-154	Computer Aided Drafting I	3 units
ENGR-155	Computer Aided Drafting II	3 units
MATH-096	Intermediate Algebra	5 units

EMPLOYMENT CONCENTRATIONS

Green Collar Manufacturing (15 units)

SEMA-100	Our Sustainable Future	3 units
SEMA-106	High-Performance Manufacturing	3 units
ENGR-107	Total Quality Management	3 units
ENGR-114	Machine Tool Technology	3 units
ENGR-116	Energy Efficiency and Construction Methods	3 units

Manufacturing Quality Assurance (12 units)

ENGR-106	M.S.S.C. High Performance Manufacturing	3 units
ENGR-107	Total Quality Management	3 units
ENGR-108/MGT-108	Organizational Behavior	3 units
ENGR-109	Manufacturing Inspection Techniques and Applications	3 units

Small Wind Energy Technology (15 units)

SEMA-100	Our Sustainable Future	3 units
ENGR-107	Total Quality Management	3 units
ENGR-114	Machine Tool Technology	3 units
ENGR-116	Energy Efficiency and Construction Methods	3 units
ENGR-119	Small Wind Energy Installation	3 units

Solar Photovoltaic Technology (15 units)

SEMA-100	Our Sustainable Future	3 units
ENGR-107	Total Quality Management	3 units
ENGR-114	Machine Tool Technology	3 units
ENGR-116	Energy Efficiency and Construction Methods	3 units
ENGR-117	Solar Photovoltaic Installation	3 units

Solar Thermal Technology (15 units)

SEMA-100	Our Sustainable Future	3 units
ENGR-107	Total Quality Management	3 units
ENGR-114	Machine Tool Technology	3 units
ENGR-116	Energy Efficiency and Construction Methods	3 units
ENGR-118	Solar Thermal Installation	3 units

Surveying (14 units)

ENGR-164	Plane Surveying I	4 units
ENGR-165	Plane Surveying II	4 units
ENGR-166	Legal Aspects of Surveying	3 units
GEOG-115	Introduction to Geographic Information Systems	3 units

Course Descriptions

DMS-148 **2 units**
Ultrasound Physics and Instrumentation IV **LEC 32-36**
 This is the fourth sequential courses designed to teach Ultrasound Physics and Instrumentation. The focus of Physics and Instrumentation IV is Quality Assurance of Ultrasound Instruments, Bioeffects and Safety. Prerequisite: DMS-138 (with a grade of C or better). --Transfers to CSU only

Earth Science

ES-101 **3 units**
Topics in Earth Science **LEC 48-54**
 Topics in Earth Science is a non-majors introductory course that reviews current topics in the fields of Astronomy, Geography, Meteorology, Geology, and Oceanography with an emphasis on the change in space and time for Earth as a system in a global environment. Topics include Earth's motions, the solar system, deep space, plate tectonics, minerals, rocks, earth's history, ocean, atmosphere, the water cycle, flooding, erosion, climate change, global warming, extinction, pollution, and impact by humans. Prerequisite: None. --AA/AS General Education: AA/AS A --Transfers to CSU only--CSU Area(s): B1

Economics

ECON-201 **3 units**
Principles of Macroeconomics **LEC 48-54**
 This course covers the basic theories, concepts, terminology, and uses of macroeconomics. Emphasis is placed on Classical and Keynesian theories, Federal Reserve System, and how institutions achieve domestic and international economic goals using monetary and fiscal policies. Concentrates on aggregate supply and demand, economic fluctuations, money and banking, national income and expenditure, employment, inflation, output, economic stability and growth. Other topics covered include international trade and finance, globalization and international impacts on economics. Prerequisite: MATH-096 (with a grade of C or better). --AA/AS General Education: AA/AS B2 --Transfers to both UC/CSU --IGETC Area(s): 4B,--CSU Area(s): D2

ECON-201H **3 units**
Honors Principles of Macroeconomics **LEC 48-54**
 This course covers the basic theories, concepts, terminology, and uses of macroeconomics. Emphasis is placed on Classical and Keynesian theories, Federal Reserve System, and how institutions achieve domestic and international economic goals using monetary and fiscal policies. Concentrates on aggregate supply and demand, economic fluctuations, money and banking, national income and expenditure, employment, inflation, output, economic stability and growth. Other topics covered include international trade and finance, globalization and international impacts on economics. Prerequisite: Acceptance in the Honors Enrichment Program and MATH-096 (with a grade of C or better). --AA/AS General Education: AA/AS B2 --Transfers to CSU only

ECON-202 **3 units**
Principles of Microeconomics **LEC 48-54**
 This course covers the basic theories, concepts, terminology, and uses of microeconomics. Emphasis is on the interaction of consumers, business, and industry choices in a market economy. Topics covered include optimizing behavior of individual firms and consumers, supply and demand, elasticity, consumer choice, production and costs, market structures, antitrust and regulation, factor markets, income and poverty, market failures, and public choice. Issues such as environmental problems are also studied. Prerequisite: MATH-096 (with a grade of C or better). --AA/AS General Education: AA/AS B2 --Transfers to both UC/CSU --IGETC Area(s): 4B,--CSU Area(s): D2

ECON-202H **3 units**
Honors Principles of Microeconomics **LEC 48-54**
 This course covers the basic theories, concepts, terminology, and uses of microeconomics. Emphasis is on the interaction of consumers, business, and industry choices in a market economy. Topics covered include optimizing behavior of individual firms and consumers, supply and demand, elasticity, consumer choice, production and costs, market structures, antitrust and regulation, factor markets, income and poverty, market failures, and public choice. Issues such as environmental problems are also studied. Prerequisite: Acceptance in the Honors Enrichment Program and MATH-096 (with a grade of C or better). --AA/AS General Education: AA/AS B2 --Transfers to CSU only

ECON-203 **3 units**
Introduction to Environmental Economics **LEC 48-54**
 This course covers the economic analysis of environmental issues, with an emphasis on the implications for designing appropriate policy measures. Emphasis is placed on contemporary environmental problems and economic analysis of environmental issues and economic implications of the emerging green economy; urban and corporate environmentalism; economics of environmental regulation and of non-renewable resources and sustainability. Other topics covered include environmental problems and policies on wealth distribution, economic growth and international environmental issues. Prerequisite: None. Recommended Preparation: ECON-202. --AA/AS General Education: AA/AS B2 --Transfers to CSU only

ECON-299 **1-3 units**
Special Projects: Economics **IS 16-54**
 Students with previous college-level 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. May be taken 3 times for credit. Prerequisite: Previous Economics classes; a contract must be completed with the instructor prior to enrollment. --Transfers to CSU only

Engineering: Drafting Technology

ENGR-106 **3 units**
M.S.S.C. High-Performance Manufacturing **LEC 48-54**
 This course is designed to prepare the student for a nationally recognized certification test program by the Manufacturing Skills Standards Council (MSSC). The MSSC is a nationwide, industry-driven system that certifies the foundational skills and knowledge of students and of front-line production workers from entry-level to first line of supervision in all sectors of manufacturing. The system includes assessments in four modules: Manufacturing Processes and Production, Quality Assurance, Maintenance Awareness and Safety. Prerequisite: None. --Transfers to CSU only

ENGR-107 **3 units**
Total Quality Management **LEC 48-54**
 This course is designed to give the student an understanding of the total quality approach to quality management. The total quality philosophy is an approach to doing business that incorporates continuous improvement techniques and employee training to increase overall performance and competitiveness. Prerequisite: None. --Transfers to CSU only

ENGR-108 **3 units**
Organizational Behavior **LEC 48-54**
 This course is designed to give students an understanding of and methods to react to various behaviors encountered in the workplace. The study of organizational behavior provides insights into people at work in all kinds of situations and organizations. By providing an understanding of how organizations operate, the student can become a more efficient and productive team member. *Cross-listed as MGT-108. Prerequisite: None. --Transfers to CSU only

ENGR-109 **3 units**
Manufacturing Inspection Techniques and Applications **LEC 48-54**

This course is designed to give the student an understanding of the basic skills that contribute to the quality of manufactured products and focuses on the tools and techniques used by industry for inspection and measurement of products. It covers various quality assurance, quality control and inspection topics used in industry at the technician level. Prerequisite: None. --Transfers to CSU only

ENGR-114 **3 units**
Machine Tool Technology **LEC 32-36/LAB 48-54**

This course gives students an understanding of the fundamentals and uses of machine tool technology in the manufacturing and environmental industries. Lecture/theory instruction will be followed by demonstrations and hands-on use of many of the machine tools currently used in industry. Prerequisite: None. --Transfers to CSU only

ENGR-116 **3 units**
Energy Efficiency and Construction Methods **LEC 48-54**

This course provides an overview of the green construction movement and the basic factors involved with designing a new ecological home. Topics include green construction methods and sustainable systems. Prerequisite: None. --Transfers to CSU only

ENGR-117 **3 units**
Solar Photovoltaic Installation **LEC 48-54**

This course provides students with a comprehensive guide to the design, installation and evaluation of residential and commercial solar photovoltaic systems. The course will cover the principles of photovoltaics and how to effectively incorporate PV systems into a stand-alone or interconnected electrical system. Prerequisite: SEMA-100 or ENGR-114 (with a grade of C or better). --Transfers to CSU only

ENGR-118 **3 units**
Solar Thermal Installation **LEC 48-54**

This course provides students with a comprehensive guide to the design, installation and evaluation of residential and commercial solar thermal systems. The course will cover the principles of solar thermal technology and how to effectively incorporate solar thermal systems into residential and commercial applications. Prerequisite: SEMA-100 or ENGR-114 (with a grade of C or better). --Transfers to CSU only

ENGR-119 **3 units**
Small Wind Energy Installation **LEC 48-54**

This course provides students with a comprehensive guide to the design, installation and evaluation of residential small wind energy systems. The course will cover the principles of wind energy technology and how to effectively incorporate small wind energy systems into residential applications. Prerequisite: SEMA-100 or ENGR-114 (with a grade of C or better). --Transfers to CSU only

ENGR-149 **1-4 units**
Occupational Internship: Engineering **OI 60-300**
(75-300 Paid/60-240 Unpaid)

The purpose of this course is to enable eligible students to include supervised on-the-job training as an integral part of the total college educational program. This is accomplished through a planned program of learning experiences, which combines academic and vocational learning at school with new learning experiences on the job in an occupational setting. May be taken 4 times for credit. Prerequisite: None. Other Enrollment Criteria: Each student must be enrolled for the full semester and complete 7 units (including the occupational internship) or be enrolled in the Alternative Plan. A training agreement must be completed prior to registration. Please refer to the Occupational Internship Student Handbook for specific information. --Transfers to CSU only

ENGR-154 **3 units**
Computer Aided Drafting I **LEC 32-36/LAB 48-54**

An introductory course to Computer Aided Drafting (CAD) provides students with the necessary skills for entry level drafting careers in fields employing architectural and engineering drawings, surveying and planimetric mapping, and computer aided mapping skills, such as Geographic Information Systems. Applying cutting edge technology in the field of drafting, students learn concepts of engineering drawing and drafting plans through digital manipulation of design elements. Exercises focus on digital design elements for computer rendering and illustration. Prerequisite: None. Recommended Preparation: Computer experience or the completion of a computer literacy class. --Transfers to both UC/CSU

ENGR-155 **3 units**
Computer Aided Drafting II **LEC 24-27/LAB 72-81**

An advanced course in Computer Aided Drafting (CAD) provides students with the necessary skills for drafting careers in fields that employ architectural and engineering drawings, surveying and planimetric mapping, and computer aided mapping skills, such as Geographic Information Systems and Manufacturing. Applying cutting edge technology in the field of drafting, students learn concepts of engineering drawing and drafting plans through digital manipulation of design elements. Exercises focus on coordinate geometry, modeling, programming and plotting. Prerequisite: ENGR-154 (with a grade of C or better). --Transfers to both UC/CSU

ENGR-164 **4 units**
Plane Surveying I **LEC 48-54/LAB 48-54**
(formerly Plane Surveying)

This course is designed for students interested in acquiring skills relevant to land surveying, for instance, interpreting assessor parcel maps and records of survey. Students will learn fundamental surveying techniques involving linear, angular, and area calculations and measurements. Field experience may include use of steel tapes, engineer's level, transit, theodolite, electronic distance measuring instruments, and electronic calculators in solving surveying problems. Property conveyances, easements, state and local laws, ordinances and policies are introduced. Prerequisite: None. --Transfers to CSU only

ENGR-165 **4 units**
Plane Surveying II **LEC 48-54/LAB 48-54**

This advanced course is a continuation of Plane Surveying I and designed for students seeking a career in plane surveying. This course involves advanced linear, angular, area measurements and calculations. Students will compute horizontal and vertical curves, tacheometry, earthwork, error and adjustment of level nets, and determine direction of lines. Integrating United States Public Land Surveys, State Plane Coordinate Systems, Rectangular System of Land Division for Public Lands, and photogrammetry with surveying techniques are explored. Prerequisite: ENGR-164 (with a grade of C or better). --Transfers to CSU only

ENGR-166 **3 units**
Legal Aspects of Surveying **LEC 48-54**

This course is designed for surveyors, engineers, realtors, and any person who deals with property descriptions. It includes a study of the legal aspects of public land surveys, municipal property surveys, and laws applicable to surveyors. Topics include history of land survey system, and reading interpreting, and writing land descriptions. Prerequisite: None. --Transfers to CSU only

ENGR-167 **4 units**
Global Positioning Systems **LEC 48-54/LAB 48-54**

This course provides students with fundamental knowledge for applying GPS technology in the field for engineering based operations. Emphasis is placed on satellite systems, measurements for positional accuracy, statistical adjustments, post-processing, real-time and post-differential correction, field data collection, and mapping models.

O TEC-144A **1 unit**
Keyboarding and Document Formatting, Part 1 LEC 16-18

This beginning course provides students with the skills necessary to enter computer data by touch on the alphanumeric keyboard. Students learn the basic techniques of the touch system in the mastery of the keyboard. Students also will learn introductory information in word processing. The successful completion of all three 1-unit courses (O TEC-144A, 144B, and 144C) in sequence is equivalent to the 3-unit course: O TEC-144 - Keyboarding and Document Formatting which is a required course in the Microsoft Application Certificate and the Employment Concentration Certificate in Office Technologies. Prerequisite: None. --Transfers to CSU only

O TEC-144B **1 unit**
Keyboarding and Document Formatting, Part 2 LEC 16-18

Students review the basic techniques of the touch system in the mastery of the keyboard to develop speed and accuracy in keyboarding data. They also develop the basic formatting skills in word processing necessary to produce memorandums and letters. The successful completion of all three 1-unit courses (O TEC-144A, 144B, and 144C) in sequence is equivalent to the 3-unit course: O TEC-144 - Keyboarding and Document Formatting which is a required course in the Microsoft Application Certificate and the Employment Concentration Certificate in Office Technologies. Prerequisite: None. Recommended Preparation: O TEC-144A or have prior knowledge of keyboarding by touch and basic word processing skills. --Transfers to CSU only

O TEC-144C **1 unit**
Keyboarding and Document Formatting, Part 3 LEC 16-18

Students continue to improve the basic techniques of the touch system in the mastery of the keyboard and develop speed with accuracy in keyboarding data. They also review the basic formatting skills necessary to produce memorandums and letters. Students then develop skills necessary to produce reports, and tables. The successful completion of all three 1-unit courses (O TEC-144A, 144B, and 144C) in sequence is equivalent to the 3-unit course: O TEC-144 - Keyboarding and Document Formatting which is a required course in the Microsoft Application Certificate and the Employment Concentration Certificate in Office Technologies. Prerequisite: None. Recommended Preparation: O TEC-144A and O TEC-144B or have prior knowledge of keyboarding by touch and basic word processing skills necessary to create memos and letters. --Transfers to CSU only

O TEC-146 **2 units**
Keyboarding Speed and Accuracy LEC 16-18/LAB 48-54

This course focuses on diagnosis of problem keys, key sequences, and drilling techniques to improve student speed and accuracy. Emphasis is on building speed and reducing errors through drilling exercises. May be taken 2 times for credit. Prerequisite: O TEC-144 (with a grade of C or better) or ability to key 30 wpm. --Not transferable

O TEC-150 **2 units**
Records and Information Management LEC 32-36

This course introduces students to the field of Records Management, specifically physical records. Students will explore the purpose of records management, identify the role of the records manager, research related methodology and technology, and explore the role and maintenance of a records center. Prerequisite: None --Transfers to CSU only

O TEC-153 **2 units**
Electronic Records Management LEC 32-36

This course examines the field of Electronic Records Management. Students will explore the purpose of electronic records management, identify the need, and research relevant technology. Students will also be introduced to database management software used in the records management field. Prerequisite: O TEC-150 (with a grade of C or better). --Transfers to CSU only

O TEC-160 **3 units**
Creating and Managing the Virtual Office LEC 48-54

This course introduces the concept of working virtually, examines current trends in the virtual arena, and identifies companies promoting the virtual professional. Students explore topics related to creating, managing and working in a virtual office and investigate equipment requirements, as well as the managerial and personal skills needed to be a successful virtual professional. Prerequisites: None. --Transfers to CSU only

O TEC-163 **3 units**
Operating and Marketing the Virtual Office LEC 48-54

This is an advanced level virtual office course. Students will design a business and marketing plan, discuss financial, legal, and ethical business practices, and investigate virtual networking and interviewing. Much of the work done in this class will be completed using virtual tools. Prerequisite: O TEC-160 (with a grade of C or better). --Transfers to CSU only

O TEC-178 **3 units**
Office Procedures and Systems LEC 48-54

This course develops administration professionals in effective office processes including customer service, time, organizational, follow-up, and work life balance skills necessary for employment as a receptionist, clerk, administrative assistant, office manager, and executive assistant. Students enhance file management, business correspondence, and presentation skills through the use of current technologies. Soft skills will be incorporated in the curriculum as well as resume and interview techniques development. Prerequisite: None. --Transfers to CSU only

O TEC-180 **3 units**
Research Analysis and Presentation LEC 48-54

This course develops effective strategies and organizational skills in collecting and analysis of information to be utilized in written and oral reports. Emphasis is on analyzing the research for proficient business practices, cost efficient business expenses, and well-organized communication of findings. Students will enhance their business writing skills and oral presentation skills. Students will gain experience in working individually, face-to-face groups, and virtual groups. Prerequisite: None. --Not transferable

SEMA-100 **3 units**
Our Sustainable Future LEC 48-54

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the ecosystem, human society, and the economy. Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust. Prerequisite: None. --AA/AS General Education: AA/AS B2 --Transfers to CSU only

SEMA-101 **3 units**
Fundamentals of Energy Assessment In Business LEC 48-54

This course introduces students to the systematic study of energy consuming processes, the flow of energy, and efficient energy utilization. The course will focus on business energy assessment surveys and will include analysis of the different opportunities and impacts of energy systems that exist. The range of current and future energy choices will be examined, and the role of renewable energy in developing cohesive business policies and processes will be explored. Prerequisite: SEMA-100 (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to CSU only

Computer Information Systems

CAPP*CSIS*NET*ORA

Degree(s)
 A.S. in Computer Information Systems ¹³⁹⁵ AS/CIS GENERAL, AS/CIS NETWORK, AS/CIS INTERNET, AS/CIS PROGRAM
 (with General Education Requirements Option A)

Certificate(s)
 Certificate in General Track ¹³⁹⁵ C/CIS/GTR
 Certificate in Internet Authoring ¹¹⁴⁷⁴ C/CIS/IA
 Certificate in Networking ¹¹⁴⁷⁵ C/CIS/NET
 Certificate in Programming ¹¹⁴⁷⁶ C/CIS/PROG

Employment Concentration Certificate(s)
 Computer Hardware Specialist ⁹⁹⁹⁹ ECC/CIS/A
 Computer Forensics ⁹⁹⁹⁹ ECC/AJCF
 Data Analysis and Modeling ⁹⁹⁹⁹ ECC/CIS/DAAM
 Microsoft Office Applications Developer ⁹⁹⁹⁹ ECC/CIS/ROAD
 Networking Technologies Apprentice ⁹⁹⁹⁹ ECC/CIS/N
 OpenOffice Specialist ⁹⁹⁹⁹ ECC/CIS/OIS
 inet+ ⁹⁹⁹⁹ ECC/CIS/I
 Internet Authoring ⁹⁹⁹⁹ ECC/CIS/IA
 Certified Internet Webmaster (CIW) ⁹⁹⁹⁹ ECC/CIS/CIW
 LAN/WAN Administration CCNA ⁹⁹⁹⁹ ECC/CIS/LANWAN/CCNA
 Linux System Administrator ⁹⁹⁹⁹ ECC/CIS/LSA
 Microsoft Certified Systems Administrator (MCSA) ⁹⁹⁹⁹ ECC/CIS/MCSA
 Security Certified Network Professional (SCNP) ⁹⁹⁹⁹ ECC/CIS/SCNP
 C++ Programming ⁹⁹⁹⁹ ECC/CIS/C++
 Database Administration ⁹⁹⁹⁹ ECC/CIS/DRA
 Database Operator ⁹⁹⁹⁹ ECC/CIS/DO
 Database Programmer ⁹⁹⁹⁹ ECC/CIS/DPRGR
 Database Programming ⁹⁹⁹⁹ ECC/CIS/DPROG
 JAVA Programming ⁹⁹⁹⁹ ECC/CIS/JP
 Oracle Developer ⁹⁹⁹⁹ ECC/CIS/OD
 Python Programming ⁹⁹⁹⁹ ECC/CIS/PP
 Service Desk Hardware Support ⁹⁹⁹⁹ ECC/CIS/SDHS
 Service Desk Software Support ⁹⁹⁹⁹ ECC/CIS/SDSS
 SQL Programming ⁹⁹⁹⁹ ECC/CIS/SP
 Visual Basic Programming ⁹⁹⁹⁹ ECC/CIS/VBP

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PROGRAM DESCRIPTION

Computer Information Systems are the tools that facilitate the effective and efficient transformation of data into information. Careers in today's information systems require knowledge and hands-on experience in microcomputer applications, programming, operating systems, and networking. The program in Computer Information Systems offers students an opportunity to earn a CIS Associate degree, State Approved Certificate or locally approved Employment Concentration. The program also offers general CIS electives for students in programs college-wide.

DISTINCTIVE FEATURES

The Computer Information Systems program offers students a well-equipped technical environment for instruction and lab. CIS courses are taught in computer equipped classrooms, allowing hands-on experience in the use of industry-standard hardware, application software, operating systems, networking, and programming tools.

MSJC's participation as a Microsoft Authorized Academic Training Program (AATP) and CISCO Regional Academy provides networking students opportunity to prepare for industry recognized certification exams. Certification exams in a variety of employment concentrations can be taken at authorized testing centers. Certiport Testing is available on the San Jacinto and Menifee Valley Campuses and Sylvan Prometric testing is available on the Menifee Valley Campus.

CAREER OPPORTUNITIES

Programmer * Applications Programmer * Systems Programmer * Programmer Analyst * Software Engineer * Systems Analyst * Systems Integrator * Project Manager * Web Developer * Web Designer * Webmaster * Data Administrator * Database Administrator * Database Manager * Database Operator * Database Programmer * Computer Technician * Network Technician * Network Administrator * System Administrator * System Operator * System Manager * Help Desk Technician * Computing Applications Specialist * Computing Support Specialist * Applications Specialist

TRANSFER PREPARATION

MSJC offers a range of course work to prepare students to transfer to four-year colleges and universities. All four-year institutions prescribe their own standards for course evaluation and admissions. Prospective transfer students are advised to review the MSJC catalog with a counselor to determine which MSJC courses are transferable.

DEGREE

An Associate degree in CIS may be earned by completing one Employment Concentration plus the CIS Core requirements (for a combined minimum of 18 units) as well as all MSJC General Education Option A requirements.

Required Courses (9 units)

CSIS-101	Introduction to Computers and Data Processing	3 units
CSIS-201	Systems Analysis and Design	3 units
CSIS-202	Networks and Data Communications	3 units

Elective Courses (9 units)

Complete any Employment Concentration Certificate. Depending upon the Employment Concentration selected, the student may be required to complete elective course work to fulfill the minimum 18-unit requirement of the Certificate.

CERTIFICATE/EMPLOYMENT CONCENTRATIONS

Because the Employment Concentrations and the State of California approved Certificates are so integrated, they are laid out together in the following pages. State Approved Certificates may be earned by completing one CIS Employment Concentration plus the CIS core requirement (9 units) for a combined minimum of 18 units. Depending upon the Employment Concentration selected, the student may be required to complete elective course work to fulfill the minimum 18-unit requirement of the Certificate.

CIS Core Requirements (9 units)

CSIS-101	Introduction to Computers and Data Processing	3 units
CSIS-201	Systems Analysis and Design	3 units
CSIS-202	Networks and Data Communications	3 units

Upon successful completion of any of the Employment Concentrations listed in this section, the student may request a Mt. San Jacinto College Certificate of Completion.

GENERAL TRACK

Computer Forensics (16 units)

AJ-103	Criminal Evidence	3 units
AJ-105	Public Safety Report Writing	3 units
AJ-108	Criminal Investigation	3 units
CSIS-181	Computer Hardware – Level 1	4 units
CSIS-182	Computer Forensics	3 units

Computer Hardware Specialist Certification (10 units)

In order to obtain the A+ industry certificate students must take exams from CompTIA. Students can register for these exams at <http://www.2test.com>

CSIS-151	Using the OS Command Line Interface	3 units
CSIS-154	Using and Configuring Windows Operating Systems	3 units
CSIS-181	Computer Hardware – Level 1	4 units

Data Analysis and Modeling (9 units)

CAPP-122	Using Microsoft Excel	3 units
CAPP-123	Using Microsoft Access – Level 1	3 units
CAPP-143	Using Microsoft Access – Level 2	3 units

Microsoft Office Applications Developer (9 units)

CAPP-120	Using Microsoft Office – Level 1	3 units
CAPP-140	Using Microsoft Office – Level 2	3 units
CAPP-160	Using Microsoft Office – Level 3	3 units

Networking Technologies Apprentice Certification (10 units)

In order to obtain the Network+ industry certificate students must take exams from CompTIA. Students can register for these exams at <http://www.2test.com>

CSIS-190	Network Media	3 units
CSIS-191	Network Hardware – Level 1	4 units
CSIS-202	Networks and Data Communications	3 units

OpenOffice Specialist Certification (6 units)

CAPP-120M	Using OpenOffice – Level 1	3 units
CAPP-140M	Using OpenOffice – Level 2	3 units

Service Desk Hardware Support (15 units)

CSIS-154	Using and Configuring Windows Operating Systems	3 units
CSIS-171	Service Desk Concepts	3 units
CSIS-171L	Service Desk Lab	1 unit
CSIS-181	Computer Hardware – Level 1	4 units
CSIS-191	Network Hardware – Level 1	4 units

Service Desk Software Support (16 units)

Required Courses (4 units)

CSIS-171	Service Desk Concepts	3 units
CSIS-171L	Service Desk Lab	1 unit

Elective Courses (12 units)

CAPP-120	Using Microsoft Office – Level 1	3 units
CAPP-120M	Using OpenOffice – Level 1	3 units
CAPP-122	Using Microsoft Excel	3 units
CAPP-123	Using Microsoft Access – Level 1	3 units
CAPP-124	Using Microsoft PowerPoint	3 units
CAPP-126G	Using Adobe InDesign	3 units
CAPP-135	Using Microsoft Project	3 units
CAPP-140	Using Microsoft Office – Level 2	3 units
CAPP-140M	Using OpenOffice – Level 2	3 units
CAPP-141	Using Microsoft Word – Level 2	3 units
CAPP-143	Using Microsoft Access – Level 2	3 units
CAPP-160	Using Microsoft Office – Level 3	3 units
CSIS-150	Using Microsoft Windows	3 units

INTERNET AUTHORIZING

inet+ Certification (9 units)

In order to obtain the inet+ industry certificate students must take exams from CompTIA. Students can register for these exams at <http://www.2test.com>

CSIS-103	Introduction to the Internet	3 units
CSIS-115A	Web Development – Level 1	3 units
CSIS-202	Networks and Data Communications	3 units

Internet Authoring (15 units)

Note: A cumulative GPA of 2.0 or higher is required for these courses.

Required:

CSIS-103	Introduction to the Internet	3 units
CSIS-115A	Web Development – Level 1	3 units
CSIS-125A	Web Development – Level 2	3 units

Select One:

CSIS-114A	SQL Programming – Level 1	3 units
CSIS-115B	XML Design – Level 1	3 units

Select One:

CSIS-116B	Developing ASP.NET Web Applications	3 units
CSIS-116D	PHP Web Development	3 units

NETWORKING

Certified Internet Webmaster (CIW) (12 units)

CSIS-202	Network and Data Communications	3 units
NET-160	Web Server Administration	3 units
NET-161	Implementing Advanced Web Site Designs	3 units
NET-162	Designing a Web Infrastructure for E-commerce	3 units

LAN/WAN Administration CCNA (Cisco Certified Network Administrator) (12 units)

CSIS-202	Network and Data Communications	3 units
NET 100	Local Area Network Design and Switch Management	3 units
NET-101	Layer 3 Routing and Router Management	3 units
NET-102	Wide Area Network Design and Protocol Configuration	3 units

Linux System Administrator (9 units)

CSIS-153	Using UNIX	3 units
CSIS-223A	Linux System Administration – Level 1	3 units
CSIS-233A	Linux System Administration – Level 2	3 units

Microsoft Certified Systems Administrator (MCSA) (12 units)

CSIS-202	Network and Data Communications	3 units
NET-120	Installing, Configuring, and Administering a Windows Client Operating System	3 units
NET-121	Managing and Maintaining a Windows Server Environment	3 units
NET-122	Implementing, Managing, and Maintaining a Windows Network Infrastructure	3 units

Security Certified Network Professional (SCNP) (12 units)

CSIS-202	Networks and Data Communications	3 units
NET-140	Network Security Fundamentals	3 units
NET-141	Hardening the Infrastructure	3 units
NET-142	Network Defense and Countermeasures	3 units

PROGRAMMING

C++ Programming (6 units)

CSIS-113A	C++ Programming – Level 1	3 units
CSIS-123A	C++ Programming – Level 2	3 units

Database Administration (15 units)

CSIS-114A	SQL Programming – Level 1	3 units
CSIS-114C	Database Programming – Level 1	3 units
CSIS-214	Principles of Database Management Systems	3 units
CSIS-241A	Database Server Administration – Level 1	3 units
CSIS-261A	Database Server Administration – Level 2	3 units

Database Operator (9 units)

CSIS-214	Principles of Database Management Systems	3 units
CSIS-241A	Database Server Administration – Level 1	3 units
CSIS-261A	Database Server Administration – Level 2	3 units

Database Programmer (12 units)

CSIS-114A	SQL Programming – Level 1	3 units
CSIS-124A	SQL Programming – Level 2	3 units
CSIS-114C	Database Programming – Level 1	3 units
CSIS-124C	Database Programming – Level 2	3 units

Database Programming (6 units)

CSIS-114C	Database Programming – Level 1	3 units
CSIS-124C	Database Programming – Level 2	3 units

JAVA Programming (6 units)

CSIS-113B	JAVA Programming – Level 1	3 units
CSIS-123B	JAVA Programming – Level 2	3 units

Oracle Developer (15 units)

In order to obtain Oracle industry certification, students must take exams from Oracle Corporation.

CSIS-214	Principles of Database Management Systems	3 units
ORA-171B	Oracle Forms Release 6 – Level 1	3 units
ORA-181B	Oracle Forms Release 6 – Level 2	3 units
ORA-172B	Oracle Reports Release 6 – Level 1	3 units
ORA-182B	Oracle Reports Release 6 – Level 2	3 units

Python Programming (6 units)

CSIS-116E	Python Programming – Level 1	3 units
CSIS-126E	Python Programming – Level 2	3 units

SQL Programming (6 units)

CSIS-114A	SQL Programming – Level 1	3 units
CSIS-124A	SQL Programming – Level 2	3 units

Visual Basic Programming (9 units)

CSIS-112A	Visual Basic Programming – Level 1	3 units
CSIS-122A	Visual Basic Programming – Level 2	3 units
CSIS-132	Creating Visual Basic Database Applications	3 units

Course Descriptions

BADM-170 **3 units**
Introduction to International Business **LEC 48-54**

This introductory course in international business covers the basics of doing business beyond the borders of the United States. It covers the economic basics of trade, regulatory issues, geographic/cultural problems and the nuances of revised business practices required for foreign trade. Prerequisite: MGT-103 (with a grade of C or better). --Transfers to CSU only

BADM-201 **3 units**
Legal Environment of Business **LEC 48-54**

An introduction to the legal environment of business. Subjects include legal systems, sources of law, social and governmental impacts on private enterprise, ethics and professional responsibility, alternate dispute resolution, agency, warranties, international law, and Constitutional law. Students will do cases/regulation analyses on ADR, contracts including e-contracts, consumerism, employment relationships, business torts and criminal law issues and study business organization forms. The course is required for Business Administration majors and certificates and Legal Assistants. Prerequisite: None. --Transfers to both UC/CSU

BADM-210 **3 units**
Principles of Advertising **LEC 48-54**

This course explores how advertising is integrated into business operations. Students will analyze the role of advertising professionals and how advertising affects business operations. Topics will include the historical rise of the advertising industry, communication methods, social responsibility, regulations, research, branding, media choices, advertising methods, and the relationship with the Internet, along with current and future trends. Prerequisite: MGT-205 (with a grade of C or better). --Transfers to CSU only

BADM-215 **3 units**
Business and Marketing Planning **LEC 48-54**

This intermediate level course is designed for students considering small business ownership or who wish to advance an existing small business. Students will investigate approaches and challenges associated with the analysis, planning, development, and implementation of realistic business and marketing plans. Topics include identifying a vision and organizational structure, performing a situational analysis, evaluating financing alternatives, preparing and analyzing financial statements, developing marketing strategies, making managerial decisions, and creating a comprehensive business and marketing plan. Prerequisite: BADM-103 and MGT-205 (with a grade of C or better). --Transfers to CSU only

BADM-299 **1-3 units**
Special Projects: Business **IS 16-54**

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. May be taken 4 times for credit. Prerequisite: Previous Business classes; a contract must be completed with the instructor prior to enrollment. --Transfers to CSU only

CAPP-039 **1 unit**
Software Applications Workshop **LEC 16-18**
(formerly Software Applications Certification Test Review)

The focus of this course is on reviewing microcomputer application concepts and taking practice exams in preparation for professional certification in microcomputer applications. Course content will vary, depending on the certification materials that are being reviewed, for example: MOS (Microsoft Office Specialist) Expert Exam on Excel, MOS Expert Exam on Access, and others. This course is designed for students who already have some experience in the exam content area, but are looking for a refresher course to better prepare for the certification exam. May be taken 4 times for credit. Prerequisite: None. --Not transferable

CAPP-056 **.5 unit**
Computer Applications Workshop **LAB 24-27**

This course reviews and reinforces theory and applications taught in Microsoft Office courses for Word, Excel, PowerPoint, Access, and Outlook. This course offers practice assignments and testing and is recommended for the student desiring to learn how to fully utilize functions and increase their productivity with Microsoft Office applications. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. Recommended Preparation: Prior completion or concurrent enrollment in one of the courses covering a software application within the Microsoft Office suite. --Not transferable

CAPP-065 **1 unit**
Formatting Term Papers **LEC 16-18**

This course will focus on how to use the formatting features of Microsoft Word for setting margins and tabs, line spacing, creating headers, footers, hanging indents, page numbers, widow/orphans, outlines, and references in MLA and APA styles. This class is for students who will be taking classes that require documented term papers and reports that may include footnotes, endnotes, works cited, bibliographies, or other references. Prerequisite: None. Recommended Preparation: OTEC-144A or equivalent experience. Keyboarding speed by touch at 25 wpm desirable. --Not transferable

CAPP-080 **1 unit**
Introduction to Technology **LEC 16-18**

This course is designed for the student seeking introductory-level hands-on experience with computing technologies and services at MSJC. Students will have the opportunity to work with software applications as well as web browsers. May be taken 2 times for credit. Prerequisite: None. --Not transferable

CAPP-081 **1 unit**
Introduction to the Vista Operating System **LEC 16-18**

This course is designed for the student seeking introductory-level hands-on experience with the Vista operating system. Students will have the opportunity to complete hands-on exercises utilizing features of the operating software. Prerequisite: None. --Not transferable

CAPP-082 **1 unit**
Introduction to File Management **LEC 16-18**

This course is designed for the student seeking introductory-level hands-on experience creating, managing and organizing electronic files. Working in a hands-on environment students will learn basic file management skills required to be an efficient employee and student. Emphasis will be given to developing an organizational file plan. Prerequisite: None. --Not transferable

CAPP-120 **3 units**
Using Microsoft Office - Level 1 **LEC 48-54**
(formerly CAPP-120D Using Microsoft Office 2007 Level 1)

This course is for the student who wants to learn the concepts of Microsoft Office computer applications. Students will begin to learn the functions and capabilities of Microsoft Access, Excel, PowerPoint, and Word, with emphasis on the integration of Microsoft Office software to solve business problems. This course will begin preparing students for Microsoft Office User Specialist (MOUS/MOS) Core-level Exams in the four above applications. Prerequisite: None. --Transfers to CSU only

CAPP-120M **3 units**
Using OpenOffice - Level 1 **LEC 48-54**
(formerly Using OpenOffice v2-Level 1)

This course is designed to introduce students to the OpenOffice applications suite. Students will learn how to work with the word processing, spreadsheet, presentation, and diagramming components of the Open Office suite. Prerequisite: None --Transfers to CSU only

Course Descriptions

CAPP-132

Using Acrobat - Level 1

In this beginning course, students will learn the role of electronic documentation in the professional and personal sector. Students will use Adobe Acrobat Reader to view and navigate through PDF files. Acrobat Professional will be used to: view, navigate, create, manage, and share electronic documents. The course will emphasize current uses of electronic documents in professional and personal settings. Prerequisite: None. --Transfers to CSU only

1 unit

LEC 16-18

will create fill-in forms, use advanced editing tool, document review tools, discuss security issues, and produce quality output. Prerequisite: CAPP-132 (with a grade of C or better). --Transfers to CSU only

CAPP-135

Using Microsoft Project

(formerly CAPP-135D Using Microsoft Project 2007)

This course introduces students to the essential tools and techniques used in modern project management, especially as they apply to Information Technology projects. Within the framework of the project management life cycle, the following activities will be examined: integration and scope management, time, cost, and quality management, and communications and risk management. This course is designed for the student who needs a working knowledge of project management tools and techniques. Prerequisite: None --Transfers to CSU only

3 units

LEC 48-54

CAPP-160

Using Microsoft Office - Level 3

(formerly CAPP-160D Using Microsoft Office-Level 3)

This course introduces students to the Visual Basic for Applications programming environment and how this programming facility can be used to automate many desktop application functions. Emphasis in the course will be on using the object models in the Microsoft Word. Prerequisite: CAPP-140 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

CAPP-140

Using Microsoft Office - Level 2

(formerly CAPP-140D Using Microsoft Office 2007 - Level 2)

This course is designed to acquaint the students with the proper procedures to create more advanced documents, workbooks, databases and presentations suitable for course work, professional purposes, and for personal use. Prerequisite: CAPP-120 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

FIN-200

Financial Management

This course is designed for business and accounting majors. Emphasis is placed on the financial aspects of corporate finance and managerial decisions and its application to the areas of financial statement analysis, financial markets and institutions, time value of money, risks and rates of returns, stocks and bonds valuations, cost of capital budgeting, working capital management, capital structure and leverage, dividend policy, financial planning and forecasting, derivatives and risk management, and multinational finance. Prerequisite: ACCT-125 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

CAPP-140M

Using OpenOffice - Level 2

(formerly Using OpenOffice v2-Level 2)

This course is designed to acquaint students the proper procedures for creating more advanced documents, workbooks, databases and presentations using the OpenOffice suite. Prerequisite: CAPP-120M. --Transfers to CSU only

3 units

LEC 48-54

OTEC-050

Keyboarding & Application Software Lab

This course reviews and reinforces the theory and applications taught in Keyboarding and Microsoft application courses. This course offers assignment assistance with current course work. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. --Not transferable

1 unit

LAB 48-54

CAPP-141

Using Microsoft Word - Level 2

formerly CAPP-141D Using Microsoft Word 2007 - Level 2)

This is an advanced course in Microsoft Word focused on formatting and managing large documents. Topics include: page formatting, footnotes, macros, merging, document assembly, sorting, tables, graphics and collaboration. This course presents topics included in the Expert MOS exam. Prerequisite: CAPP-121 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

OTEC-095

Business English

Students will learn the principles of editing written communication applicable to business. The course emphasis is on fundamentals of grammar, number usage, punctuation, spelling, and modern business vocabulary. The course provides a thorough treatment of current English usage needed in the business office environment. The basic principles of business writing are introduced. This course is recommended for all Business majors and vocational business students. It is particularly recommended as a precursor to or as a class to be taken concurrently with BADM/ENGL-104, Business Communication and Technical Writing. *Cross-listed as ENGL-095. Prerequisite: None. --Not transferable

3 units

LEC 48-54

CAPP-143

Using Microsoft Access - Level 2

(formerly CAPP-143D Using Microsoft Access 2007 - Level 2)

This course continues the student's inquiry into database applications by presenting advanced features of the MS Access application. The focus in this course will be on multiple-table relations, and students will design and build complex forms, reports and queries with an emphasis on Visual Basic for Applications (VBA). This course is designed for the student who wants to learn how to develop effective database solutions for single-user and workgroup applications. Prerequisite: CAPP-123 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

OTEC-131

Filing Techniques

Using a hands-on approach, students will learn filing rules and techniques established by the Association of Records Managers and Administrators (ARMA) to create and maintain files. This course focuses on alphabetic, geographic, subject, and numeric filing. Students will also review the basics of records management and the role of filing in the office. Prerequisite: None. --Transfers to CSU only

1 unit

LEC 16-18

CAPP-152

Using Acrobat - Level 2

This course is designed for the professional seeking to enhance electronic documents. In this advanced course, students will learn how to use Acrobat to create and manage business documents. Students

1 unit

LEC 16-18

OTEC-144

Keyboarding and Document Formatting

Students learn the basic techniques of the touch system in the mastery of the keyboard and develop speed and accuracy in keyboarding data. They also develop the basic formatting skills necessary to produce letters, memorandums, reports, and tables. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

CSIS-101 **3 units**
Introduction to Computers and Data Processing LEC 48-54
 This course provides a general introduction to computer systems with an emphasis on understanding the application of information technologies in an organizational setting. The student is introduced to the components of an information system (hardware, software, data and people), and the techniques for implementing these systems (program design and system analysis and design), and the technologies for disseminating these systems (network and internet). Students will learn to use computing applications as a tool to improve personal productivity, with an emphasis on spreadsheet applications. This course is designed for students who are interested in how information technologies improve organizational effectiveness as well as how these technologies can improve personal productivity. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-103 **3 units**
Introduction to the Internet LEC 48-54
 This course provides an overview of the many services available on the Internet. Students will learn about Internet browsers and their extensions, WWW, eMail, search engines, using the Internet for research, chat and instant messaging, uploading and downloading files using FTP servers, storage services, Internet security concepts, e-commerce and the various career opportunities associated with the Internet. Prerequisite: None. Recommended Preparation: CAPP-080 or basic computer skills. --Transfers to CSU only

CSIS-104 **3 units**
Introduction to E-Commerce Infrastructure LEC 48-54
 This course introduces students to the fundamental concepts of e-commerce infrastructure including communication protocols, web programming and markup languages, and website security and management. The course will examine the functional requirements of e-commerce websites, and illustrate principles of implementing e-commerce systems using appropriate technology. This course is designed for the student who is interested in learning about E-commerce as well as the career options that are available in this field. Prerequisite: None. --Transfers to CSU only

CSIS-111A **3 units**
Basic Programming - Level I LEC 48-54
 Introduction to program concepts in which the student will analyze, formulate, code and debug a series of programs related to everyday life. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-111B **3 units**
Fundamentals of Computer Programming LEC 48-54
 This course will introduce students with no prior programming experience to the fundamentals of computer programming. These are foundation concepts for nearly all modern programming languages including Visual Basic, C++, C# and Java. Topics include sequence, repetition, and selection control structures. Advance topics include arrays, file I/O, and an introduction to the principles of object-oriented programming. One or more high-level programming languages will be used to reinforce the general concepts presented in this course. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-112A **3 units**
Visual Basic Programming - Level I LEC 48-54
 Introduction to event-driven programming in the Windows environment. Visual Basic will be utilized to develop programs that demonstrate graphical user interface design, database access, and OLE integration. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-113A **3 units**
C++ Programming - Level 1 LEC 48-54
 This course introduces the student to the principles of object-oriented programming (OOP) using the C++ programming language. Students will investigate and evaluate various program design methodologies and apply them to programming problems using C++. C++ features that will be covered include language syntax, data types and declarations, control structures, functions, arrays, pointers and strings. This course is designed for the student who wishes to learn a programming language; no prior programming experience is required. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-113B **3 units**
JAVA Programming - Level 1 LEC 48-54
 This course is designed for CIS students who are interested in expanding their programming skills in the area of Object-Oriented Programming (OOP), especially as it pertains to applications development on the World Wide Web. This course introduces students to the principles 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, if-then/else constructs, looping, and arrays. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-113C **3 units**
C# Programming - Level 1 LEC 48-54
(formerly C# Programming)
 This is an introductory course that will provide students with the basic knowledge and skills they need to develop applications with the C# programming language and the .NET development framework. This course will focus on program structure, language syntax, Basic Graphical User Interfaces, and implementation details. Prerequisite: None. Recommended Preparation: CSIS-111B. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-114A **3 units**
SQL Programming - Level 1 LEC 48-54
 This course introduces the student to the SQL programming language and covers all of the features of the language that are needed to create and maintain single-table database systems. SQL features that will be covered include: language syntax, data query language (DQL) elements, data manipulation language (DML) elements, and basic data definition language (DDL) elements. No prior programming experience required. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

CSIS-114C **3 units**
Database Programming - Level 1 LEC 48-54
 This course introduces students to database programming (stored routines, procedures and functions). Students will investigate and evaluate various program design methodologies and apply them to database programming problems. Programming features that will be covered include language syntax, data types, block, function, and procedure definitions, and control structures. Prerequisite: CSIS-114A (with a grade of C or better). --AA/AS General Education: AA/AS D2 --Transfers to CSU only

CSIS-115A **3 units**
Web Development - Level 1 LEC 48-54
 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

Course Descriptions

CSIS-153

Using UNIX

This course introduces students to the fundamental features of the UNIX operating system. Students will be introduced to command line basics, file and directory management, text editors, and shell programming. This course is designed for students who will be working in, or providing support to others who work in the UNIX environment. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

student who is interested in learning about data communications and networking hardware, as well as career options in network support. Prerequisite: CSIS-181 (with a grade of C or better). --AA/AS General Education: AA/AS D2 --Transfers to CSU only

CSIS-154

Using and Configuring Windows Operating Systems

This course introduces the student to system administration concepts and MS Windows system administration tools. Concepts to be covered include system and software installation, user and profile management, disk management, backup and recovery, and security issues. This course is designed for students preparing for A+ certification, as well as students planning a career in system administration and management. Prerequisite: None. --AA/AS General Education: AA/AS D2 --Transfers to CSU only

3 units

LEC 48-54

CSIS-201

System Analysis and Design

Introduces the principles, design, and techniques of computer system design. Emphasis is on analyzing and solving problems relating to the design/re-design of a computer system. Prerequisite: CSIS-101 (with a grade of C or better). --AA/AS General Education: AA/AS D2 --Transfers to both UC/CSU

3 units

LEC 48-54

CSIS-171

Service Desk Concepts

This course introduces students to Service Desk concepts and technology. Within the context of the incident management and problem management life cycles, students will examine: service desk concepts, operations, roles and responsibilities, and processes and procedures. Prerequisite: None. --Not transferable

3 units

LEC 48-54

CSIS-202

Networks and Data Communications

This course introduces students to fundamental data communication concepts including voice and data communications, networking hardware, the OSI model, and network design. Network management and security issues are also covered. This course is designed for the student who is interested in learning about data communications and networking as well as the career options that are available in this field. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

CSIS-171L

Service Desk Lab

This course is designed for the student who wants to gain hands-on experience in applying the concepts and technologies of a service/help desk. Students will use a variety of software tools and technologies to analyze user needs, and to track and report trouble incidents. May be taken 4 times for credit. Prerequisite: CSIS-171 (with a grade of C or better). --Not transferable

1 unit

LAB 48-54

CSIS-211

Introduction to Data Structures and Algorithms

Topics include basic data structures such as arrays, lists, stacks, and queues; dictionaries including binary search trees and hashing; priority queues heaps; introductory analysis of algorithms; sorting algorithms; and object-oriented programming including abstract data types, inheritance, and polymorphism. Also covers solving complex problems through structured software development. Prerequisite: CSIS-123A or CSIS-123B (with a grade of C or better). --Transfers to both UC/CSU

3 units

LEC 48-54

CSIS-181

Computer Hardware - Level 1

This course is an introduction to microcomputer hardware, peripherals, and system software. Topics include basic troubleshooting, system configuration and setup. This course will prepare the student for A+ Certification Exam. Prerequisite: None. --Transfers to CSU only

4 units

LEC 64-72

CSIS-214

Principles of Database Management Systems

This course introduces students to the theory and principles of relational database management systems. Students will apply these concepts in the design and development of a simple database application. Topics to be covered include data modeling, logical and physical database design, normalization and denormalization, and client-server and distributed database architectures. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

CSIS-182

Computer Forensics

This course introduces students to the techniques and tools of computer forensics investigations. Students will receive step-by-step explanations on using the most popular forensic tools. Topics include coverage of the latest technology secondary devices including hard drives, PDAs, cell phones, and thumb drives. Prerequisite: CSIS-181 (with a grade of C or better) or equivalent assessment. --Transfers to CSU only

3 units

LEC 48-54

CSIS-223A

Linux System Administration - Level 1

This course introduces students to system administration concepts and Linux system administration tools. Concepts to be covered include system and software installation, kernel building and configuration, system startup and shutdown, and user and group management issues. This course is designed for students preparing for Linux certification, as well as students planning a career in system administration and management. Prerequisite: None. Recommended Preparation: CSIS-153. --Transfers to CSU only

3 units

LEC 48-54

CSIS-190

Network Media

This course introduces students to the theory and concepts of guided and unguided network media. Students will design cable plans, and use the lab facilities to build and test patch cables and cable runs. This course is designed for students preparing for Network+ certification, as well as students planning a career in system or network administration. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

CSIS-233A

Linux System Administration - Level 2

This course teaches students the skills they will need to manage a Linux system in a networked environment. This course is designed for the student who is interested in learning about data communications and networking as well as the career options that are available in this field. Prerequisite: CSIS-223A (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

CSIS-191

Network Hardware - Level 1

This course introduces students to fundamental data communication concepts and networking hardware. A hands-on approach will reinforce concepts in network protocols and architectures, media and hardware. Students will have the opportunity to install, configure and troubleshoot network hardware. This course is designed for the

4 units

LEC 64-72

CSIS-241A

Database Server Administration - Level 1

This course introduces the student to the tools and methodologies of database administration. Students will install and configure a functioning multi-user database system. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

CSIS-261A **3 units**

Database Server Administration - Level 2 LEC 48-54
 This course introduces the student to additional tools and methodologies of database administration. The emphasis in this course is on managing and administering the day-to-day operations of a multi-user database system. Topics that will be covered include: backup and recovery, user management, and performance tuning. Prerequisite: CSIS-241A (with a grade of C or better). --Transfers to CSU only

CSIS-298A **0.50-3 units**

CIS Special Topics: Programming LEC 8-54
 This course permits students to study relevant programming topics within the field of computer information systems. Topics and credit will vary. May be taken 4 times for credit. Prerequisite: None. --Transfers to CSU only

CSIS-298B **0.50-3 units**

CIS Special Topics: Database Technologies
 This course introduces the student to new and emerging database tools and technologies. Students will have the opportunity to develop and build prototypes for the concepts, procedures, and methodologies covered in class. Topics and credit will vary. May be taken 4 times for credit. Prerequisite: CSIS-114A (with a grade of C or better). --Transfers to CSU only

CSIS-299 **1-3 units**

Special Projects: Computers IS 16-54
 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. May be taken 3 times for credit. Prerequisite: Previous computer courses; a contract must be completed with the instructor prior to enrollment. --Transfers to CSU only

NET-100 **3 units**

Local Area Network Design and Switch Management LEC 48-54
 This course is designed to provide students in networking the fundamental concepts of local area network design and the basics of switch management including Cisco Catalyst operations and VLANs. This course is designed to help students prepare for CCNA exam from Cisco Systems and meets the requirements of the Cisco Network Academy. May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-101 **3 units**

Layer 3 Routing and Router Management LEC 48-54
 This course is designed to provide students in networking the fundamental concepts of layer 3 routing and the basics of router management including Cisco IOS software configuration and routing protocols such as RIP and IGRP. This course is designed to help students prepare for the CCNA exam from Cisco Systems and meets the requirements of the Cisco Network Academy. May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-102 **3 units**

Wide Area Network Design and Protocol Configuration LEC 48-54
 This course is designed to provide students in networking the fundamental concepts of wide area network design and configuration of related protocols on Cisco routers. This course is designed to help students prepare for the CCNA exam from Cisco Systems and meets the requirements of the Cisco Network Academy. May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-120 **3 units**

Installing, Configuring, and Administering a Windows Client Operating System LEC 48-54
 This course is designed to validate the foundational skills that an operating systems professional needs in order to install, configure, and administer Microsoft client operating systems (Microsoft Windows XP and more recent versions). This course helps students prepare for the Microsoft Certified Systems Administrator Client Core examination (Client Workstation). May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-121 **3 units**

Managing and Maintaining a Microsoft Windows Server Environment LEC 48-54
 This course is designed to validate the foundational skills that an operating systems professional needs in order to install, configure, and administer Microsoft server operating systems (Microsoft Windows Server 2003 and more recent versions). This course helps students prepare for the Microsoft Certified Systems Administrator Client Core examination (Server). May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-122 **3 units**

Implementing, Managing, and Maintaining a Windows Network Infrastructure LEC 48-54
 This course is designed to validate the foundational skills that an operating systems professional needs in order to implement, manage, and maintain the network infrastructure that supports Microsoft server operating systems (Microsoft Windows Server 2003 and more recent versions). This course helps students prepare for the Microsoft Certified Systems Administrator Client Core examination (Network Infrastructure). May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-140 **3 units**

Network Security Fundamentals LEC 48-54
 This course is designed to provide students in networking a general understanding of security concepts, communication security, infrastructure security, the basics of cryptography, and operational and organizational security. This course is designed to help students prepare for the Security+ exam from Comptia. May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-141 **3 units**

Hardening the Infrastructure LEC 48-54
 This course is designed to provide students with the foundational skills that a security professional requires. These skills include router security, operating system security, advanced knowledge of TCP/IP, and network security basics. This course helps students prepare for the Security Certified Network Professional examinations. May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

NET-142 **3 units**

Network Defense and Countermeasures LEC 48-54
 This course is designed to validate the foundational skills that a security professional requires. These skills include intrusion detection systems design and implementation, network traffic signatures, security policies, risk analysis, firewall design and implementation. This course helps students prepare for the Security Certified Network Professional examinations. May be taken 4 times for credit. Prerequisite: CSIS-202 (with a grade of C or better). --Transfers to CSU only

Business PROGRAMS OVERVIEW

Degree(s)

Business Administration

A.S. in Business Administration ⁴³⁸⁸ AS-BADM
(with General Education Requirements Option A)

Office Administration

A.S. in Office Administration ⁸⁶⁷⁵ AS-BUS-OADM/Tech ⁸⁶⁷⁶ AS-BUS-OATP
(with General Education Requirements Option A)

Certificate(s)

Business Administration

Certificate in Business Administration ⁴³⁸⁸ CT-BADM/Tech
Certificate in Small Business Operations ⁴⁵⁸⁹ CT-BUS-SBO/Tech

Office Administration

Certificate in Business, Clerical ⁴³⁹² CT-BUS-CLER/Tech ¹⁶⁰³⁸ CT-BUS-CLER-TP
Certificate in Business, Office Administration Technician ⁸⁶⁷⁵ CT-BUS-OADM/Tech ⁸⁶⁷⁶ CT-BUS-OATP
Certificate in Microsoft Applications Specialist ¹⁰⁷⁶⁹ CT-BUS-MCA/Tech ⁸⁶⁷⁸ CT-BUS-MAS-TP

Employment Concentration Certificate(s)

Business Administration

Accounting Applications Concentration ⁹⁹⁹⁹ ECC-BUS-AA
Accounting and Tax Preparation Concentration ⁹⁹⁹⁹ ECC-BUS-ACCTTAX
Entrepreneurship ⁹⁹⁹⁹ ECC-BUS-ENTEP
Management Communications Concentration ⁹⁹⁹⁹ ECC-BUS-MC
Professional Development Concentration ⁹⁹⁹⁹ ECC-BUS-PD
Project Management Concentration ⁹⁹⁹⁹ ECC-BUS-PM
Resort Operations Concentration ⁹⁹⁹⁹ ECC-BUS-RESOPS
Sustainable Energy Management for Business Concentration ⁹⁹⁹⁹ ECC-BUS-SEMB

Office Administration

Office Communications Concentration ⁹⁹⁹⁹ ECC-BUS-OC
Office Technologies Concentration ⁹⁹⁹⁹ ECC-BUS-OT
Records Management Concentration ⁹⁹⁹⁹ ECC-BUS-RM
Virtual Office Professional Concentration ⁹⁹⁹⁹ ECC-BUS-VOPC

San Jacinto Campus
(951) 487-MSJC (6752)
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Menifee Valley Campus
(951) 672-MSJC (6752)
1-800-452-3335

BUSINESS ADMINISTRATION

This field deals with the realm of commercial transactions involved in the American economic System. An Associate degree program, two certificate programs, and two employment concentration certificates are available.

OFFICE ADMINISTRATION

This field deals with the realm of the modern office. An Associate degree program, three certificate programs, and three employment concentrations are available. See the following pages for details.

Business

BUSINESS ADMINISTRATION

Degree(s)

A.S. in Business Administration ⁴³⁸⁸ AS/BADM
(with General Education Requirements Option A)

Certificate(s)

Certificate in Business Administration ⁴³⁸⁸ CT/BADM/Tech
Certificate in Small Business Operations ⁴³⁸⁹ CT/BUS.SBO/Tech

Employment Concentration Certificate(s)

Accounting Applications Concentration ⁹⁹⁹⁹⁹ ECC.BUS.AA
Accounting and Tax Preparation Concentration ⁹⁹⁹⁹⁹ ECC.BUS.ACCTTAX
Entrepreneurship Concentration ⁹⁹⁹⁹⁹ ECC.BUS.ENTREP
Management Communications Concentration ⁹⁹⁹⁹⁹ ECC.BUS.MC
Project Management Concentration ⁹⁹⁹⁹⁹ ECL.BUS.PM
Professional Development Concentration ⁹⁹⁹⁹⁹ ECC.BUS.PD
Resort Operations Concentration ⁹⁹⁹⁹⁹ ECC.BUS.RESOPS
Sustainable Energy Management for Business Concentration ⁹⁹⁹⁹⁹ ECC.BUS.SEMB

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PROGRAM DESCRIPTION

Business Administration studies introduce the student to the world of commercial transactions, which occur in the distribution of resources in our American economic system. These courses offer students opportunities to acquire practical skills, technical knowledge and experience, and improved conceptual abilities and theory in the areas of Accounting, Business Law, Finance, Marketing and Management. A core concentration in this area, in conjunction with the MSJC General Education Option A requirements, leads to a major in Business Administration. There are also certificate programs in Accounting and Tax Preparation, Business Administration and Small Business Operations.

DISTINCTIVE FEATURES

There are two areas of focus:

1. Business Administration - Provides a theoretical overview and approach to the business world.
2. Small Business Operations - The certificate program provides a focus on practical small business operation skills and techniques.

CAREER OPPORTUNITIES

Accounting * Promotion * Sales * Finance * Public Administration * Health Administration * Inspection * Purchasing Marketing * Transportation Administration * Utilities Administration

TRANSFER PREPARATION

MSJC offers a range of course work to prepare students to transfer to four-year colleges and universities. All four-year institutions prescribe their own standards for course evaluation and admissions. Prospective transfer students are advised to review the MSJC catalog with a counselor to determine which MSJC courses are transferable.

The American Assembly of Collegiate Schools of Business (AACSB), a national business/management program accrediting agency, stipulates that lower division course work is preparatory to a bachelor's degree. Thus, this program is designed to provide a basic overview of the area.

DEGREE

The 18 units in the major plus all MSJC General Education Option A requirements for a total of 60 units is required to earn an Associate of Science degree in Business Administration.

Business Administration Major (18 units)

Required Courses (6 units)

ACCT-124	Financial Accounting - Principles of Accounting I	3 units
ECON-201	Principles of Macroeconomics	3 units

Additional Required Courses (9 units from this list)

BADM-103	Introduction to Business	3 units
BADM-201	Legal Environment of Business	3 units
CSIS-101	Introduction to Computers and Data Processing	3 units
MGT-103	Introduction to Management	3 units
MGT-205	Principles of Marketing Management	3 units

Electives (3 units from this list)

ACCT-080	Deducting the Cost of Business Assets	1 unit
ACCT-081	General Concepts Concerning Corporate Taxation	1 unit
ACCT-082	General Concepts Concerning Partnership Taxation	1 unit
ACCT-125	Managerial Accounting - Principles of Accounting II	3 units
ACCT-127	Federal and California Income Tax Accounting	4 units
BADM-098A	Developing Effective Time Management Techniques	.5 unit
BADM-098B	Reducing Stress and Improving Performance	.5 unit
BADM-098C	Developing Leadership in Organizations	.5 unit
BADM-098D	Dynamics of Successful Teamwork	.5 unit
BADM-098E	Raising Performance Levels Through Motivation	.5 unit
BADM-098F	Developing Customer Relations and Rapport	.5 unit
BADM-098G	Business Ethics	.5 unit
BADM-104/ENGL-104	Business Communications	3 units
BADM-150	Small Business Entrepreneurship	3 units
ECON-202	Principles of Microeconomics	3 units
FIN-200	Financial Management	3 units



CERTIFICATES

Competency in English and math is required prior to completing either certificate. This may be accomplished by testing or completion of ENGL-098 (English Fundamentals) and MATH-090 (Elementary Algebra).

Certificate in Business Administration (24 units)

Required Courses (15 units)

ACCT-124	Financial Accounting - Principles of Accounting I	3 units
BADM-103	Introduction to Business	3 units
BADM-201	Legal Environment of Business	3 units
MGT-103	Introduction to Management	3 units
MGT-205	Principles of Marketing Management	3 units

Recommended Courses (Take 3 units from this list)

CSIS-101	Introduction to Computers and Data Processing	3 units
ECON-201	Principles of Macroeconomics	3 units

Elective Courses (Take 6 units from this list)

ACCT-080	Deducting the Cost of Business Assets	1 unit
ACCT-081	General Concepts Concerning Corporate Taxation	1 unit
ACCT-082	General Concepts Concerning Partnership Taxation	1 unit
ACCT-125	Managerial Accounting - Principles of Accounting II	3 units
ACCT-126	Beginning Computer Accounting	3 units
ACCT-127	Federal and California Income Tax Accounting	4 units
BADM-104/ENGL-104	Business Communications	3 units
BADM-150	Small Business Entrepreneurship	3 units
BADM-157	Principles of Salesmanship	3 units
BADM-170	Introduction to International Business	3 units
BADM-210	Principles of Advertising	3 units
ECON-202	Principles of Microeconomics	3 units
ENGR-108/MGT-108	Organizational Behavior	3 units
MGT-132	Labor Management Relations	3 units
MGT-133	Productivity Management	3 units
MGT-138	Personnel Management	3 units

Certificate in Small Business Operations (24 units)

Required Courses (15 units)

ACCT-124	Financial Accounting - Principles of Accounting I	3 units
BADM-150	Small Business Entrepreneurship	3 units
BADM-201	Legal Environment of Business	3 units
ECON-201	Principles of Macroeconomics	3 units
MGT-205	Principles of Marketing Management	3 units

Elective Courses (9 units)

ACCT-125	Managerial Accounting - Principles of Accounting II	3 units
ACCT-126	Beginning Computer Accounting	3 units
BADM-157	Principles of Salesmanship	3 units
BADM-170	Introduction to International Business	3 units
BADM-210	Principles of Advertising	3 units
CSIS-101	Introduction to Computers and Data Processing	3 units
ECON-202	Principles of Microeconomics	3 units
ENGR-108/MGT-108	Organizational Behavior	3 units
MGT-103	Introduction to Management	3 units
MGT-132	Labor Management Relations	3 units
MGT-138	Personnel Management	3 units

Instructional Programs

EMPLOYMENT CONCENTRATIONS

Certificate classes must be completed within a two-year period to be valid. Certificate is valid for two years after issuance. Students must complete an employment concentration certificate application form (available in the Business Department office) after completion of all certificate classes in order to receive certificate.

Accounting Applications Concentration (9 units)

ACCT-076	Bookkeeping Part 1 - Accounting Theory	3 units
or		
ACCT-124	Financial Accounting - Principles of Accounting I	3 units
ACCT-077	Bookkeeping Part 2 - QuickBooks Pro	3 units
ACCT-126	Beginning Computer Accounting	3 units

Accounting and Tax Preparation Concentration (16 units)

ACCT-124	Financial Accounting - Principles of Accounting I	3 units
ACCT-125	Managerial Accounting - Principles of Accounting II	3 units
ACCT-127	Federal and California Income Tax Accounting	4 units
CAPP-122	Using Microsoft Excel	3 units
or		
CAPP-125C	Excel For Business and Accounting	3 units
or		
CAPP-125C1	Excel 1-Basics for Business and Accounting	1 unit
and		
CAPP-125C2	Excel 2-For Business Users	1 unit
and		
CAPP-125C3	Excel 3-For Accounting Users	1 unit
(the preceding three one-unit classes are equivalent to CAPP-125C)		
ECON-202	Principles of Microeconomics	3 units

Entrepreneurship Concentration (16 units)

Required Courses (12 units)

BADM-103	Introduction to Business	3 units
BADM-150	Small Business Entrepreneurship	3 units
BADM-215	Business and Marketing Planning	3 units
MGT-205	Principles of Marketing Management	3 units

Elective Courses (4 units)

ACCT-124	Financial Accounting - Principles of Accounting I	3 units
BADM-098A	Developing Effective Time Management Techniques	.5 unit
BADM-098B	Reducing Stress and Improving Performance	.5 unit
BADM-098C	Developing Leadership in Organization	.5 unit
BADM-098D	Dynamics of Successful Teamwork	.5 unit
BADM-098E	Raising Performance Levels Through Motivation	.5 unit
BADM-098F	Developing Customer Relations and Rapport	.5 unit
BADM-098G	Business Ethics	.5 unit
BADM-157	Principles of Salesmanship	3 units
BADM-201	Legal Environment of Business	3 units
CAPP-120	Using Microsoft Office - Level 1	3 units
ECON-201	Principles of Macroeconomics	3 units
FIN-200	Financial Management	3 units
MGT-138	Personnel Management	3 units

Management Communications Concentration (9 units)

BADM-104/ENGL-104	Business Communications	3 units
CAPP-121	Using Microsoft Word - Level 1	3 units
MGT-103	Introduction to Management	3 units

Professional Development Concentration (9 units)

Required (3 units):

BADM-104/ENGL-104	Business Communications	3 units
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Required (3 units)

BADM-098A	Developing Effective Time Management Techniques	.5 unit
BADM-098B	Reducing Stress and Improving Performance	.5 unit
BADM-098C	Developing Leadership in Organizations	.5 unit
BADM-098D	Dynamics of Successful Teamwork	.5 unit
BADM-098E	Raising Performance Levels Through Motivation	.5 unit
BADM-098F	Developing Customer Relations and Rapport	.5 unit
BADM-098G	Business Ethics	.5 unit

Required (3 units)

CAPP-120	Using Microsoft Office - Level 1	3 units
CAPP-121	Using Microsoft Word - Level 1	3 units
CAPP-122	Using Microsoft Excel	3 units
CAPP-123	Using Microsoft Access - Level 1	3 units
CAPP-124	Using Microsoft PowerPoint	3 units
CAPP-125C	Excel For Business and Accounting	3 units

or

CAPP-125C1	Excel 1-Basics for Business and Accounting	1 unit
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and

CAPP-125C2	Excel 2-For Business Users	1 unit
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and

CAPP-125C3	Excel 3-For Accounting Users	1 unit
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(the preceding three one-unit classes are equivalent to CAPP-125C)

CAPP-126E	Using InDesign Cs2 - Level 1	3 units
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CAPP-126G	Using Adobe InDesign	3 units
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CAPP-135	Using Microsoft Project	3 units
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Project Management Concentration (9 units)

MGT-103	Introduction to Management	3 units
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MGT-133	Productivity Management	3 units
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CAPP-135	Using Microsoft Project	3 units
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Resort Operations Concentration (10 units)

HORT-120/BADM-120	Sales and Marketing in Hospitality	3 units
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HORT-121/BADM-121	Sanitation and Safety in Resort Management	2 units
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HORT-122/BADM-122	Resort Food & Beverage Operations	3 units
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HORT-123/BADM-123	Menu Planning in Resort Operations	2 units
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BADM-103	Introduction to Business	3 units
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BADM-201	Legal Environment of Business	3 units
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SEMA-100	Our Sustainable Future	3 units
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SEMA-101	Fundamentals of Energy Assessment in Business	3 units
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SEMA-110	Managing Sustainable Business Practices	3 units
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BIOL-150 **5 units**

General Biology I **LEC 48-54/LAB 96-108**

General Biology 150, the first of a two semester sequence, is an intensive study of modern biology designed to prepare science majors for upper-division courses in cell, molecular and organismal biology. The emphasis is on the structural and functional unity of life as seen from an evolutionary perspective. Topics include the biochemical, molecular, metabolic, and genetic aspects of cells, as well as phylogeny and systematics. The course includes laboratory and field exercises on the principles covered in the lecture portion of the class. A field trip may be required. Prerequisites: CHEM-101 and MATH-096 (with a grade of C or better). Recommended Preparation: High school or college Biology/Chemistry. --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5B.--CSU Area(s): B2, B3

BIOL-150H **5 units**

Honors General Biology I **LEC 48-54/LAB 96-108**

General Biology 150H, the first of a two semester sequence, is an intensive study of modern biology designed to prepare science majors for upper-division courses in cell, molecular and organismal biology. The emphasis is on the structural and functional unity of life as seen from an evolutionary perspective. Topics include the biochemical, molecular, metabolic, and genetic aspects of cells, as well as phylogeny and systematics. The course includes laboratory and field exercises on the principles covered in the lecture portion of the class. A field trip may be required. Prerequisites: Acceptance in the Honors Enrichment Program and CHEM-101 and MATH-096 (with a grade of C or better). Recommended Preparation: High school or college Biology/Chemistry. --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5B.--CSU Area(s): B2, B3

BIOL-151 **5 units**

General Biology II **LEC 48-54/LAB 96-108**

General Biology 151 is the second class in a two-part series and covers structural and functional biology of plants and animals (growth and structure, transport, circulation, gas exchange, homeostasis, nutrition, reproduction, development, hormones, and nerves), ecology, and evolutionary theories. This course satisfies the General Education requirement in natural science and prepares students for transfer into college and university science major programs. A field trip may be required. Prerequisite: BIOL-150 (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5B.--CSU Area(s): B2, B3

BIOL-151H **5 units**

Honors General Biology II **LEC 48-54/LAB 96-108**

General Biology 151 is the second class in a two-part series and covers structural and functional biology of plants and animals (growth and structure, transport, circulation, gas exchange, homeostasis, nutrition, reproduction, development, hormones, and nerves), ecology, and evolutionary theories. This course satisfies the General Education requirement in natural science and prepares students for transfer into college and university science major programs. A field trip may be required. Prerequisite: Acceptance in the Honors Enrichment Program; BIOL-150 (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5B.--CSU Area(s): B2, B3

BIOL-201 **4 units**

Biostatistics **LEC 48-54/LAB 48-54**

This course introduces students to quantitative methods of analysis in the life and environmental sciences. Emphasis is placed on the scientific method and experimental design, as well as analysis and interpretation of scientific data. Students also learn methods of conducting statistical analyses on data using statistical computer software. This course is intended for those majoring in life and environmental sciences. Prerequisites: MATH-096 (with a grade of

'C' or better) or a minimum score of 3 on the AP Calculus exam, and BIOL-115 or BIOL-150 & 151 or ENVS-101 & 102 or BIOL-140 or ENVS-110 with a minimum grade of 'C' (or a minimum score of 3 on the AP Biology exam or a minimum score of 3 on the AP Environmental Science exam). --Transfers to both UC/CSU --CSU Area(s): B4

BIOL-299 **1-5 units**

Special Projects: Biology **IS 16-90**

This is an arranged class to study a selected topic or experimental design by contract with the instructor for students with previous course work in the specific program area. Arrangements may be made with the instructor to supervise the special project. These projects are available for variable units and involve research and special study in areas of interest within a given subject field. The actual nature of the project MUST be determined in consultation with the supervising instructor. May be taken 4 times for credit. Prerequisite: Previous Biology classes; a contract must be completed with the instructor prior to enrollment. --Transfers to CSU only

Business

ACCT-076 **3 units**

Bookkeeping Part 1 - Accounting Theory **LEC 48-54**

A basic introductory course in the essential elements of bookkeeping practice upon which advanced work in other accounting courses is based. Topics include the double entry bookkeeping system, cash and accrual methods, use of journals and ledgers, adjusting entries, receipts and payments, payroll, sales tax, property tax and banking. Prerequisite: None. --Not transferable

ACCT-077 **3 units**

Bookkeeping Part 2 - QuickBooks Pro **LEC 48-54**

This course is designed for the student seeking hands-on experience with QuickBooks Pro. Students will apply the computer in the study of accounting principles. Students will prepare data and enter accounting transactions utilizing QuickBooks Pro accounting software in order to yield various accounting statements. Emphasis will be placed on how to use the QuickBooks Pro in a small business environment. Prerequisite: ACCT-076 (with a grade of C or better). --Not transferable

ACCT-080 **1 unit**

Deducting The Cost Of Business Assets **LEC 20**

This course explores the theory and application of deducting the cost of business assets on a tax return including, but not limited to, depreciation, amortization, bonus depreciation, luxury car limitations, and listed property. This course is certified by the California Tax Education Council (CTEC) as fulfilling the annual 20-hour (14 federal, 4 state, and 2 ethics) continuing education requirement for California registered tax preparers. Prerequisite: None. Recommended Preparation: Knowledge of general financial accounting principles and taxation. --Not transferable

ACCT-081 **1 unit**

General Concepts Concerning Corporate Taxation **LEC 20**

This course explores theory and application of general concepts of corporate taxation. These include, but are not limited to, introduction to corporate taxation, determining the corporate tax liability, procedural matters, investor gains and losses, dividends, and tax planning considerations. This course is certified by the California Tax Education Council (CTEC) as fulfilling the annual 20-hour (12 federal, 4 state, 4 federal and/or state) CE requirement for annual renewal of a Tax Preparer's Certificate with California. May be taken 4 times for credit. Prerequisite: None. --Not transferable

Course Descriptions

ACCT-082

General Concepts Concerning Partnership Taxation

1 unit

LEC 20

This course explores theory and application of general concepts of partnership taxation. These include, but are not limited to, overview and tax effects of partnership formation, operations, transactions between partner and partnership, distributions, termination, and tax planning considerations. This course is certified by the California Tax Education Council (CTEC) as fulfilling the annual 20-hour (12 federal, 4 state, 4 federal and/or state) CE requirement for annual renewal of a Tax Preparer's Certificate with California. May be taken 4 times for credit. Prerequisite: None. --Not transferable

ACCT-124

Financial Accounting - Principles of Accounting I

3 units

LEC 48-54

Define financial accounting; identify its importance and use by investors and creditors to make decisions. The course covers the accounting information system and the recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the classified financial statements, and statement analysis and includes issues relating to: asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls and ethics. Prerequisite: None. Recommended Preparation: CAPP-122C (with a grade of C or better) or equivalent experience. --Transfers to both UC/CSU

ACCT-124H

Honors Financial Accounting - Principles of Accounting I

3 units

LEC 48-54

Define financial accounting; identify its importance and use by investors and creditors to make decisions. The course covers the accounting information system and the recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the classified financial statements, and statement analysis and includes issues relating to: asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls and ethics. Prerequisite: Acceptance in the Honors Enrichment Program. Recommended Preparation: CAPP-122 (with a grade of C or better) or equivalent experience. --Transfers to both UC/CSU

ACCT-125

Managerial Accounting-Principles of Accounting II

3 units

LEC 48-54

Examination of how managers use accounting information in decision-making, planning, directing operations, and controlling. Focus on cost terms and concepts, cost behavior, cost structure, and cost-volume-profit analysis. Examination of profit planning, standard costs, operations and capital budgeting, cost control, and accounting for costs in manufacturing organizations. Prerequisite: ACCT-124 (with a grade of C or better). --Transfers to both UC/CSU

ACCT-125H

Honors Managerial Accounting - Principles of Accounting II

3 units

LEC 48-54

Examination of how managers use accounting information in decision-making, planning, directing operations, and controlling. Focus on cost terms and concepts, cost behavior, cost structure, and cost-volume-profit analysis. Examination of profit planning, standard costs, operations and capital budgeting, cost control, and accounting for costs in manufacturing organizations. Prerequisite: Acceptance in the Honors Enrichment Program; ACCT-124 (with a grade of C or better). --Transfers to both UC/CSU

ACCT-126

Beginning Computer Accounting

3 units

LEC 48-54

This course is an overview of accounting principles and procedures, which includes the entire accounting cycle, and hands-on use of personal computers in the application of financial accounting functions. With the use of the Peachtree Complete Computer Program/Software, the students become familiar with accounting functions for a small business. Computer accounting applications include, but are

not limited to, general ledger, accounts receivable, accounts payable, invoicing, payroll, inventory and job costs. Prerequisite/Corequisite: ACCT-124 (with a grade of C or better). --Transfers to CSU only

ACCT-127

Federal and California Income Tax Accounting

4 units

LEC 64-72

This course introduces the theory and concepts of Federal and California income tax return preparation for individuals. It also covers underlying social and economic issues, as well as, tax planning issues for individuals. Prerequisite: ACCT-124 (with a grade of C or better). --Transfers to CSU only

BADM-098A

Developing Effective Time Management Techniques

.5 unit

LEC 8-9

This course provides practical ways for individuals and members of organizations to identify objectives, prioritize actions, organize time efficiently, tackle issues as they arise, and adopt a do-it-now approach to maximizing productivity and achieving goals. Prerequisite: None. --Not transferable

BADM-098B

Reducing Stress and Improving Performance

.5 unit

LEC 8-9

This course provides practical ways to reduce stress and improve performance by identifying the causes and symptoms of stress, monitoring one's response to pressure, and implementing coping strategies. This course shows how to manage stress in one's personal life as well as how to reorganize work practices and use techniques for dealing with problems and potential problems in the workplace. Prerequisite: None. --Not transferable

BADM-098C

Developing Leadership in Organizations

.5 unit

LEC 8-9

This course provides guidelines for developing and refining practical leadership skills that will enhance all business and personal relationships. This course examines the roles and responsibilities of the leader as a supervisor and guides development of abilities to work as a team within groups of people. Prerequisite: None. --Not transferable

BADM-098D

Dynamics of Successful Teamwork

.5 unit

LEC 8-9

This course provides guidelines for utilizing the team concept for meeting the challenges in an organization that require a wide variety of skills, judgments, and experiences. This course examines the role of the team leader, essential elements of a winning team, and how to develop the team concept. Prerequisite: None. --Not transferable

BADM-098E

Raising Performance Levels Through Motivation

.5 unit

LEC 8-9

This course provides guidelines for using the art of motivation to create and sustain a positive environment in the workplace. This course examines methods for getting the most from yourself and your staff, how to raise performance levels, and achieve high quality work from employees. Prerequisite: None. --Not transferable

BADM-098F

Developing Customer Relations and Rapport

.5 unit

LEC 8-9

This course provides guidelines for business students, business leaders, and anyone dealing with the public for enhancing their business and personal relationships. This course offers building blocks for developing a rapport with customers and clients, and resolving problems and conflicts. Prerequisite: None. --Not transferable

BADM-098G

Business Ethics

.5 unit

LEC 8-9

This course provides guidelines for identifying, analyzing, and systematically solving ethical dilemmas in a business setting. Students will be introduced to a variety of business scenarios for which they will learn how to identify the ethical issue then systematically analyze the dilemma in order to reach an ethical solution. Prerequisite: None. --Not transferable

BADM-103 **3 units**

Introduction to Business

LEC 48-54

U.S. businesses operate in a constantly changing global business environment. This is an introduction to that environment. Students completing the course should be capable of analyzing various forms of business ownership and sizes or organizations, understanding ethics and social responsibility of businesses in a global market, analyzing the economic challenges facing businesses, understanding global competitive methodologies, and understand domestic and international labor-management relations issues and the use of technology and information in business. Prerequisite: None. --Transfers to both UC/CSU

BADM-103H **3 units**

Honors Introduction to Business

LEC 48-54

U.S. businesses operate in a constantly changing global business environment. This is an introduction to that environment. Students completing the course should be capable of analyzing various forms of business ownership and sizes or organizations, understanding ethics and social responsibility of businesses in a global market, analyzing the economic challenges facing businesses, understanding global competitive methodologies, and understand domestic and international labor-management relations issues and the use of technology and information in business. Prerequisite: Acceptance in the Honors Enrichment Program. --Transfers to both UC/CSU

BADM-104 **3 units**

Business Communications

LEC 48-54

A study of the principles, strategies, and techniques of written and oral business communication. Emphasis is on analyzing problems and implementing solutions involving appropriate methods of business communication, i.e. letters, memos, proposals, reports, and resumes. Includes oral communication techniques for meetings, conferences, and interviews. Provides a review of grammar, spelling, and mechanics. *Cross-listed as ENGL-104. Prerequisite: None. Recommended Preparation: ENGL-098 and typing speed of 25 wpm or concurrent enrollment in OTEC-144 and OTEC/ENGL-095 --AA/AS General Education: AA/AS D2 --Transfers to CSU only

BADM-104H **3 units**

Honors Business Communications

LEC 48-54

A study of the principles, strategies and techniques of written and oral business communication. Emphasis is on analyzing problems and implementing solutions involving appropriate methods of business communication, i.e. letters, memos, proposals, reports and resumes. Includes oral communication techniques for meetings, conferences and interviews and provides a review of grammar, spelling and mechanics. *Cross-listed as ENGL-104H. Prerequisite: Acceptance in the Honors Enrichment Program. Recommended Preparation: ENGL-098 and typing speed of 25 wpm or concurrent enrollment in OTEC-144 and OTEC/ENGL-095 --AA/AS General Education: AA/AS D2 --Transfers to CSU only

BADM-120 **3 units**

Sales and Marketing in Hospitality

LEC 48-54

This course examines how effective marketing plans are conceived, designed and implemented. The course emphasizes sales and marketing as it applies to a variety of resort, restaurant, and related hospitality service industry products. The focus includes related sales and promotional strategies, merchandising, public relations and advertising. *Cross-listed as HORT 120. Prerequisite: None. --Transfers to CSU only

BADM-121 **2 units**

Sanitation and Safety in Resort Management

LEC 32-36

This course is a study of the principles of hygiene and sanitation and their application to food service operations. Emphasis is placed on the implementation of proper methods and procedures and the food handlers responsibility in maintaining high sanitation and safety standards. *Cross-listed as HORT 121. Prerequisite: None. --Transfers to CSU only

BADM-122 **3 units**

Resort Food & Beverage Operation

LEC 48-54

This course is the study of the techniques and methods of operating and controlling a food and beverage operation in a resort environment. It studies the management techniques necessary for the planning, monitoring and controlling of a food service operation and of the control systems available to insure a profitable operation. *Cross-listed as HORT 122. Prerequisite: None. --Transfers to CSU only

BADM-123 **2 units**

Menu Planning in Resort Management

LEC 32-36

This course studies the basic principles of menu making for a variety of types of food service operations within the golf industry, considering the factors of clientele, types of operations, economic requirements, nutritional adequacy, skill of personnel, and equipment limitations. *Cross-listed as HORT 123. Prerequisite: None. --Transfers to CSU only

BADM-124 **1 unit**

Introduction to Lodging Operations

LEC 16-18

This course provides students with an understanding of the interdependent nature of the major operational departments within a hotel/resort operation: rooms division, food & beverage, sales & marketing, convention services, housekeeping & general administrative. Analyzes the interrelationship between these departments & communication processes necessary to provide quality guest services and customer satisfaction. Prerequisite: None. --Transfers to CSU only

BADM-147 **3 units**

The Music & Audio Business

LEC 48-54

This course acquaints students with business practices in the music & audio industries. The course covers areas such as contracts, copyright, publishing, and industry trends. *Cross-listed as AUD-147 and MUS-147. Prerequisite: None. --Transfers to CSU only

BADM-149 **1-4 units**

Occupational Internship: Business

OI 60-300

(75-300 Paid/60-240 Unpaid)

The purpose of this course is to enable eligible students to include supervised on-the-job training as an integral part of the total college educational program. This is accomplished through a planned program of learning experiences, which combines academic and vocational learning at school with new learning experiences on the job in an occupational setting. May be taken 4 times for credit. Prerequisite: None. Other Enrollment Criteria: Each student must be enrolled for the full semester and complete 7 units (including the occupational internship) or be enrolled in the Alternative Plan. A training agreement must be completed prior to registration. Please refer to the Occupational Internship Student Handbook for specific information. --Transfers to CSU only

BADM-150 **3 units**

Small Business Entrepreneurship

LEC 48-54

The role of management in small business with emphasis on planning, financing, personnel, marketing, record keeping, some applicable laws, available governmental assistance and techniques for starting and staying in business. Prerequisite: None. --Transfers to CSU only

BADM-157 **3 units**

Principles of Salesmanship

LEC 48-54

This course covers the fundamental principles of selling including, prospecting techniques, defining the sales process, sales presentation methods, anticipating and overcoming objections. A study of the sales profession will investigate common traits, motivational techniques, current trends and the salesperson's role in company operations. Current sales trends and technology will also be researched and analyzed. Prerequisite: None. --Transfers to CSU only

Course Descriptions

BADM-170

Introduction to International Business

This introductory course in international business covers the basics of doing business beyond the borders of the United States. It covers the economic basics of trade, regulatory issues, geographic/cultural problems and the nuances of revised business practices required for foreign trade. Prerequisite: MGT-103 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

BADM-201

Legal Environment of Business

An introduction to the legal environment of business. Subjects include legal systems, sources of law, social and governmental impacts on private enterprise, ethics and professional responsibility, alternate dispute resolution, agency, warranties, international law, and Constitutional law. Students will do cases/regulation analyses on ADR, contracts including e-contracts, consumerism, employment relationships, business torts and criminal law issues and study business organization forms. The course is required for Business Administration majors and certificates and Legal Assistants. Prerequisite: None. --Transfers to both UC/CSU

3 units

LEC 48-54

BADM-210

Principles of Advertising

This course explores how advertising is integrated into business operations. Students will analyze the role of advertising professionals and how advertising affects business operations. Topics will include the historical rise of the advertising industry, communication methods, social responsibility, regulations, research, branding, media choices, advertising methods, and the relationship with the Internet, along with current and future trends. Prerequisite: MGT-205 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

BADM-215

Business and Marketing Planning

This intermediate level course is designed for students considering small business ownership or who wish to advance an existing small business. Students will investigate approaches and challenges associated with the analysis, planning, development, and implementation of realistic business and marketing plans. Topics include identifying a vision and organizational structure, performing a situational analysis, evaluating financing alternatives, preparing and analyzing financial statements, developing marketing strategies, making managerial decisions, and creating a comprehensive business and marketing plan. Prerequisite: BADM-103 and MGT-205 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

BADM-299

Special Projects: Business

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. May be taken 4 times for credit. Prerequisite: Previous Business classes; a contract must be completed with the instructor prior to enrollment. --Transfers to CSU only

1-3 units

IS 16-54

CAPP-039

Software Applications Workshop

(formerly Software Applications Certification Test Review)

The focus of this course is on reviewing microcomputer application concepts and taking practice exams in preparation for professional certification in microcomputer applications. Course content will vary, depending on the certification materials that are being reviewed, for example: MOS (Microsoft Office Specialist) Expert Exam on Excel, MOS Expert Exam on Access, and others. This course is designed for students who already have some experience in the exam content area, but are looking for a refresher course to better prepare for the certification exam. May be taken 4 times for credit. Prerequisite: None. --Not transferable

1 unit

LEC 16-18

CAPP-056

Computer Applications Workshop

This course reviews and reinforces theory and applications taught in Microsoft Office courses for Word, Excel, PowerPoint, Access, and Outlook. This course offers practice assignments and testing and is recommended for the student desiring to learn how to fully utilize functions and increase their productivity with Microsoft Office applications. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. Recommended Preparation: Prior completion or concurrent enrollment in one of the courses covering a software application within the Microsoft Office suite. --Not transferable

.5 unit

LAB 24-27

CAPP-065

Formatting Term Papers

This course will focus on how to use the formatting features of Microsoft Word for setting margins and tabs, line spacing, creating headers, footers, hanging indents, page numbers, widow/orphans, outlines, and references in MLA and APA styles. This class is for students who will be taking classes that require documented term papers and reports that may include footnotes, endnotes, works cited, bibliographies, or other references. Prerequisite: None. Recommended Preparation: OTEC-144A or equivalent experience. Keyboarding speed by touch at 25 wpm desirable. --Not transferable

1 unit

LEC 16-18

CAPP-080

Introduction to Technology

This course is designed for the student seeking introductory-level hands-on experience with computing technologies and services at MSJC. Students will have the opportunity to work with software applications as well as web browsers. May be taken 2 times for credit. Prerequisite: None. --Not transferable

1 unit

LEC 16-18

CAPP-081

Introduction to the Vista Operating System

This course is designed for the student seeking introductory-level hands-on experience with the Vista operating system. Students will have the opportunity to complete hands-on exercises utilizing features of the operating software. Prerequisite: None. --Not transferable

1 unit

LEC 16-18

CAPP-082

Introduction to File Management

This course is designed for the student seeking introductory-level hands-on experience creating, managing and organizing electronic files. Working in a hands-on environment students will learn basic file management skills required to be an efficient employee and student. Emphasis will be given to developing an organizational file plan. Prerequisite: None. --Not transferable

1 unit

LEC 16-18

CAPP-120

Using Microsoft Office - Level 1

(formerly CAPP-120D Using Microsoft Office 2007 Level 1)

This course is for the student who wants to learn the concepts of Microsoft Office computer applications. Students will begin to learn the functions and capabilities of Microsoft Access, Excel, PowerPoint, and Word, with emphasis on the integration of Microsoft Office software to solve business problems. This course will begin preparing students for Microsoft Office User Specialist (MOUS/MOS) Core-level Exams in the four above applications. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

CAPP-120M

Using OpenOffice - Level 1

(formerly Using OpenOffice v2-Level 1)

This course is designed to introduce students to the OpenOffice applications suite. Students will learn how to work with the word processing, spreadsheet, presentation, and diagramming components of the Open Office suite. Prerequisite: None --Transfers to CSU only

3 units

LEC 48-54

CAPP-121 **3 units**
Using Microsoft Word - Level 1 **LEC 48-54**
 (formerly CAPP-121D Using Microsoft Word 2007 Level 1)

This is a basic course in Microsoft Word. Students learn fundamental word processing skills necessary for career and academic functions including skills necessary to format memos, letters, tables, and newspaper columns. They will also use styles, graphics, charts, templates, and wizards. This course presents all the topics included in the Core MOS exam. Prerequisite: None. Recommended Preparation: OTEC-144 or keyboarding speed of 30 wpm. --Transfers to CSU only

CAPP-122 **3 units**
Using Microsoft Excel **LEC 48-54**
 formerly CAPP-122D Using Microsoft Excel 2007 Level 1)

Students will learn the functions and capabilities of Excel with emphasis on using Excel to solve business problems. This course will prepare students for the Microsoft Office User Specialist (MOUS/MOS) Expert-Level Exam in Excel. Prerequisite: None --Transfers to CSU only

CAPP-123 **3 units**
Using Microsoft Access - Level 1 **LEC 48-54**
 (formerly CAPP-123D-Using Microsoft Access 2007 - Level 1)

Students will learn the functions and capabilities of Microsoft Access with an emphasis on the integration of Microsoft Office Access to solve course business problems. The course will begin to prepare the student to take the Microsoft Office Specialist (MOS) Expert-level exam. Prerequisite: None. --Transfers to CSU only

CAPP-124 **3 units**
Using Microsoft PowerPoint **LEC 48-54**
 (formerly CAPP-124D Using Microsoft PowerPoint 2007 -Level 1)

This course introduces students to presentation software concepts and applications. Students will use Microsoft PowerPoint to create and present information for a variety of contexts. This course is designed for the student who is pursuing the MOUS certification as well as students who are interested in improving their interpersonal communication skills. Prerequisite: None --Transfers to CSU only

CAPP-125C **3 units**
Excel for Business and Accounting **LEC 48-54**

Excel skills for business and accounting users. Course will focus on case studies and selecting and applying features and techniques for using Excel to improve business productivity and solve common accounting problems. Students will work with spreadsheet features including formatting, formulas, functions, charts and tools. Designed for students who have completed ACCT-124 or ACCT-124 A, B & C or have equivalent experience in accounting. Prerequisite: None. Recommended Preparation: ACCT-124 or ACCT-124A, ACCT-124B, & ACCT-124C or equivalent accounting experience. --Transfers to CSU only

CAPP-125C1 **1 unit**
Excel 1 - Basics for Business and Accounting **LEC 16-18**

An introduction to Microsoft Excel. Course will focus on the basic features of Excel, as well as useful techniques for using the software for business applications. Students will work with spreadsheet formatting, formulas, functions, and charts. Designed for students with little or no experience in Excel. This is the first of three 1-unit courses for which completion of all three parts is equivalent to the 3-unit course, CAPP-125C. Prerequisite: None. --Transfers to CSU only

CAPP-125C2 **1 unit**
Excel 2 - For Business Users **LEC 16-18**

Excel skills for business users. Course will focus on case studies, selecting and applying features and techniques that will improve business productivity. Students will work with advanced spreadsheet features including formatting, formulas, functions, and charts.

Designed for students who have completed CAPP-125C1 or have equivalent experience. This is the second of three 1-unit courses for which completion of all three parts is equivalent to the 3-unit course, CAPP-125C. Prerequisite: None. Recommended Preparation: CAPP-125C1 or equivalent experience. --Transfers to CSU only

CAPP-125C3 **1 unit**
Excel 3 - For Accounting Users **LEC 16-18**

Excel skills for accounting users. Course will focus on case studies, selecting and applying features and techniques for solving common accounting problems. Students will work with advanced spreadsheet features including formatting, formulas, functions, charts and tools. Designed for students who have completed ACCT-124, CAPP-125C1, and CAPP-125C2 or have equivalent experience in both accounting and Excel. This is the third of three 1-unit courses for which completion of all three parts is equivalent to the 3-unit course, CAPP-125C. Prerequisite: None. Recommended Preparation: ACCT-124 or ACCT-124 A, B, & C or equivalent accounting experience, CAPP-125C1 and CAPP-125C2, or equivalent Excel experience. --Transfers to CSU only

CAPP-126E **3 units**
Using InDesign Cs2 - Level 1 **LEC 48-54**

This course introduces the student to the principles, concepts, and techniques of desktop publishing with Adobe InDesign. The focus in this course will be on composition and layout of multiple page documents that include imported text, graphics, and artwork. This course is designed for the student who wants to integrate desktop publishing applications with other business computing applications. Prerequisite: None. Recommended Preparation: Previous computer science course work and/or equivalent experience. --Transfers to CSU only

CAPP-126F **3 units**
Using Microsoft Publisher **LEC 48-54**
 (formerly Using Microsoft Publisher 2007)

This course introduces the student to the principles, concepts, and techniques of desktop publishing with Microsoft Publisher. The focus of this course is on the use of desktop publishing for personal use, but business applications will also be covered. This course is designed for the student who wants to learn desktop publishing to improve their personal productivity. Prerequisite: None --Transfers to CSU only

CAPP-126G **3 units**
Using Adobe InDesign **LEC 48-54**
 (formerly Using Adobe InDesign CS3)

This course introduces the student to the principles, concepts, and techniques of desktop publishing with Adobe InDesign. The focus in this course will be on composition and layout of multiple page documents that include imported text, graphics, and artwork. This course is designed for the student who wants to integrate desktop publishing applications with other business computing applications. Prerequisite: None. --Transfers to CSU only

CAPP-131 **1 unit**
Using Microsoft Outlook **LEC 16-18**
 formerly CAPP-131D Using Microsoft Outlook 2007)

Students will learn how to use specific functions and features of MS Outlook, including how to send and manage email messages, create and manage to-do lists and projects, create and maintain contact and mailing lists, and use the features of the calendar to schedule appointments, tasks and events. This course will prepare students to take the MS Office Specialist (MOS) Expert-level exam in Outlook. Prerequisite: None --Transfers to CSU only

CAPP-131A1 **1 unit**
Using Eudora 5.2 **LEC 16-18**

This course teaches students how to install, configure, and use the Eudora e-mail application. Prerequisite: None. --Transfers to CSU only

Course Descriptions

CAPP-132

Using Acrobat - Level 1

In this beginning course, students will learn the role of electronic documentation in the professional and personal sector. Students will use Adobe Acrobat Reader to view and navigate through PDF files. Acrobat Professional will be used to: view, navigate, create, manage, and share electronic documents. The course will emphasize current uses of electronic documents in professional and personal settings. Prerequisite: None. --Transfers to CSU only

1 unit

LEC 16-18

CAPP-135

Using Microsoft Project

(formerly CAPP-135D Using Microsoft Project 2007)

This course introduces students to the essential tools and techniques used in modern project management, especially as they apply to Information Technology projects. Within the framework of the project management life cycle, the following activities will be examined: integration and scope management, time, cost, and quality management, and communications and risk management. This course is designed for the student who needs a working knowledge of project management tools and techniques. Prerequisite: None --Transfers to CSU only

3 units

LEC 48-54

CAPP-140

Using Microsoft Office - Level 2

(formerly CAPP-140D Using Microsoft Office 2007 - Level 2)

This course is designed to acquaint the students with the proper procedures to create more advanced documents, workbooks, databases and presentations suitable for course work, professional purposes, and for personal use. Prerequisite: CAPP-120 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

CAPP-140M

Using OpenOffice - Level 2

(formerly Using OpenOffice v2-Level 2)

This course is designed to acquaint students the proper procedures for creating more advanced documents, workbooks, databases and presentations using the OpenOffice suite. Prerequisite: CAPP-120M. --Transfers to CSU only

3 units

LEC 48-54

CAPP-141

Using Microsoft Word - Level 2

formerly CAPP-141D Using Microsoft Word 2007 - Level 2)

This is an advanced course in Microsoft Word focused on formatting and managing large documents. Topics include: page formatting, footnotes, macros, merging, document assembly, sorting, tables, graphics and collaboration. This course presents topics included in the Expert MOS exam. Prerequisite: CAPP-121 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

CAPP-143

Using Microsoft Access - Level 2

(formerly CAPP-143D Using Microsoft Access 2007 - Level 2)

This course continues the student's inquiry into database applications by presenting advanced features of the MS Access application. The focus in this course will be on multiple-table relations, and students will design and build complex forms, reports and queries with an emphasis on Visual Basic for Applications (VBA). This course is designed for the student who wants to learn how to develop effective database solutions for single-user and workgroup applications. Prerequisite: CAPP-123 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

CAPP-152

Using Acrobat - Level 2

This course is designed for the professional seeking to enhance electronic documents. In this advanced course, students will learn how to use Acrobat to create and manage business documents. Students

1 unit

LEC 16-18

will create fill-in forms, use advanced editing tool, document review tools, discuss security issues, and produce quality output. Prerequisite: CAPP-132 (with a grade of C or better). --Transfers to CSU only

CAPP-160

Using Microsoft Office - Level 3

(formerly CAPP-160D Using Microsoft Office-Level 3)

This course introduces students to the Visual Basic for Applications programming environment and how this programming facility can be used to automate many desktop application functions. Emphasis in the course will be on using the object models in the Microsoft Word. Prerequisite: CAPP-140 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

FIN-200

Financial Management

This course is designed for business and accounting majors. Emphasis is placed on the financial aspects of corporate finance and managerial decisions and its application to the areas of financial statement analysis, financial markets and institutions, time value of money, risks and rates of returns, stocks and bonds valuations, cost of capital budgeting, working capital management, capital structure and leverage, dividend policy, financial planning and forecasting, derivatives and risk management, and multinational finance. Prerequisite: ACCT-125 (with a grade of C or better). --Transfers to CSU only

3 units

LEC 48-54

OTEC-050

Keyboarding & Application Software Lab

This course reviews and reinforces the theory and applications taught in Keyboarding and Microsoft application courses. This course offers assignment assistance with current course work. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. --Not transferable

1 unit

LAB 48-54

OTEC-095

Business English

Students will learn the principles of editing written communication applicable to business. The course emphasis is on fundamentals of grammar, number usage, punctuation, spelling, and modern business vocabulary. The course provides a thorough treatment of current English usage needed in the business office environment. The basic principles of business writing are introduced. This course is recommended for all Business majors and vocational business students. It is particularly recommended as a precursor to or as a class to be taken concurrently with BADM/ENGL-104, Business Communication and Technical Writing. *Cross-listed as ENGL-095. Prerequisite: None. --Not transferable

3 units

LEC 48-54

OTEC-131

Filing Techniques

Using a hands-on approach, students will learn filing rules and techniques established by the Association of Records Managers and Administrators (ARMA) to create and maintain files. This course focuses on alphabetic, geographic, subject, and numeric filing. Students will also review the basics of records management and the role of filing in the office. Prerequisite: None. --Transfers to CSU only

1 unit

LEC 16-18

OTEC-144

Keyboarding and Document Formatting

Students learn the basic techniques of the touch system in the mastery of the keyboard and develop speed and accuracy in keyboarding data. They also develop the basic formatting skills necessary to produce letters, memorandums, reports, and tables. Prerequisite: None.--Transfers to CSU only

3 units

LEC 48-54

O TEC-144A 1 unit

Keyboarding and Document Formatting, Part 1 LEC 16-18

This beginning course provides students with the skills necessary to enter computer data by touch on the alphanumeric keyboard. Students learn the basic techniques of the touch system in the mastery of the keyboard. Students also will learn introductory information in word processing. The successful completion of all three 1-unit courses (O TEC-144A, 144B, and 144C) in sequence is equivalent to the 3-unit course: O TEC-144 - Keyboarding and Document Formatting which is a required course in the Microsoft Application Certificate and the Employment Concentration Certificate in Office Technologies. Prerequisite: None. --Transfers to CSU only

O TEC-144B 1 unit

Keyboarding and Document Formatting, Part 2 LEC 16-18

Students review the basic techniques of the touch system in the mastery of the keyboard to develop speed and accuracy in keyboarding data. They also develop the basic formatting skills in word processing necessary to produce memorandums and letters. The successful completion of all three 1-unit courses (O TEC-144A, 144B, and 144C) in sequence is equivalent to the 3-unit course: O TEC-144 - Keyboarding and Document Formatting which is a required course in the Microsoft Application Certificate and the Employment Concentration Certificate in Office Technologies. Prerequisite: None. Recommended Preparation: O TEC-144A or have prior knowledge of keyboarding by touch and basic word processing skills. --Transfers to CSU only

O TEC-144C 1 unit

Keyboarding and Document Formatting, Part 3 LEC 16-18

Students continue to improve the basic techniques of the touch system in the mastery of the keyboard and develop speed with accuracy in keyboarding data. They also review the basic formatting skills necessary to produce memorandums and letters. Students then develop skills necessary to produce reports, and tables. The successful completion of all three 1-unit courses (O TEC-144A, 144B, and 144C) in sequence is equivalent to the 3-unit course: O TEC-144 - Keyboarding and Document Formatting which is a required course in the Microsoft Application Certificate and the Employment Concentration Certificate in Office Technologies. Prerequisite: None. Recommended Preparation: O TEC-144A and O TEC-144B or have prior knowledge of keyboarding by touch and basic word processing skills necessary to create memos and letters. --Transfers to CSU only

O TEC-146 2 units

Keyboarding Speed and Accuracy LEC 16-18/LAB 48-54

This course focuses on diagnosis of problem keys, key sequences, and drilling techniques to improve student speed and accuracy. Emphasis is on building speed and reducing errors through drilling exercises. May be taken 2 times for credit. Prerequisite: O TEC-144 (with a grade of C or better) or ability to key 30 wpm. --Not transferable

O TEC-150 2 units

Records and Information Management LEC 32-36

This course introduces students to the field of Records Management, specifically physical records. Students will explore the purpose of records management, identify the role of the records manager, research related methodology and technology, and explore the role and maintenance of a records center. Prerequisite: None --Transfers to CSU only

O TEC-153 2 units

Electronic Records Management LEC 32-36

This course examines the field of Electronic Records Management. Students will explore the purpose of electronic records management, identify the need, and research relevant technology. Students will also be introduced to database management software used in the records management field. Prerequisite: O TEC-150 (with a grade of C or better). --Transfers to CSU only

O TEC-160 3 units

Creating and Managing the Virtual Office LEC 48-54

This course introduces the concept of working virtually, examines current trends in the virtual arena, and identifies companies promoting the virtual professional. Students explore topics related to creating, managing and working in a virtual office and investigate equipment requirements, as well as the managerial and personal skills needed to be a successful virtual professional. Prerequisites: None. --Transfers to CSU only

O TEC-163 3 units

Operating and Marketing the Virtual Office LEC 48-54

This is an advanced level virtual office course. Students will design a business and marketing plan, discuss financial, legal, and ethical business practices, and investigate virtual networking and interviewing. Much of the work done in this class will be completed using virtual tools. Prerequisite: O TEC-160 (with a grade of C or better). --Transfers to CSU only

O TEC-178 3 units

Office Procedures and Systems LEC 48-54

This course develops administration professionals in effective office processes including customer service, time, organizational, follow-up, and work life balance skills necessary for employment as a receptionist, clerk, administrative assistant, office manager, and executive assistant. Students enhance file management, business correspondence, and presentation skills through the use of current technologies. Soft skills will be incorporated in the curriculum as well as resume and interview techniques development. Prerequisite: None. --Transfers to CSU only

O TEC-180 3 units

Research Analysis and Presentation LEC 48-54

This course develops effective strategies and organizational skills in collecting and analysis of information to be utilized in written and oral reports. Emphasis is on analyzing the research for proficient business practices, cost efficient business expenses, and well-organized communication of findings. Students will enhance their business writing skills and oral presentation skills. Students will gain experience in working individually, face-to-face groups, and virtual groups. Prerequisite: None. --Not transferable

SEMA-100 3 units

Our Sustainable Future LEC 48-54

This course introduces the principles of Sustainability within global and domestic business environments. This course will increase student awareness of the ecosystem, human society, and the economy. Discussions will include innovative uses of renewable resources, production processes, human capital, alternative forms of energy, transportation, building materials, food production, media, education, urban planning, new ways to build coalitions and foster community trust. Prerequisite: None. --AA/AS General Education: AA/AS B2 --Transfers to CSU only

SEMA-101 3 units

Fundamentals of Energy Assessment In Business LEC 48-54

This course introduces students to the systematic study of energy consuming processes, the flow of energy, and efficient energy utilization. The course will focus on business energy assessment surveys and will include analysis of the different opportunities and impacts of energy systems that exist. The range of current and future energy choices will be examined, and the role of renewable energy in developing cohesive business policies and processes will be explored. Prerequisite: SEMA-100 (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to CSU only

Course Descriptions

SEMA-110 **3 units**
Managing Sustainable Business Practices **LEC 48-54**
This course introduces the concepts of natural resources management with an emphasis on sustainable energy resources and business practices. Topics will include basic natural resources management practices; past, present, and future usage and demand of energy resources; the role of sustainable energy resources in current and future energy policies within the business environment; and the management of sustainable energy resources. Prerequisite: SEMA-100 (with a grade of C or better). --Transfers to CSU only

Chemistry

CHEM-100 **4 units**
Introduction to Chemistry **LEC 48-54/LAB 48-54**
This is an introductory course in the basic concepts of chemistry. Topics covered are: metric system and numbers, chemical view of matter, periodic table and elements, atomic theory, chemical bonds, stoichiometry and chemical equations, solutions and organic chemistry. Prerequisite: MATH-090 (with a grade of C or better) or equivalent or two years of high school algebra. --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, B3

CHEM-101 **5 units**
General Chemistry I **LEC 48-54/LAB 96-108**
A basic course in the principle of chemistry with special emphasis on atomic structure, stoichiometry, chemistry of aqueous solutions, balancing molecular and oxidation reduction reactions, energy relationships in chemical systems, properties of gases, periodic relationships among the elements, chemical bonding, the geometry of molecules, hybridization and molecular orbital theory. A considerable amount of out-of-class study is required. Prerequisite: Two years of high school Algebra or Math 096 or equivalent (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, B3

CHEM-102 **5 units**
General Chemistry II **LEC 48-54/LAB 96-108**
This class is a continuation of Chemistry 101. Special emphasis is given to chemical kinetics and equilibrium, thermodynamics, acid-base equilibria, electrochemistry, common reactions of metals and non-metals with an introduction to qualitative analysis. Prerequisite: CHEM-101 (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, B3

CHEM-107 **5 units**
Chemistry of Life **LEC 64-72/LAB 48-54**
This course introduces basic concepts of general (structure of atoms, molecules, states, energy, solutions, acid/bases, equations) organic (structure and properties of major classes of organic molecules) and biological chemistry (carbohydrates, proteins, lipids, nucleic acids, metabolism) of a living cell. Prerequisite: MATH-090 or higher (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, B3

CHEM-112 **5 units**
Organic Chemistry I **LEC 48-54/LAB 96-108**
This intermediate level course is the first of a two-semester sequence in organic chemistry. The topics covered include molecular properties, structure and bonding, stereochemistry, reactions and synthesis of alkane, alkenes, alkynes and alkyl halides, NMR and IR spectroscopy, and the chemistry of benzene and aromatic compounds. Prerequisite: CHEM-102 (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, B3

CHEM-113 **5 units**
Organic Chemistry II **LEC 48-54/LAB 96-108**
This is the second of a two-semester sequence in organic chemistry. The topics covered include a systematic study of the nomenclature, properties, preparation, reactions and uses in synthesis of alcohols, ethers, aldehydes, ketones, carboxylic acids, acid derivatives and amides, and a study of biological molecules. Prerequisite: CHEM-112 (with a grade of C or better). --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, B3

CHEM-299 **1-3 units**
Special Projects: Chemistry **IS 16-54**
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. May be taken 3 times for credit. Prerequisite: Previous Chemistry classes; a contract must be completed with the instructor prior to enrollment. --Transfers to CSU only

Child Development & Education

CDE-080A-G, I-Z **.5 unit**
Topics in Early Childhood: **LEC 8-9**
Learning Environments and Activities
This course is presented in a full day workshop format. Workshops focus on learning environments and activities and respond to current training needs and interests of early childhood educators and community employers. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. --Not transferable

CDE-081A-G, I-Z **.5 unit**
Topics in Early Childhood: **LEC 8-9**
Program And Curricular Options
This course is presented in a full day workshop format. Workshops focus on learning environments and activities and respond to current training needs and interests of early childhood educators and community employers. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. --Not transferable

CDE-082A-G, I-Z **.5 unit**
Topics in Early Childhood: **LEC 8-9**
Program Management
This course is presented in a full day workshop format. Workshops focus on learning environments and activities and respond to current training needs and interests of early childhood educators and community employers. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. --Not transferable

CDE-083A-G, I-Z **.5 unit**
Topics in Early Childhood: **LEC 8-9**
Personal And Professional Development
This course is presented in a full day workshop format. Workshops focus on personal and professional development, responding to current training needs and interests of early childhood educators and community employers. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. --Not transferable

CDE-084A-G, I-Z **.5 unit**
Topics in Early Childhood: **LEC 8-9**
Guidance, Observation, and/or Assessment
This course is presented in a full day workshop format. Workshops focus on Guidance, Observation, and/or Assessment respond to current training needs and interests of early childhood educators and community employers. Offered as pass/no pass only. May be taken 4 times for credit. Prerequisite: None. --Not transferable

English

Degree(s)
 A.A. in English AA.ENGL.OPTB or AA.ENGL.OPTC
(with Transfer Emphasis using General Education Requirements Option B or C)

Certificate(s)
 None

Employment Concentration Certificate(s)
 None

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PROGRAM DESCRIPTION

The scope of the literature program includes Introduction to Literature, American Literature, English Literature, Survey of Drama, Analysis of Fiction, Survey of Shakespeare, World Folklore, Creative Writing, Adolescent Literature, Children's Literature, American Indian Literature, Women and Literature, African American Literature, Latin American Literature in Translation, Multiethnic Literature, Film and Literature and World Literature. English is an academic discipline focusing on the development of language skills through composition, critical thinking, and the study of literature. Language skills provide an essential foundation for academic and career success. The study of literature enhances a wide variety of intellectual skills while exposing students to a major source of cultural enrichment.

DISTINCTIVE FEATURES

A modern, intensive approach to basic skills maximizes student language ability; these skills often spell the difference between success and failure in college. Literature offerings feature medium-size classes with opportunity for discussion. Reviews of film, videotape, and recordings are often included, as is small group instruction.

TRANSFER PREPARATION

MSJC offers a range of course work to prepare students to transfer to four-year colleges and universities. All four-year institutions prescribe their own standards for course evaluation and admissions. Prospective transfer students are advised to review the MSJC catalog with a counselor to determine which MSJC courses are transferable.

DEGREE

An Associate of Art (AA) degree in English prepares students for transfer to four-year colleges offering a Bachelor of Art (BA) in English or related fields. The major requirements for an AA in English may be met by completing the pattern described plus all MSJC General Education Option B (CSU-GE breadth) and/or Option C (IGETC) requirements.

Degree in English (25 units)

Required Core Courses (7 units)			
ENGL-103	Critical Thinking and Writing		4 units
or			
ENGL-103H	Honors Critical Thinking and Writing		4 units
+			
ENGL-106	Introduction to Literature		3 units
or			
ENGL-106H	Honors Introduction to Literature		3 units

Instructional Programs

Required Sequence Courses (12 units)

ENGL-207	American Literature: Pre-Colonial to 1865	3 units
or		
ENGL-207H	Honors American Literature: Pre-Colonial to 1865	3 units
+		
ENGL-208	American Literature: 1865 to Present	3 units
or		
ENGL-208H	Honors American Literature: 1865 to Present	3 units
+		
ENGL-230	English Literature: Anglo-Saxon to 1775	3 units
or		
ENGL-230H	Honors English Literature: Anglo-Saxon to 1775	3 units
+		
ENGL-231	English Literature: 1775 to Present	3 units
or		
ENGL-231H	Honors English Literature: 1775 to Present	3 units

Elective Courses (6 units)

ENGL-130	Introduction to Creative Writing	3 units
ENGL-130H	Honors Introduction to Creative Writing	3 units
ENGL-131/CDE-131	Children's Literature	3 units
ENGL-131H/CDE-131H	Honors Children's Literature	3 units
ENGL-132/ED-132	Adolescent Literature	3 units
ENGL-132H/ED-132H	Honors Adolescent Literature	3 units
ENGL-200/THA-150	Survey of Drama	3 units
ENGL-203	Survey of Shakespeare	3 units
ENGL-203H	Honors Survey of Shakespeare	3 units
ENGL-205	World Folklore	3 units
ENGL-205H	Honors World Folklore	3 units
ENGL-220	Analysis of Fiction	3 units
ENGL-220H	Honors Analysis of Fiction	3 units
ENGL-225	Film and Literature	3 units
ENGL-225H	Honors Film and Literature	3 units
ENGL-235	Creative Writing: Fiction	3 units
ENGL-240	American Indian Literature	3 units
ENGL-240H	Honors American Indian Literature	3 units
ENGL-250	Women and Literature	3 units
ENGL-250H	Honors Women and Literature	3 units

ENGL-260	Introduction to African American Literature	3 units
ENGL-260H	Honors Introduction to African American Literature	3 units
ENGL-270/SPAN-270	Latin American Literature in Translation	3 units
ENGL-280	Multiethnic Literature	3 units
ENGL-280H	Honors Multiethnic Literature	3 units
ENGL-285	World Literature: Antiquity to 1650	3 units
ENGL-285H	Honors World Literature: Antiquity to 1650	3 units
ENGL-286	World Literature: 1650 to Present	3 units
ENGL-286H	Honors World Literature: 1650 to Present	3 units

Honors course acceptable in lieu of regular course, check transfer institution.

Additional elective units may be necessary to meet the 60 semester units required for the UC, CSU and Associate degree. These units must be transferable to the CSU and/or UC for appropriate credit. Also, 12 units are able to double counted on the CSU GE.

CAREER OPPORTUNITIES

A poll of the nation's four hundred largest firms shows that English was the predominant undergraduate major among entry-level managers. This implies a basic assumption held by employers that English students have strong analytical and imaginative abilities as well as superior skills in oral and written communications.

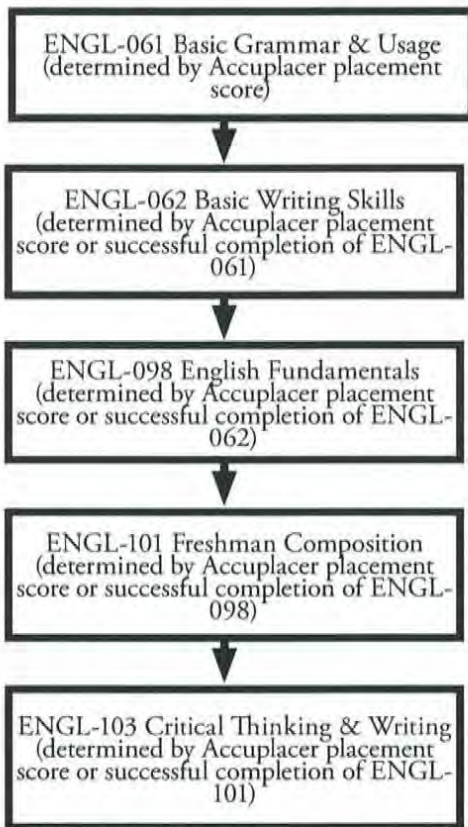
Common Careers for English Majors:

Advertising Researcher * Civil Servant * Technical Writer * Contract Specialist * Journalist * Business Administrator * Diplomat * Information Specialist * Interpreter * Librarian * Methods Analyst * Public Relations * Editor/Evaluator * Insurance Examiner * Lawyer * Writer * Lexicographer * Manager * Program Developer * Publisher * Teacher * Writing Consultant





English Curriculum Flowchart



ENGLISH AS A SECOND LANGUAGE (ESL) SEQUENCE

Recommended sequence of English as a Second Language courses:

Semester 1:

ESL-050 English as a Second Language Level 1 (4 units)
(determined by placement score into the ESL credit program)

ESL-063R ESL Reading & Vocabulary Level 1 (4 units)
(determined by placement score into the ESL credit program/ may be taken at any point in the ESL sequence)

Semester 2:

ESL-051 English as a Second Language Level 2 (4 units)
(determined by placement score or the completion of ESL-050)

ESL-056 English Conversation and Culture (3 units)
(determined by placement score into the ESL credit program/ may be taken at any point in the ESL sequence)

Required courses for the ESL Certificate Level 1 (12 units)

- o ESL-050
- o ESL-051
- o ESL-063R

Semester 3:

ESL-064R ESL Academic Reading & Vocabulary Level 2 (4 units)
(determined by placement score or the completion of ESL-063R)

ESL-062W Basic Writing Skills (4 units)
(determined by placement score or the completion of ESL-051 or ENGL-61)

Semester 4:

ESL-098W English Writing Fundamentals (4 units)
(determined by placement score or the completion of ESL-062W or ENGL-62)

Required courses for the ESL Certificate Level 2 (11 units)

- o ESL-056
- o ESL-064R
- o ESL-098W

English As a Second Language

ESL-050

4 units

English As a Second Language - Level 1

LEC 64-72

(formerly ESL-050A-ESL 1: Sentence Structure)

Speaking, listening, reading, writing, grammar, vocabulary, and pronunciation skills are focused on in this course. This class is the entry-level college credit course for speakers of English as a second language and focuses on the development of all language skills to increase overall language fluency for students who wish to prepare for college-level coursework. Offered as pass/no pass only. Prerequisite: Appropriate placement based on the CELSA placement instrument. --Not transferable

ESL-051

4 units

English As a Second Language - Level 2

LEC 64-72

(formerly ESL-051A-ESL 2: Paragraph Structure)

ESL-051 is a continuation of ESL-050. This course provides instruction and practice in high beginning/low intermediate credit English sentence structure, reading, writing, speaking, listening, pronunciation, vocabulary, study skills, and critical thinking skills for students who wish to prepare for college-level work. Students should have passed ESL-050 or have an equivalent skill level to be successful in ESL-051. Offered as pass/no pass only. Prerequisite: ESL-050 or the appropriate placement score. --Not transferable

ESL-055

2 units

English Pronunciation

English Pronunciation allows students for whom English is not their native language to practice and develop their overall English speaking proficiency and focus on specific areas of pronunciation difficulty. Regular attendance, language contact assignments, discussions, and student presentations are required to receive class credit. Offered as pass/no pass only. *Cross-listed as COMM-055. Prerequisite: ESL students test for credit-level English through the CELSA placement test 9 or other approved ESL placement instrument or has appropriate English skill level of participation in college courses. Students test for ESL-050 or above --Not transferable

ESL-056

3 units

English Conversation and Culture

LEC 48-54

(formerly ENGL-056 - English As a Second Language Listening and Conversation)

This course is an English conversation class that develops listening and speaking skills in the context of acquiring academic content. Students acquire academic skills while learning about American culture and communication. Classes consist of listening exercises, pair/ small group discussion and student presentations. A basic knowledge of English is required. Offered as pass/no pass only. *Cross-listed as COMM-056. Prerequisite: Appropriate placement on the CELSA placement instrument (or other approved ESL placement instrument) or ESL-050 or higher. --Not transferable

ESL-062W

4 units

Basic Writing Skills

LEC 64-72

In addition to preparing ESL students for English 98 or ESL 98W, this course also focuses on important aspects of American English writing style and common non-native grammar mistakes. This course emphasizes the acquisition of skills in grammar, punctuation, expressive writing, and revision as students develop from paragraph writing to multiple-paragraph essays. Prerequisite: ENGL-061 or ESL-051 or the appropriate assessment score. --Not transferable

ESL-063R

4 units

ESL Reading and Vocabulary Level 1

LEC 64-72

This course advances students' general reading abilities, vocabulary, critical thinking skills, and use of reading strategies. While some class material may involve academic reading, the focus is on developing overall strategies and skills to improve reading comprehension, accuracy, and application of material. Prerequisite: Placement into ESL-050. --Not transferable

ESL-064R

4 units

ESL Academic Reading and Vocabulary Level 2

LEC 64-72

This course advances students' skills in the areas of vocabulary usage, comprehension, critical thinking, and cultural inferences to prepare for college level classes. This course also improves students' reading strategies that can be applied to various reading tasks, emphasizes reading as a problem-solving process, and develops study skills. Prerequisite: ESL-063R (with a grade of C or better) or the appropriate assessment score. --Not transferable

ESL-098W

4 units

English Writing Fundamentals

LEC 64-72

This course prepares speakers of other languages for ENGL-101 by providing instructors trained in teaching ESL. The course provides practice in American English composition with an emphasis on the multi-paragraph essay. Grammar, writing mechanics, and paragraphing will also be reviewed with attention given to the unique needs of ESL students. Students will also be introduced to using library resources. Completion of ESL-098W with a grade of C or better meets the prerequisite for ENGL-101. Prerequisite: ESL-062W (with a grade of C or better) or ENGL-062 or the appropriate assessment test score. --Not transferable

Environmental Studies

ENVS-100

3 units

Humans and Scientific Inquiry

LEC 48-54

This introductory course explores the physical, chemical, biological, anthropological and earth sciences as they relate to human inquiry focusing on the inter-relationships of the physical and natural sciences as they affect everyday human life. The course introduces students to the basic principles of scientific study using human issues as its main theme. It is recommended for students with limited previous experience in science and students majoring in the technical, professional or social sciences. Prerequisite: None. --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, E1

ENVS-101

3 units

Environmental Science

LEC 48-54

An introductory course exploring current environmental issues emphasizing their relationship to the physical, chemical and biological sciences. This course introduces students to the basic principles of scientific study using environmental issues as its main theme, focusing on the inter-relationships of the biotic and abiotic factors of the biosphere as they are influenced by human action. Prerequisite: None. --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1, E1

ENVS-101H

3 units

Honors Environmental Science

LEC 48-54

An introductory course exploring current environmental issues emphasizing their relationship to the physical, chemical and biological sciences. This course introduces students to the basic principles of scientific study using environmental issues as its main theme, focusing on the inter-relationships of the biotic and abiotic factors of the biosphere as they are influenced by human action. Prerequisite: Acceptance in the Honors Enrichment Program. --AA/AS General Education: AA/AS A --Transfers to both UC/CSU --IGETC Area(s): 5A, --CSU Area(s): B1

Viticulture, Enology and Winery Technology

Degree(s)
None

Certificate(s)
None

Employment Concentration Certificate(s)
Vineyard, Enology and Winery Technology Concentration ⁹⁹⁹⁹ECC.VIEWIWT

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PROGRAM DESCRIPTION

Courses in the Viticulture, Enology and Winery Technology (VEW) program introduce the student to a variety of disciplines included in the winemaking industry. From basic winemaking (enology), grape cultivation (viticulture), event organization and service (hospitality) to marketing and selling of wine (business principles), this program seeks to inform students, at an introductory level, to the many fields encompassing winery operations.

DISTINCTIVE FEATURES

An internship program will allow practical experiences for the student.

Completion of the four VEW courses can result in an Employment Concentration Certificate.

CAREER OPPORTUNITIES

Winemaker, assistant winemaker, vineyard manager, tasting room manager, events coordinator, lab technician, advertising and marketing.

TRANSFER PREPARATION

MSJC offers a range of course work to prepare students to transfer to four- year colleges and universities. All four -year institutions prescribe their own standards for course evaluation and admissions. Prospective transfer students in the field of Viticulture & Enology are advised to review the MSJC catalog with a counselor to determine which MSJC courses are transferable.

EMPLOYMENT CONCENTRATIONS

Viticulture, Enology and Winery Technology (12 units)

VEW-100	Introduction to Viticulture	3 units
VEW-102	Introduction to Enology	3 units
VEW-106	Hospitality in the Winemaking Industry	3 units
VEW-108	Introduction to Winery Business Principles	3 units

HORT-106 **3 units**
Pesticide Law & Regulations - Turf & Landscape **LEC 48-54**
(formerly AGTM-106)

This course includes pesticide, safety and enforcement regulations pertaining to the turf and landscape manager. Presentation of the California Code Sections and study material prepare students for the Department of Pesticide Regulations Laws & Regulations exams. Prerequisite: None. --Transfers to CSU only

HORT-107 **3 units**
Arboriculture **LEC 32-36/LAB 48-54**
(formerly AGTM-107)

This course includes care and management of ornamental trees, pruning techniques, fruit tree care, bracing, cabling, and pest control. Also included are safe practices in the use of equipment, including the use of ropes, chippers, boom trucks, chain saws, and identification and evaluation of common trees. This course prepares students for the tree worker and arborist certification exams. This course is an elective course in the Golf Course/Turf Management Program. Prerequisite: None. --Transfers to CSU only

HORT-109 **3 units**
Landscape Design **LEC 48-54**
(formerly AGTM-109)

This course introduces the history and fundamentals of landscape design. The student will learn site evaluation, design methods, elements of texture, form and color, selection of landscape material and the functional and aesthetic use of plants. Prerequisite: None. --Transfers to CSU only

HORT-110 **3 units**
Laws and Regulations an Integrated Pest Management Approach **LEC 48-54**
(formerly AGTM-110)

This course focuses on laws and regulations as applied to common agricultural pests in Southern California and analyzes physical, biological and chemical pest control principles and practices. Prerequisite: None. --Transfers to CSU only

HORT-120 **3 units**
Sales and Marketing in Hospitality **LEC 48-54**
(formerly AGTM-120)

This course examines how effective marketing plans are conceived, designed and implemented. The course emphasizes sales and marketing as it applies to a variety of resort, restaurant, and related hospitality service industry products. The focus includes related sales and promotional strategies, merchandising, public relations and advertising. *Cross-listed as BADM-120. Prerequisite: None. --Transfers to CSU only

HORT-121 **2 units**
Sanitation and Safety in Resort Management **LEC 32-36**
(formerly AGTM-121)

This course is a study of the principles of hygiene and sanitation and their application to food service operations. Emphasis is placed on the implementation of proper methods and procedures and the food handlers' responsibility in maintaining high sanitation and safety standards. *Cross-listed as BADM-121. Prerequisite: None. --Transfers to CSU only

HORT-122 **3 units**
Resort Food & Beverage Operation **LEC 48-54**
(formerly AGTM-122)

This course is the study of the techniques and methods of operating and controlling a food and beverage operation in a resort environment. It studies the management techniques necessary for the planning, monitoring and controlling of a food service operation and of the control systems available to insure a profitable operation. *Cross-listed as BADM-122. Prerequisite: None. --Transfers to CSU only

HORT-123 **2 units**
Menu Planning in Resort Management **LEC 32-36**
(formerly AGTM-123)

This course studies the basic principles of menu making for a variety of types of food service operations within the golf industry, considering the factors of clientele, types of operations, economic requirements, nutritional adequacy, skill of personnel, and equipment limitations. *Cross-listed as BADM-123. Prerequisite: None. --Transfers to CSU only

HORT-149 **0.50-4 units**
Occupational Internship: Turf and Landscape **OI 30-300**
Management **(37.5-300 Paid/30-240 Unpaid)**
(formerly AGTM-149)

The purpose of this course is to enable eligible students to include supervised on-the-job training as an integral part of the total college educational program. This is accomplished through a planned program of learning experiences, which combines academic and vocational learning at school with new learning experiences on the job in an occupational setting. May be taken 4 times for credit. Prerequisite: None. Other Enrollment Criteria: Each student must be enrolled for the full semester and complete 7 units (including the occupational internship) or be enrolled in the Alternative Plan. A training agreement must be completed prior to registration. Please refer to the Occupational Internship Student Handbook for specific information. --Not transferable

HORT-299 **0.50-3 units**
Special Projects: Turf and Landscape Management **IS 8-54**
(formerly AGTM-299)

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. May be taken 4 times for credit. Prerequisite: Previous Turf and Landscape Management classes; a contract must be completed with the instructor prior to enrollment. --Not transferable

Viticulture, Enology & Winery

VEW-100 **3 units**
Introduction to Viticulture **LEC 48-54**

An introduction to viticulture; historical perspective of grape cultivation for table grapes, wine and raisins; grape varieties and species; botany, anatomy, propagation, climate, cultivation, vineyard management, plant-soil-water relations, irrigation, fertilization and pruning; weed, disease and pest control; establishment, training and pruning grapevines; harvest and post-harvest operations. Prerequisite: None. --Transfers to both UC/CSU

VEW-102 **3 units**
Introduction to Enology **LEC 48-54**

An introduction to the science of winemaking, including history and geographical distribution; grape varieties and wine types; influence of climate and soil; wine fermentation, handling, storage and bottling methods; wine disorders; winery sanitation; legal compliance. Students must be 21 years or older to participate in wine tasting. Prerequisite: None. --Transfers to CSU only

VEW-106 **3 units**
Hospitality in the Winemaking Industry **LEC 48-54**

This course is an introduction to hospitality in the winemaking industry. Topics include tasting room and customer service skills, marketing, sales, staff development, events program coordination, food and beverage coordination, hospitality and alcoholic beverage law, tasting room design and organization, culinary arts, wine club development and management. The basic concepts of enology and viticulture will also be covered. Prerequisite: None. --Transfers to CSU only

Course Descriptions

VEW-108

Introduction to Winery Business Principles

This course is an introduction to the business of winemaking. Topics include marketing, basic accounting, media relations, product management, inventory control, state and federal compliance licensing, industry trends, distribution channels, wine club development and management, human resources and ALC management, state and federal taxation, insurance, vintage forecasting, and industry contracts. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

VEW-149

Occupational Internship: Viticulture, Enology, and Winemaking

The purpose of this course is to enable eligible students to include supervised on-the-job training as an integral part of the total college educational program. This is accomplished through a planned program of learning experiences, which combines academic and vocational learning at school with new learning experiences on the job in an occupational setting. May be taken 4 times for credit. Prerequisite: None. Other Enrollment Criteria: Each student must be enrolled for the full semester and complete 7 units (including the occupational internship) or be enrolled in the Alternative Plan. A training agreement must be completed prior to registration. Please refer to the Occupational Internship Student Handbook for specific information. --Not transferable

1-4 units

OI 60-300

(75-300 Paid/60-240 Unpaid)

Water Technology

WATR-100

Introduction to Water/Wastewater Operations

This course introduces water and wastewater operations and the basic skills and knowledge needed to advance in this industry. The course will provide an overview of water and wastewater treatment processes, distribution systems as well as terminology and equipment used in the wastewater and water industries. Regulations, licensing and the certification process will be discussed as a part of this course. Prerequisite: None. --Transfers to CSU only

1 unit

LEC 16-18

WATR-102

Basic Waterworks Mathematics

This course is an introduction to the mathematics used in water and wastewater industries. Students will learn the basic formulas and functions needed to calculate: area, volume, chemical dosage and other related problems. The course is intended to prepare the student for further water and wastewater courses. Prerequisite: None. --Not transferable

2 units

LEC 32-36

WATR-103

Water Treatment Plant Operations I & II

This is a comprehensive course designed to teach the student the principles of water treatment plant operations. The course will cover sources of water, the treatment process, plant operations, safety, water quality regulations and waterworks Math. The course is designed to prepare the student to take the State of California, Water Treatment Operator exam for grades I&II (T-1&T-2). May be taken 2 times for credit. Prerequisite: None. Recommended Preparation: WATR-102. --Transfers to CSU only

3 units

LEC 48-54

WATR-105

Water Treatment Plant Operations III, IV & V

This is a comprehensive course designed to teach the student the principles of water treatment plant operations. The course will cover sources of water, the treatment process, plant operations, safety, water quality regulations and waterworks Math. The course is designed to prepare the student to take the State of California, Water Treatment Operator exam for grades III, IV & V (T-3, T-4 & T-5). May be taken 2 times for credit. Prerequisite: None. Recommended Preparation: WATR-102 and WATR-103. --Transfers to CSU only

3 units

LEC 48-54

WATR-107

Water Distribution I & II

This comprehensive course teaches the students the course principles of operation and maintenance of a water distribution system. The course will cover sources of water, principles of design, installation, operation and maintenance of pipes, valves, meters and other related hydraulic units. Operation and maintenance safety considerations emphasized. This course is designed to prepare the student to take State of California Water Distribution Operator exam. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

WATR-109

Water Distribution III, IV & V

This is an advanced course designed for the water professional. Prepares and qualifies (with repetition) the student for the State of California Water Distribution Operators Certificate, Grades D-3, D-4 and D-5, and/or the American Water Works Association, Grade III, IV or V. May be taken 3 times for credit. Prerequisite: None. Recommended Preparation: WATR-107. --Transfers to CSU only

3 units

LEC 48-54

WATR-120

Wastewater Treatment Plant Operations I & II

This course is an introduction to wastewater treatment, including preliminary, primary, and secondary treatment processes. This course is specifically designed for individuals seeking employment or those who are already employed in the wastewater field. This course prepares students for the CSWRB Wastewater Treatment Plant Operator examinations. Prerequisite: None. Recommended Preparation: WATR-102. --Transfers to CSU only

3 units

LEC 48-54

WATR-122

Wastewater Plant Operations III, IV & V

Students explore the scope, limits, and methods of secondary and advanced treatment, solids handling disinfection, reclamation of wastewater, through readings, discussions, analysis, and laboratory study. Specifically designed for individuals seeking employment or already employed in the wastewater field. Prepares student for the California State Water Resources Board Wastewater Treatment Plant Operator examinations. Prerequisite: None. Recommended Preparation: WATR-102 and WATR-120. --Transfers to CSU only

3 units

LEC 48-54

WATR-125

Laboratory Procedures for Water and Wastewater

This course prepares students to safely perform laboratory tests and analyze and interpret test data relating to water/wastewater treatment plants. Topics include: Basic chemistry and related mathematical analyses involved in the operation of water/wastewater treatment plants; tests necessary to maintain process control of wastewater treatment plants and to monitor sewage and industrial wastes prior to disposal; and, proper methods for collecting and handling samples. May be taken 2 times for credit. Prerequisite: None. Recommended Preparation: MATH-090, WATR-102 or WATR-103, WATR-107, or WATR-120. --Transfers to CSU only

3 units

LEC 48-54

WATR-130

Environmental Laws and Regulations

This course provides an overview of federal, state, and local laws pertaining to environmental protection and pollution prevention relating to water quality, air quality, solid waste, and cross-media contamination. It is intended for students pursuing the Water Technology Certificate or Associate of Science degree and/or professionals in the field. May be taken 4 times for credit. Prerequisite: None. --Transfers to CSU only

3 units

LEC 48-54

WATR-140

Wells, Pumps and Motors

The course will provide students with a basic knowledge of domestic water wells, water booster pumps, pump theory and electric motor theory and design. Water well design, regulations and abandonment will be discussed as well as maintenance procedures in the field and in

3 units

LEC 48-54

EXHIBIT 5: CHRONOLOGY OF DEVELOPMENT OF THE SUBSTANTIVE CHANGE (INSTRUCTIONAL SERVICES CURRICULUM COMMITTEE MEETING AGENDA/MINUTES AND BOARD OF TRUSTEE AGENDA/MINUTES)



The mission of Mt. San Jacinto College is to provide quality, educationally enriching experiences, programs and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world.

**Instructional Services-Curriculum Office
Curriculum Committee Meeting
November 16, 2009 3:30 pm
Menifee Valley Campus
Room #105 a/b - LRC**

AGENDA

13 Area Representatives

- TBA, Applied Technology
- D. Candelaria, Business/CIS, MVC
- TBA, Business/CIS, SJC
- G. Vargas, Social/Behavioral Science, MVC
- M. Nance, Social/Behavioral Science, SJC
- P. Ney, Math and Science, MVC
- TBA, Math and Science, SJC
- J. Brown, Arts, MVC
- TBA, Arts, SJC
- M. Stewart, Letters and Language, MVC
Faculty Co-Chair
- Y. Flournoy, Letters and Language, SJC
- M. Cvetko, Student Development, SJC
- A. Durbin, Allied Health, MVC
- T. Blake, Learning Center, MVC

Faculty at Large (4) - Voting

- R. Goetz, MVC
- K. Billingsley, MVC
- Vacant
- Vacant

Visitors:

Articulation Officer

- J. McCurdy

Counselor (1)

- D. May

Librarian (1)

- M. Flores (Voting)

Classified Senate (1)

- Angela Seavey,
Class Scheduling &
Information Specialist

Associated Students (2)

- TBA
- TBA

Administration

- R. Rowley, VP of Instruction or
Representative (Non-Voting)
- P. James (Voting)
- J. Johnson (Voting)

Support Staff (Non-Voting)

- C. Hawkins, Assoc. Dean of
Research and Planning
- K. Di Memmo, Inst. Support Coord.
- J. (Jared) Davis, Enrollment Services

I. Opening of Meeting

1. Call to Order
2. Minutes from October 26, 2009 approved via electronic vote to facilitate Board of Trustees approval.

II. 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.

III. Consent Agenda - Action Items

1. **Final Approval – New Course Proposals-Second Reading**
None
2. **Final Approval – Major Course Revisions-Second Reading**

- DD. LEG – 140 – Bankruptcy Law (New Fully Online and Hybrid Online)
- EE. LEG – 150 – Probate Law and Procedures (New Fully Online and Hybrid Online)
- FF. MATH – 105 – College Algebra (Revised Fully Online and Hybrid Online)
- GG. NUTR – 100 – Family Nutrition (Revised Fully Online and Hybrid Online)
(Missing SJC Dept. Chair Signature)
- HH. OTEC – 144 – Keyboarding and Document Formatting (Revised Fully Online and Hybrid Online)
- II. OTEC – 178 – Office Procedures and Systems (Revised Fully Online and Hybrid Online)
- JJ. PE – 100 – Introduction to Physical Education (New Fully Online and Hybrid Online)
- KK. PS – 101 – American Government and Politics (Revised Fully Online and Hybrid Online)
- LL. PS – 102 – Comparative Politics and Government (New Fully Online and Hybrid Online)
- MM. READ – 064 – Intermediate Reading (New Fully Online and Hybrid Online)
- NN. SOCI – 101 – Principles of Sociology (Revised Fully Online and Hybrid Online)
- OO. SOCI – 105/PSYC - 105 - Social Psychology (New Fully Online and Hybrid Online)
- PP. SOCI – 110 – Media and Society (Revised Fully Online and Hybrid Online)

2. Conceptual Approval – New Course Proposals- First Reading

- A. ART – 093 – Graphic Design Practicum
Catalog inclusion date: 2010-2011
- B. ART – 095 – Typography Practicum
Catalog inclusion date: 2010-2011
- C. ART – 104 – World Art
Catalog inclusion date: 2010-2011
- D. AUME – 100 – Maintenance Light Repair (MLR) I
Catalog inclusion date: 2010 – 2011
- E. AUME – 109 – Maintenance Light Repair (MLR) II
Catalog inclusion date: 2010- 2011
(Form B must be modified to include Pre-requisite)
- F. BADM – 124 – Introduction to Lodging Operations
Catalog inclusion date: 2010-2011
(Revised Course Outline of Record was not re-posted to Tech Review)
- G. BADM – 125 – Hotel Convention Services and Operations

Catalog inclusion date: 2010-2011

(Revised Course Outline of Record was not re-posted to Tech Review)

- H. BADM – 126 – Destination Management for Conventions and Visitors
Catalog inclusion date: 2010-2011
- I. BADM – 127 – Event/Meeting Planning and Management
Catalog inclusion date: 2010-2011
- J. BIOL – 131 – Introduction to Biotechnology
Catalog inclusion date: 2010-2011
- K. BIOL – 132 – Biotechnology II
Catalog inclusion date: 2010-2011
- L. BIOL – 133 – Biotechnology III
Catalog inclusion date: 2010-2011
(Revise Form B must be revised to update Prerequisite and include “with a grade of C or better”)
- M. BIOL – 230 – Introduction to Biotechnology Laboratory
Catalog inclusion date: 2010-2011
- N. CDE – 118 – Equity and Diversity in Early Childhood
Catalog inclusion date: 2010-2011
- O. CSIS – 125A – Web Development – Level 2
Catalog inclusion date: 2010-2011
- P. CSIS – 150 – Using Microsoft Windows
Catalog inclusion date: 2010-2011
- Q. CSIS – 171 – Service Desk Concepts
Catalog inclusion date: 2010-2011
- R. CSIS -171L – Service Desk Lab
Catalog inclusion date: 2010-2011
- S. ECON – 203 – Introduction to Environmental Economics
Catalog inclusion date: 2010-2011
- T. ENGR 114 – Machine Tool Technology
Catalog inclusion date: 2010-2011
- U. ENGR – 116 – Energy Efficiency and Construction
Catalog inclusion date: 2010-2011
- V. ENGR – 117 – Solar Photovoltaic Installation
Catalog inclusion date: 2010-2011
- W. ~~ENGR – 118 – Solar Thermal Installation~~
Catalog inclusion date: 2010-2011

- X. ENGR – 119 – Small Wind Energy Installation
Catalog inclusion date: 2010-2011
- Y. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
Catalog inclusion date: 2010-2011
- Z. HIST – 161 – Global History of World War I
Catalog inclusion date: 2010-2011
- AA. HIST – 162 – History of Vietnam War
Catalog inclusion date: 2010-2011
- BB. LEG – 107 – Research and Writing for Legal Assistant
Catalog inclusion date: 2010-2011
- CC. MUS – 214 – Guitar Ensemble
Catalog inclusion date: 2010-2011
- DD. NURS – 064R – Nursing Skills Laboratory – Remediation
Catalog inclusion date: 2010-2011
- EE. OTEC – 050 – Keyboarding and Software Application Lab
Catalog inclusion date: 2010-2011
- FF. PE – 114A – Strength Training: Circuit
Catalog inclusion date: 2010-2011
- GG. PE – 114B – Strength Training: Free Weights
Catalog inclusion date: 2010-2011
- HH. PE – 114C – Powerlifting
Catalog inclusion date: 2010-2011
- II. PE – 118 – Beginning Step Aerobics
Catalog inclusion date: 2010-2011
(Rationale must be completed)
- JJ. PE – 124A – Theory of Football: Offense
Catalog inclusion date: 2010-2011
- KK. PE – 124B – Theory of Football: Defense
Catalog inclusion date: 2010-2011
- LL. PE – 125 – Strength and Conditioning for Football
Catalog inclusion date: 2010-2011
(Revise Form B must be revised to update Prerequisite and include “with a grade of C or better”)
- MM. SEMA – 100 – Our Sustainable Future
Catalog inclusion date: 2010-2011

- AAAA. SOCI – 108 – Human Sexuality
Catalog inclusion date: 2010-2011
- BBBB. SOCI – 110 – Media and Society
Catalog inclusion date: 2010-2011
- CCCC. SOCI – 112/PSYC – 112 – Gender and Social Interaction
Catalog inclusion date: 2010-2011
- DDDD. SOCI – 115 – Contemporary Chicano/a in Society
Catalog inclusion date: 2010-2011
- EEEE. SOCI – 125 – Crime and Society
Catalog inclusion date: 2010-2011
- FFFF. SOCI – 129 – Processes of Power (Deactivation)
Catalog exclusion date: 2010-2011
- GGGG. SOCI – 130/GER – 130 – Sociology of Aging
Catalog inclusion date: 2010-2011
- HHHH. SOCI – 140 – Introduction to Applied Human Services
Catalog inclusion date: 2010-2011
- IIII. SOCI – 141 – Case Services and Advocacy in Human Services
Catalog inclusion date: 2010-2011
- JJJJ. SOCI – 150 – Introductory Field Work in Human Services
Catalog inclusion date: 2010-2011
- KKKK. THA – 114 – Intermediate Movement for Actors (Deactivation)
Catalog exclusion date: 2010-2011
- LLLL. THA – 120 – Lighting
Catalog inclusion date: 2010-2011
- MMMM. THA – 124 – Scenic Painting
Catalog inclusion date: 2010-2011
- NNNN. THA – 125 – Children’s Theatre (Deactivation)
Catalog exclusion date: 2010-2011

4. Conceptual Approval – Prerequisite/Co-requisite/Advisory Proposals- First Reading

- A. ACCT – 080 – Deducting The Cost of Business Assets
Prerequisite: None
Recommended Preparation: Knowledge of general financial accounting principles and taxation.
Catalog inclusion date: 2010-2011
- B. ACCT – 126 – Beginning Computer Accounting

Prerequisite: ACCT – 124 (with a grade of C or better)

Co-requisite: ACCT – 124

Catalog inclusion date: 2010-2011

- C. ART – 115 – Painting I
Prerequisite: ART – 108 or ART – 120 (with a grade of C or better) or portfolio.
Catalog inclusion date: 2010-2011
- D. ART – 116 – Painting II
Prerequisite: ART – 115 (with a grade of C or better) or portfolio.
Catalog inclusion date: 2010-2011
- E. ART – 125 – Typography I
Prerequisite: None (previously Recommended Preparation of ART – 120)
Catalog inclusion date: 2010-2011
- F. ~~AUME – 109 – Maintenance Light Repair (MLR) II~~
~~Prerequisite: AUME – 101 (with a grade of C or better)~~
~~Catalog inclusion date: 2010-2011~~
- G. BIOL – 132 – Biotechnology II
Prerequisite: BIOL – 150 (with a grade of C or better) or BIOL – 131 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- H. BIOL – 133 – Biotechnology III
Prerequisite: BIOL – 132 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- I. BIOL – 151 – General Biology II
Prerequisite: BIOL – 150 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- J. CSIS 115A – Web Development – Level 1
Prerequisite: CSIS – 103 (with a grade of C or better)
Recommended Preparation: Students need to have basic computer skills including a good understanding of file management.
Catalog inclusion date: 2010-2011
- K. CSIS – 125A – Web Development – Level 2
Prerequisite: CSIS – 115A (with a grade of C or better) and MUL – 112 (with a grade of C or better)
Recommended Preparation: Good computer navigation skills and a good understanding of HTML and CSS are needed.
Catalog inclusion date: 2010-2011
- L. ~~CSIS – 171L – Service Desk Lab~~
~~Prerequisite: CSIS – 171 (with a grade of C or better)~~
~~Catalog inclusion date: 2010-2011~~
- M. DMS – 136 – Clinical Experience IV
Prerequisite: DMS – 124 (with a grade of C or better)

- REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- Y. ENGL – 230 – English Literature: Anglo-Saxon to 1775
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- Z. ENGL – 231 – English Literature: 1775 to Present
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- AA. ENGL – 240 – American Indian Literature (formerly Native American Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- BB. ENGL – 250 – Women and Literature
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- CC. ENGL – 260 – Introduction to African American Literature (formerly Introduction to African-American Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- DD. ENGL – 280 – Multiethnic Literature (formerly Multi-Ethnic Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- EE. ENGL – 285 – World Literature: Antiquity to 1650
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- FF. ENGL – 286 – World Literature: 1650 to Present
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- GG. ENGR – 117 – Solar Photovoltaic Installation
Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- HH. ENGR – 118 – Solar Thermal Installation
Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)

Catalog inclusion date: 2010-2011

- II. ~~ENGR – 119 – Small Wind Energy Installation /~~
Prerequisite: ~~SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)~~
Catalog inclusion date: 2010-2011
- JJ. ENVS – 102 – Environmental Science Laboratory
Prerequisite: ENVS – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- KK. FIRE – 107 – Fire Apparatus and Equipment
Prerequisite: FIRE – 101 (with a grade of C or better)
Co-requisite: ENVS – 101
Catalog inclusion date: 2010-2011
- LL. FIRE – 108 – Fire Investigation IA
Prerequisite: FIRE – 101 (with a grade of C or better)
- MM. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
Prerequisite: FIRE – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- NN. LEG – 107 – Research and Writing for Legal Assistant
Prerequisite: LEG – 104 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- OO. MATH – 105 – College Algebra
Prerequisite: MATH – 096 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- PP. MUS – 214 – Guitar Ensemble
Prerequisite: MUS – 125 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- QQ. NURS – 064R – Nursing Skills Laboratory – Remediation
Prerequisite: Nursing Program Probationary, Requires Instructor Consent
Catalog inclusion date: 2010-2011
- RR. OTEC – 178 – Office Procedures and Systems
REMOVE: Advisory: Students should be able to keyboard at least 30 wpm and be able to correctly format memos and letters in a word processing program such as MS Word.
Catalog exclusion date: 2010-2011
- SS. PE – 100 – Introduction to Physical Education
Prerequisite: None
Recommended Preparation: READ – 063
Catalog inclusion date: 2010-2011
- TT. PE – 124A – Theory of Football: Offense
Prerequisite: None
Recommended Preparation: PE – 122

Catalog inclusion date: 2010-2011

- UU. PE – 124B – Theory of Football: Defense
Prerequisite: None
Recommended Preparation: PE – 122
Catalog inclusion date: 2010-2011
- VV. PE – 125 – Strength and Conditioning for Football
Prerequisite: PE – 150 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- WW. PS – 102 – Comparative Politics and Government
Prerequisite: PS – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- XX. PS – 103 – Ethnic Politics in America
Prerequisite: PS – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- YY. READ – 063 – Reading Fundamentals
Prerequisite: None
REMOVE: Co-requisite: READ – 043
Catalog inclusion date: 2010-2011
- ZZ. READ – 064 – Intermediate Reading
ADD: Prerequisite: READ – 063 (with a grade of C or better)
REMOVE: Co-requisite: READ – 044
Catalog inclusion date: 2010-2011
- AAA. SEMA – 101 – Fundamentals of Energy Assessment
Prerequisite: SEMA – 100 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- BBB. SEMA – 110 – Managing Sustainability Business Practice
Prerequisite: SEMA – 100 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- CCC. SOCI – 124 – Foundations of Social Research Methodology
Prerequisite: SOCI – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- DDD. SOCI – 140 – Introduction to Applied Human Services
Prerequisite: None
Co-requisite: SOCI – 095
Catalog inclusion date: 2010-2011
(Revised Form A and Form E's required to remove previous prerequisite)
- EEE. SOCI – 141 – Case Services and Advocacy
Prerequisite: None
Co-requisite: SOCI – 095
Catalog inclusion date: 2010-2011
(Revised Form A and Form E's required to remove previous prerequisite)

L. Science A.S. Degree – Revision
Catalog inclusion date: 2010-2011

M. Theater Arts Degree – Revision
Catalog inclusion date: 2010-2011

7. Conceptual Approval – Major Procedure Revisions-First Reading

A. Reading Competency - Tabled incomplete submission

V. Information/Discussion Agenda

1. Revised ECC AJ - Corrections (*Revised backup materials attached*)
2. New ECC AUME – Honda Fast Track;
3. New ECC BADM – Sustainable Energy Management for Business
4. New ECC BADM – Event Operations Management (EOM)
5. New ECC CSIS – Service Desk Hardware Support;
6. New ECC CSIS – Service Desk Software Support
7. New ECC ENGR – Solar Thermal Technology
8. New ECC ENGR – Green Collar Manufacturing
9. New ECC ENGR – Solar Photovoltaic Technology
10. New ECC ENGR – Small Wind Energy Technology
11. Revised ECC LEG – Legal Office Support
12. Revised ECC MUL – Web Design Concentration
13. Revised ECC MUL – Internet Authoring
14. New ECC VEW – Viticulture, Enology and Winery Technology Program
15. Proposed New Certificate and Associate Degree Program - Biotechnology
16. CDE Continuing Education

VI. Adjournment

Additional information or available background material regarding any Item will be on the Curriculum Committee agenda may be obtained by contacting the Curriculum Office at the San Jacinto campus (951) 487-3402, prior to the meeting.

Next Curriculum Committee Meeting: December 7, 2009 at 3:30 at the Menifee campus in room #105a/b.



The mission of Mt. San Jacinto College is to provide quality, educationally enriching experiences, programs and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world.

Instructional Services-Curriculum Office
Curriculum Committee Meeting
November 16, 2009 3:30 pm
Menifee Valley Campus
Room #105 a/b - LRC

MINUTES

13 Area Representatives

- TBA, Applied Technology
- D. Candelaria, Business/CIS, MVC
- TBA, Business/CIS, SJC
- G. Vargas, Social/Behavioral Science, MVC
- TBA, Social/Behavioral Science, SJC
- P. Ney, Math and Science, MVC
- M. Nance, Math and Science, SJC
- J. Brown, Arts, MVC
- TBA, Arts, SJC
- M. Stewart, Letters and Language, MVC
Faculty Co-Chair
- Y. Flournoy, Letters and Language, SJC
- M. Cvetko, Student Development, SJC
- A. Durbin, Allied Health, MVC
- T. Blake, Learning Center, MVC

Faculty at Large (4) - Voting

- R. Goetz, MVC
- K. Billingsley, MVC
- Vacant
- Vacant

Articulation Officer

- J. McCurdy

Counselor (1)

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Class Scheduling &
Information Specialist

Associated Students (2)

- TBA
- TBA

Administration

- R. Rowley, VP of Instruction or
Representative (Non-Voting)
- P. James (Voting)
- J. Johnson (Voting)

Support Staff (Non-Voting)

- C. Hawkins, Assoc. Dean of
Research and Planning
- K. Di Memmo, Inst. Support Coord.
- J. (Jared) Davis, Enrollment Services

Visitors: Jason Bader (ART), Erik Ozolins (ANTH), Carlos Lopez, Dewey Heinsma (ECON), David Hunt (ENGR), Stacey Searl-Chapin (PS), Jim Davis (HIST), Mike Jennings (FIRE), Mary Lou Dillard (Evaluator – on behalf of Jared Davis), Brian Hess (ENGR), Karen Meyers (NURS/AH), Shelley Aguilar (BIOL/ENVS), Alma Ramirez (READ), Andrea Hammock (READ), Roddy Rampersad (AUME), Bil Bergin (CSIS), Richard Lopez (CORR), Gloria Sanchez (ACCT), Michael Creighton (WATR), Lorney O'Connor (THA), Valerie Reed (SOCI), John Seed (ART), Colleen Saunders (DMS), Linda Middleton (CDE), Bob Bozonelos (MUS), Kathy Charles (PE), Roy Mason (ENVS/BIOL), Belinda Heiden-Scott (OTEC)

I. Opening of Meeting

1. Call to Order - Michelle Stewart called the meeting to order at 3:30pm.
2. Minutes from October 26, 2009 approved via electronic vote to facilitate Board of Trustees approval.

II. Comments of individual, groups, delegations limited to agenda items

None

III. Consent Agenda - Action Items

1. Final Approval – New Course Proposals-Second Reading

- NN. SOCI – 101 – Principles of Sociology (Revised Fully Online and Hybrid Online)
(Item was tabled until course advances to second read)
- OO. SOCI – 105/PSYC - 105 - Social Psychology (New Fully Online and Hybrid Online)
(Item was tabled until course advances to second read)
- PP. SOCI – 110 – Media and Society (Revised Fully Online and Hybrid Online)
(Item was tabled until course advances to second read)

2. Conceptual Approval – New Course Proposals- First Reading

- A. ART – 093 – Graphic Design Practicum
Catalog inclusion date: 2010-2011
M – M. Cvetko, SC – J. McCurdy
Discussion: Jason Bader gave an overview of this course. Questions arose to the necessity of a co-requisite. He indicated that this was a similar format used in the MUL courses. Approved to second read.
- B. ART – 095 – Typography Practicum
Catalog inclusion date: 2010-2011
M – M. Cvetko, SC – J. McCurdy
Discussion: Jason Bader provided an overview of this course. Questions arose to the necessity of a co-requisite. He indicated that this was a similar format used in the MUL courses. Approved to second read.
- C. ART – 104 – World Art
Catalog inclusion date: 2010-2011
M – J. Johnson, SC – M. Cvetko
Discussion: John Seed provided an overview of this course. Approved to second read.
- D. AUME – 101 – Maintenance Light Repair (MLR) I
Catalog inclusion date: 2010 – 2011
M – M. Cvetko, SC – A. Durbin
Discussion: Roddy Rampersad provided an overview of this course. Agenda should read AUME – 101 – Maintenance Light Repair (MLR) I, Repeatability must be modified to reflect “1,” the committee suggested that a lab (or Practicum) be developed and added with additional repeatability and offered as Pass/No Pass. Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.
- E. AUME – 109 – Maintenance Light Repair (MLR) II
Catalog inclusion date: 2010- 2011
(Form B must be modified to include Pre-requisite)
M. – M.Cvetko, SC – A. Durbin
Discussion: Roddy Rampersad provided an overview of this course. Repeatability must be modified to reflect “1,” the committee suggested that a lab (or Practicum) be developed and added with additional repeatability and be offered as Pass/No Pass. Form B must be revised to include Pre-requisite. Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.

level of 100 or above. Angela indicated that there are other 100 or above level courses within the CSIS discipline that are listed in the college catalog as non-transferable. The committee suggested that additional discussion will take place at a future meeting. Approved to second read.

- S. ECON – 203 – Introduction to Environmental Economics
Catalog inclusion date: 2010-2011
M – R. Goetz, SC – J. McCurdy
Discussion: Dewey Heinsma provided an overview of this course. The committee asked that the “grade of C or better” language be removed from the recommended preparation area on the Course Outline of Record. The committee also asked that the course author not specify the target audience in the catalog description. Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.
- T. ENGR 114 – Machine Tool Technology
Catalog inclusion date: 2010-2011
M – J. Johnson, SC – M. Cvetko
Discussion: David Hunt provided an overview of this course.
Approved to second read.
- U. ENGR – 116 – Energy Efficiency and Construction
Catalog inclusion date: 2010-2011
M – J. Johnson, SC – M. Cvetko
Discussion: David Hunt provided an overview of this course.
Approved to second read.
- V. ENGR – 117 – Solar Photovoltaic Installation
Catalog inclusion date: 2010-2011
M – J. Johnson, SC – M. Cvetko
Discussion: David Hunt provided an overview of this course.
Approved to second read.
- W. ENGR – 118 – Solar Thermal Installation
Catalog inclusion date: 2010-2011
M – J. Johnson, SC – M. Cvetko
Discussion: David Hunt provided an overview of this course.
Approved to second read.
- X. ENGR – 119 – Small Wind Energy Installation
Catalog inclusion date: 2010-2011
M – J. Johnson, SC – M. Cvetko
Discussion: David Hunt provided an overview of this course.
Approved to second read.
- Y. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
Catalog inclusion date: 2010-2011
M – A. Durbin, SC – J. Johnson
Discussion: Michael Jennings gave an overview of this course. Michelle Stewart asked that reference to ENV5 – 100 be removed from the Prerequisite section of the agenda. The committee asked that a newer version of the textbook be added to the Course Outline of Record and that the TOP code be a six digit number. Approved to second

between prerequisites and recommended preparation. Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.

- MM. SEMA – 100 – Our Sustainable Future
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – R. Goetz
Discussion: Kristi Di Memmo provided an overview of this course.
Approved to second read.
- NN. SEMA – 101 – Fundamentals of Energy Assessment in Business
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – R. Goetz
Discussion: Kristi Di Memmo provided an overview of this course. Michelle Stewart indicated that the course title on agenda is incorrect and should say” Fundamentals of Energy Assessment in Business.” Approved to second read.
- OO. SEMA – 110 – Managing Sustainability Business Practices
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – R. Goetz
Discussion: Kristi Di Memmo provided an overview of this course. Janet McCurdy indicated that GE area listed on Form B is inappropriate. Course author was asked to revise Form A and B to indicate “Stand Alone” if appropriate GE area is not identified.
Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.
- PP. SOCI – 124 – Foundations for Social Research
Catalog inclusion date: 2010-2011
M – T. Blake, SC – J. Johnson
Discussion: Valerie Reed provided an overview of this course.
Approved to second read.
- QQ. VEW – 106 – Hospitality in the Winemaking Industry
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – R. Goetz
Discussion: Rich Rowley provided an overview of this course and the future direction of this program.
Approved to second read.
- RR. VEW – 108 - Winery Business Principles
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – R. Goetz
Discussion: Rich Rowley provided an overview of this course and the future direction of this program. The total hours on the Form B must reflect 48-54, rather than 3.
Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.
- SS. VEW – 149 – Occupational Internship: Viticulture, Enology, and Winemaking
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – R. Goetz

prerequisite. Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.

- III. SOCI – 141 – Case Services and Advocacy in Human Services
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – M. Cvetko
Discussion: Valerie Reed provided an overview of this course. The committee asked the course author to revise Form A and Form E's to remove the previous prerequisite. Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.
- JJJ. SOCI – 150 – Introductory Field Work in Human Services
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – M. Cvetko
Discussion: Valerie Reed provided an overview of this course. The committee asked the course author to revise Form A and Form E's to remove the previous prerequisite. Approved to second read – subject to integration of committee recommendations, and reposting of revised Outlines to Tech Review.
- KKKK. THA – 114 – Intermediate Movement for Actors (Deactivation)
Catalog exclusion date: 2010-2011
M – M. Nance, SC – R. Goetz
Discussion: Lorney O'Connor provided an overview of this course. Approved to second read.
- LLLL. THA – 120 – Lighting
Catalog inclusion date: 2010-2011
M – M. Nance, SC – R. Goetz
Discussion: Lorney O'Connor provided an overview of this course. Approved to second read.
- MMMM. THA – 124 – Scenic Painting
Catalog inclusion date: 2010-2011
M – M. Nance, SC – R. Goetz
Discussion: Lorney O'Connor provided an overview of this course. Approved to second read.
- NNNN. THA – 125 – Children's Theatre (Deactivation)
Catalog exclusion date: 2010-2011
M – M. Nance, SC – R. Goetz
Discussion: Lorney O'Connor provided an overview of this course. Approved to second read.
4. **Conceptual Approval – Prerequisite/Co-requisite/Advisory Proposals- First Reading Global Approval**
M – M. Cvetko, SC – M. Flores
Discussion: Items A-FFF were approved with changes as noted with earlier suggestions (course approvals).
- A. ACCT – 080 – Deducting The Cost of Business Assets
Prerequisite: None

Recommended Preparation: Knowledge of general financial accounting principles and taxation.

Catalog inclusion date: 2010-2011

- B. ACCT – 126 – Beginning Computer Accounting
Prerequisite: ACCT – 124 (with a grade of C or better)
Co-requisite: ACCT – 124
Catalog inclusion date: 2010-2011
- C. ART – 115 – Painting I
Prerequisite: ART – 108 or ART – 120 (with a grade of C or better) or portfolio.
Catalog inclusion date: 2010-2011
- D. ART – 116 – Painting II
Prerequisite: ART – 115 (with a grade of C or better) or portfolio.
Catalog inclusion date: 2010-2011
- E. ART – 125 – Typography I
Prerequisite: None (previously Recommended Preparation of ART – 120)
Catalog inclusion date: 2010-2011
- F. ~~AUME – 109 – Maintenance Light Repair (MLR) II.
Prerequisite: AUME – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011~~
- G. BIOL – 132 – Biotechnology II
Prerequisite: BIOL – 150 (with a grade of C or better) or BIOL – 131 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- H. BIOL – 133 – Biotechnology III
Prerequisite: BIOL – 132 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- I. BIOL – 151 – General Biology II
Prerequisite: BIOL – 150 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- J. CSIS 115A – Web Development – Level 1
Prerequisite: CSIS – 103 (with a grade of C or better)
Recommended Preparation: Students need to have basic computer skills including a good understanding of file management.
Catalog inclusion date: 2010-2011
- K. CSIS – 125A – Web Development – Level 2
Prerequisite: CSIS – 115A (with a grade of C or better) or MUL – 112 (with a grade of C or better)
Recommended Preparation: Good computer navigation skills and a good understanding of HTML and CSS are needed.
Catalog inclusion date: 2010-2011
- L. CSIS – 171L – Service Desk Lab

REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011

- X. ENGL – 225 – Film and Literature
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- Y. ENGL – 230 – English Literature: Anglo-Saxon to 1775
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- Z. ENGL – 231 – English Literature: 1775 to Present
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- AA. ENGL – 240 – American Indian Literature (formerly Native American Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- BB. ENGL – 250 – Women and Literature
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- CC. ENGL – 260 – Introduction to African American Literature (formerly Introduction to African-American Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- DD. ENGL – 280 – Multiethnic Literature (formerly Multi-Ethnic Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- EE. ENGL – 285 – World Literature: Antiquity to 1650
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- FF. ENGL – 286 – World Literature: 1650 to Present
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- ~~GG. ENGR – 117 – Solar Photovoltaic Installation
Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)~~

Catalog inclusion date: 2010-2011

- HH. ENGR – 118 – Solar Thermal Installation
Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- II. ENGR – 119 – Small Wind Energy Installation
Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- JJ. ENVS – 102 – Environmental Science Laboratory
Prerequisite: ENVS – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- KK. FIRE – 107 – Fire Apparatus and Equipment
Prerequisite: FIRE – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- LL. FIRE – 108 – Fire Investigation IA
Prerequisite: FIRE – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- MM. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
Prerequisite: FIRE – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- NN. LEG – 107 – Research and Writing for Legal Assistant
Prerequisite: LEG – 104 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- OO. MATH – 105 – College Algebra
Prerequisite: MATH – 096 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- PP. MUS – 214 – Guitar Ensemble
Prerequisite: MUS – 125 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- QQ. NURS – 064R – Nursing Skills Laboratory – Remediation
Prerequisite: Nursing Program Probationary, Requires Instructor Consent
Catalog inclusion date: 2010-2011
- RR. OTEC – 178 – Office Procedures and Systems
REMOVE: Advisory: Students should be able to keyboard at least 30 wpm and be able to correctly format memos and letters in a word processing program such as MS Word.
Catalog exclusion date: 2010-2011
- SS. PE – 100 – Introduction to Physical Education
Prerequisite: None
Recommended Preparation: READ – 063

Approved to second read.

- M. Theater Arts A.A. Degree – Revision
Catalog inclusion date: 2010-2011
M – M. Cvetko, SC – J. Johnson
Discussion: Lorney O'Connor provided an overview of the major degree revision.
Approved to second read.

7. Conceptual Approval – Major Procedure Revisions-First Reading

- A. Reading Competency - Tabled incomplete submission

V. Information/Discussion Agenda

1. Revised ECC AJ - Corrections (*Revised backup materials attached*)
Discussion: Joyce Johnson provided an overview of this ECC for AJ – Corrections.

Items 2-16 will be tabled until the next meeting.

2. New ECC AUME – Honda Fast Track
3. New ECC BADM – Sustainable Energy Management for Business
4. New ECC BADM – Event Operations Management (EOM)
5. New ECC CSIS – Service Desk Hardware Support
6. New ECC CSIS – Service Desk Software Support
7. New ECC ENGR – Solar Thermal Technology
8. New ECC ENGR – Green Collar Manufacturing
9. New ECC ENGR – Solar Photovoltaic Technology
10. New ECC ENGR – Small Wind Energy Technology
11. Revised ECC LEG – Legal Office Support
12. Revised ECC MUL – Web Design Concentration
13. Revised ECC MUL – Internet Authoring
14. New ECC VEW – Viticulture, Enology and Winery Technology Program
15. Proposed New Certificate and Associate Degree Program - Biotechnology
16. CDE Continuing Education

VI. Adjournment

M – J. McCurdy, SC – M. Nance. Meeting adjourned at 7:42pm

Additional information or available background material regarding any Item will be on the Curriculum Committee agenda may be obtained by contacting the Curriculum Office at the San Jacinto campus (951) 487-3402, prior to the meeting.

Next Curriculum Committee Meeting: December 7, 2009 at 3:30 at the Menifee campus in room #105a/b.



The mission of Mt. San Jacinto College is to provide quality, educationally enriching experiences, programs and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world.

Instructional Services-Curriculum Office
Curriculum Committee Meeting
December 7, 2009 3:30 pm
Menifee Valley Campus
Room #105 a/b - LRC

AGENDA

13 Area Representatives

- TBA, Applied Technology
- D. Candelaria, Business/CIS, MVC
- TBA, Business/CIS, SJC
- G. Vargas, Social/Behavioral Science, MVC
- TBA, Social/Behavioral Science, SJC
- K. Billingsley, Math and Science, MVC
- M. Nance, Math and Science, SJC
- J. Brown, Arts, MVC
- TBA, Arts, SJC
- M. Stewart, Letters and Language, MVC
Faculty Co-Chair
- Y. Flournoy, Letters and Language, SJC
- M. Cvetko, Student Development, SJC
- A. Durbin, Allied Health, MVC
- T. Blake, Learning Center, MVC

Faculty at Large (4) - Voting

- R. Goetz, MVC
- Vacant
- Vacant
- Vacant

Visitors:

Articulation Officer

- J. McCurdy

Counselor (1)

- D. May

Librarian (1)

- M. Flores (Voting)

Classified Senate (1)

- Angela Seavey,
Class Scheduling &
Information Specialist

Associated Students (2)

- TBA
- TBA

Administration

- R. Rowley, VP of Instruction or
Representative (Non-Voting)
- P. James (Voting)
- J. Johnson (Voting)

Support Staff (Non-Voting)

- C. Hawkins, Assoc. Dean of
Research and Planning
- K. Di Memmo, Inst. Support Coord.
- J. (Jared) Davis, Enrollment Services

I. Opening of Meeting

1. Call to Order
2. Approval of November 16, 2009 minutes.

II. 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.

III. Consent Agenda - Action Items

1. **Final Approval – New Course Proposals-Second Reading**
 - A. ART – 093 – Graphic Design Practicum
Catalog inclusion date: 2010-2011
 - B. ART – 095 – Typography Practicum
Catalog inclusion date: 2010-2011

- C. ART – 104 – World Art
Catalog inclusion date: 2010-2011
- D. ~~AUME – 101 – Maintenance Light Repair (MLR) I~~
Catalog inclusion date: 2010 – 2011
(Revised backup materials attached)
- E. AUME – 109 – Maintenance Light Repair (MLR) II
Catalog inclusion date: 2010- 2011
(Revised backup materials attached)
- F. BADM – 124 – Introduction to Lodging Operations
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- G. BADM – 125 – Hotel Convention Services and Operations
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- H. BADM – 126 – Destination Management for Conventions and Visitors
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- I. BADM – 127 – Event/Meeting Planning and Management
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- J. BIOL – 131 – Introduction to Biotechnology
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- K. BIOL – 132 – Biotechnology II
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- L. BIOL – 133 – Biotechnology III
Catalog inclusion date: 2010-2011
(Revised documents posted to Tech Review by deadline, hard copies available at meeting)
- M. BIOL – 139– Introduction to Biotechnology Laboratory
Catalog inclusion date: 2010-2011
Note: At First Read, the title was BIOL – 230 – Introduction to Biotechnology Laboratory
- N. CDE – 118 – Equity and Diversity in Early Childhood
Catalog inclusion date: 2010-2011
- O. CSIS – 125A – Web Development – Level 2
Catalog inclusion date: 2010-2011
(Revised backup materials attached)

- P. CSIS – 150 – Using Microsoft Windows
Catalog inclusion date: 2010-2011
(Required revised materials not received)
- Q. ~~CSIS – 171 – Service Desk Concepts~~
Catalog inclusion date: 2010-2011
- R. ~~CSIS -171L – Service Desk Lab~~
Catalog inclusion date: 2010-2011
- S. ECON – 203 – Introduction to Environmental Economics
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- T. ENGR 114 – Machine Tool Technology
Catalog inclusion date: 2010-2011
- U. ENGR – 116 – Energy Efficiency and Construction
Catalog inclusion date: 2010-2011
- V. ENGR – 117 – Solar Photovoltaic Installation
Catalog inclusion date: 2010-2011
- W. ~~ENGR – 118 – Solar Thermal Installation~~
Catalog inclusion date: 2010-2011
- X. ENGR – 119 – Small Wind Energy Installation
Catalog inclusion date: 2010-2011
- Y. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- Z. HIST – 161 – Global History of World War I
Catalog inclusion date: 2010-2011
- AA. HIST – 162 – History of the Vietnam War
Catalog inclusion date: 2010-2011
- BB. LEG – 107 – Research and Writing for Legal Assistant
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- CC. MUS – 214 – Guitar Ensemble
Catalog inclusion date: 2010-2011
- DD. NURS – 064R – Nursing Skills Laboratory – Remediation
Catalog inclusion date: 2010-2011
(Revised materials attached)
- EE. OTEC – 050 – Keyboarding and Software Application Lab
Catalog inclusion date: 2010-2011

(Revised backup materials attached)

- FF. PE – 114A – Strength Training: Circuit
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- GG. PE – 114B – Strength Training: Free Weights
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- HH. PE – 114C – Powerlifting
Catalog inclusion date: 2010-2011
- II. PE – 118 – Beginning Step Aerobics
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- JJ. PE – 124A – Theory of Football: Offense
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- KK. PE – 124B – Theory of Football: Defense
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- LL. PE – 125 – Strength and Conditioning for Football
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- MM. SEMA – 100 – Our Sustainable Future
~~Catalog inclusion date: 2010-2011~~
- NN. SEMA – 101 – Fundamentals of Energy Assessment in Business
Catalog inclusion date: 2010-2011
- OO. SEMA – 110 – Managing Sustainability Business Practices
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- PP. SOCI – 124 – Foundations for Social Research
Catalog inclusion date: 2010-2011
- QQ. VEW – 106 – Hospitality in the Winemaking Industry
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- RR. VEW – 108 - Winery Business Principles
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- SS. VEW – 149 – Occupational Internship: Viticulture, Enology, and Winemaking
Catalog inclusion date: 2010-2011

Catalog inclusion date: 2010-2011

(Revised materials attached)

KKKK. THA – 114 – Intermediate Movement for Actors (Deactivation)
Catalog exclusion date: 2010-2011

LLLL. THA – 120 – Lighting
Catalog inclusion date: 2010-2011

MMMM. THA – 124 – Scenic Painting
Catalog inclusion date: 2010-2011

NNNN. THA – 125 – Children’s Theatre (Deactivation)
Catalog exclusion date: 2010-2011

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

A. ACCT – 080 – Deducting The Cost of Business Assets
Prerequisite: None
Recommended Preparation: Knowledge of general financial accounting principles and taxation.
Catalog inclusion date: 2010-2011

B. ACCT – 126 – Beginning Computer Accounting
Prerequisite: ACCT – 124 (with a grade of C or better)
Co-requisite: ACCT – 124
Catalog inclusion date: 2010-2011

C. ART – 115 – Painting I
Prerequisite: ART – 108 or ART – 120 (with a grade of C or better) or portfolio.
Catalog inclusion date: 2010-2011

D. ART – 116 – Painting II
Prerequisite: ART – 115 (with a grade of C or better) or portfolio.
Catalog inclusion date: 2010-2011

E. ART – 125 – Typography I
Prerequisite: None (previously Recommended Preparation of ART – 120)
Catalog inclusion date: 2010-2011

F. AUME – 109 – Maintenance Light Repair (MLR) II.
Prerequisite: AUME – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011

G. BIOL – 132 – Biotechnology II
Prerequisite: BIOL – 150 (with a grade of C or better) or BIOL – 131 (with a grade of C or better)
Catalog inclusion date: 2010-2011

H. BIOL – 133 – Biotechnology III
Prerequisite: BIOL – 132 (with a grade of C or better)
Catalog inclusion date: 2010-2011

- I. BIOL – 151 – General Biology II
Prerequisite: BIOL – 150 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- J. CSIS 115A – Web Development – Level 1 (formerly HTML Programming, Level 1)
Prerequisite: CSIS – 103 (with a grade of C or better)
Recommended Preparation: Students need to have basic computer skills including a good understanding of file management.
Catalog inclusion date: 2010-2011
- K. CSIS – 125A – Web Development – Level 2
Prerequisite: CSIS – 115A (with a grade of C or better) or MUL – 112 (with a grade of C or better)
Recommended Preparation: Good computer navigation skills and a good understanding of HTML and CSS are needed.
Catalog inclusion date: 2010-2011
- ~~L. CSIS – 171L – Service Desk Lab
Prerequisite: CSIS – 171 (with a grade of C or better)
Catalog inclusion date: 2010-2011~~
- M. DMS – 136 – Clinical Experience IV
Prerequisite: DMS – 124 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- N. ECON – 201 – Principles of Macroeconomics
Prerequisite: MATH – 096 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- O. ECON – 202 – Principles of Microeconomics
Prerequisite: MATH – 096 (with a grade of C or better)
Catalog inclusion date: 2010-2011
- P. ECON – 203 – Introduction to Environmental Economics
Prerequisite: None
Recommended Preparation: ECON – 202
Catalog inclusion date: 2010-2011
- Q. ENGL/ED – 132 – Adolescent Literature
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- R. ENGL – 203 – Survey of Shakespeare
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
- S. ENGL – 205 – World Folklore
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011

- DD. ENGL – 280 – Multiethnic Literature (formerly Multi-Ethnic Literature)
 ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
 REMOVE: Advisory: ENGL – 101
 Catalog inclusion date: 2010-2011
- EE. ENGL – 285 – World Literature: Antiquity to 1650
 ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
 REMOVE: Advisory: ENGL – 101
 Catalog inclusion date: 2010-2011
- FF. ENGL – 286 – World Literature: 1650 to Present
 ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
 REMOVE: Advisory: ENGL – 101
 Catalog inclusion date: 2010-2011
- GG. ENGR – 117 – Solar Photovoltaic Installation
 Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- HH. ENGR – 118 – Solar Thermal Installation
 Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- II. ENGR – 119 – Small Wind Energy Installation
 Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- JJ. ENVS – 102 – Environmental Science Laboratory
 Prerequisite: ENVS – 101 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- KK. FIRE – 107 – Fire Apparatus and Equipment
 Prerequisite: FIRE – 101 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- LL. FIRE – 108 – Fire Investigation IA
 Prerequisite: FIRE – 101 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- MM. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
 Prerequisite: FIRE – 101 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- NN. LEG – 107 – Research and Writing for Legal Assistant
 Prerequisite: LEG – 104 (with a grade of C or better)
 Catalog inclusion date: 2010-2011
- OO. MATH – 105 – College Algebra
 Prerequisite: MATH – 096 (with a grade of C or better)

- V. ENVS – 102H – Honors Environmental Science Laboratory
Catalog inclusion date: 2010-2011
- W. HIST – 103H – Honors History of World Civilizations to 1500
Catalog inclusion date: 2010-2011
- X. HIST – 106H – Honors The World Since 1900
Catalog inclusion date: 2010-2011
- Y. HIST – 111H – Honors U.S. History to 1877
Catalog inclusion date: 2010-2011
- Z. HIST – 119H – Honors Civil War and Reconstruction, 1860-1876
Catalog inclusion date: 2010-2011
- AA. HIST – 120H – Honors California History
Catalog inclusion date: 2010-2011
- BB. HIST – 161H – Honors Global History of World War I
Catalog inclusion date: 2010-2011
- CC. HIST – 162H – Honors History of the Vietnam War
Catalog inclusion date: 2010-2011
- DD. MATH – 105H – Honors College Algebra
Catalog inclusion date: 2010-2011
- EE. NUTR – 100H – Honors Family Nutrition
Catalog inclusion date: 2010-2011
- FF. PS – 101H – Honors American Government and Politics
Catalog inclusion date: 2010-2011
- HH. PS – 102H – Honors Comparative Politics and Government
Catalog inclusion date: 2010-2011
- II. PS – 103H – Honors Ethnic Politics in America
Catalog inclusion date: 2010-2011
- JJ. SOCI – 101H – Honors Principles of Sociology
Catalog inclusion date: 2010-2011
- KK. SOCI – 105H/PSYC – 105H – Honors Social Psychology
Catalog inclusion date: 2010-2011

IV. Open Agenda - Action Item

1. **Final Approval – Distance Education Addendum Proposals-First and Only Reading**

- A. ACCT – 080 – Deducting The Cost of Business Assets (Revised Fully Online and Hybrid Online)
- B. ACCT – 126 – Beginning Computer Accounting (Revised Fully Online and Hybrid Online)
- C. ART – 104 – World Art (New Fully Online and Hybrid Online)
- D. ART – 125 – Typography I (Revised Hybrid Online)
- E. CSIS – 115A – Web Development – Level 1 (Revised Fully Online and Hybrid Online)
- F. CSIS – 125A – Web Development – Level 2 (New Fully Online and Hybrid Online)
- G. CSIS – 150 – Using Microsoft Windows (New Fully Online and Hybrid Online)
- H. CSIS – 171 – Service Desk Concepts (New Fully Online and Hybrid Online)
- I. ECON – 201 – Principles of Macroeconomics (Revised Fully Online and Hybrid Online)
- J. ECON – 202 – Principles of Microeconomics (Revised Fully Online and Hybrid Online)
- K. ENGL – 207 – American Literature: Pre-Colonial to 1865 (Revised Hybrid Online)
- L. ENGL – 208 – American Literature: 1865 – to Present (Revised Hybrid Online)
- M. ENGL – 220 – Analysis of Fiction (Revised Hybrid Online)
- N. ENGL – 230 – English Literature: Anglo-Saxon to 1775 (New Fully Online and Hybrid Online)
- O. ENGL – 250 – Women and Literature (Revised Hybrid Online)
- P. ENGL – 260 – Introduction to African American Literature (Revised Hybrid Online)
- Q. ENGL – 285 – World Literature: Antiquity to 1650 (New Fully Online and Hybrid Online)
- R. ENGL – 286 – World Literature: 1650 to Present (New Fully Online and Hybrid Online)
- S. ENVS – 100 – Humans and Scientific Inquiry (New Fully Online and Hybrid Online)
- T. ENVS – 101 – Environmental Science (Revised Fully Online and Hybrid Online)
- U. HS – 121 – Fundamentals of Healthful Living (Revised Fully Online and Hybrid Online)
- V. HIST – 103 – History of World Civilizations to 1500 (Revised Fully Online and Hybrid Online)
- W. HIST – 111 – U.S. History to 1877 (Revised Fully Online and Hybrid Online)
- X. HIST – 161 – Global History of World War I (New Fully Online and Hybrid Online)
- Y. HIST – 162 – History of the Vietnam War (New Fully Online and Hybrid Online)

- Z. LEG – 104 – Law Office Management (New Fully Online and Hybrid Online)
- AA. LEG – 107 – Research and Writing for Legal Assistant (New Fully Online and Hybrid Online)
- BB. LEG – 140 – Bankruptcy Law (New Fully Online and Hybrid Online)
- CC. LEG – 150 – Probate Law and Procedures (New Fully Online and Hybrid Online)
- DD. MATH – 105 – College Algebra (Revised Fully Online and Hybrid Online)
- EE. NUTR – 100 – Family Nutrition (Revised Fully Online and Hybrid Online)
- FF. OTEC – 144 – Keyboarding and Document Formatting (Revised Fully Online and Hybrid Online)
- GG. OTEC – 178 – Office Procedures and Systems (Revised Fully Online and Hybrid Online)
- HH. PE – 100 – Introduction to Physical Education (New Fully Online and Hybrid Online)
- II. PS – 101 – American Government and Politics (Revised Fully Online and Hybrid Online)
- JJ. PS – 102 – Comparative Politics and Government (New Fully Online and Hybrid Online)
- KK. READ – 064 – Intermediate Reading (New Fully Online and Hybrid Online)
- LL. SOCI – 101 – Principles of Sociology (Revised Fully Online and Hybrid Online)
- MM. SOCI – 105/PSYC - 105 - Social Psychology (New Fully Online and Hybrid Online)
- NN. SOCI – 110 – Media and Society (Revised Fully Online and Hybrid Online)

- 2. **Conceptual Approval – New Course Proposals- First Reading**
None
- 3. **Conceptual Approval – Major Course Revisions-First Reading**
None
- 4. **Conceptual Approval – Prerequisite/Co-requisite/Advisory Proposals- First Reading**
None
- 5. **Conceptual Approval – New Program Proposals-First Reading**
None
- 6. **Conceptual Approval – Major Program Revisions-First Reading**
None
- 7. **Conceptual Approval – Major Procedure Revisions-First Reading**
 - A. Reading Competency - Tabled incomplete submission

V. Information/Discussion Agenda

- 1. **New ECC AUME – Honda Fast Track**
- 2. **New ECC BADM – Sustainable Energy Management for Business**
- 3. **New ECC BADM – Event Operations Management (EOM)**

4. New ECC CSIS – Service Desk Hardware Support
5. New ECC CSIS – Service Desk Software Support
6. New ECC ENGR – Solar Thermal Technology
7. New ECC ENGR – Green Collar Manufacturing
8. New ECC ENGR – Solar Photovoltaic Technology
9. New ECC ENGR – Small Wind Energy Technology
10. Revised ECC LEG – Legal Office Support
11. Revised ECC MUL – Web Design Concentration
12. Revised ECC CIS – Internet Authoring
(Revised materials attached)
13. New ECC VEW – Viticulture, Enology and Winery Technology Program
14. Proposed New Certificate and Associate Degree Program - Biotechnology
15. CDE Continuing Education

VI. Adjournment

Additional information or available background material regarding any Item will be on the Curriculum Committee agenda may be obtained by contacting the Curriculum Office at the San Jacinto campus (951) 487-3402, prior to the meeting.

If required, the next Curriculum Committee Meeting will be held on December 14, 2009 at 3:30 at the Menifee campus in room #105a/b. Otherwise, the next regularly scheduled Curriculum Meeting will be held on January 25, 2010 at 3:30pm at the San Jacinto Campus in room #1254.



The mission of Mt. San Jacinto College is to provide quality, educationally enriching experiences, programs and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world.

**Instructional Services-Curriculum Office
Curriculum Committee Meeting
December 7, 2009 3:30 pm
Menifee Valley Campus
Room #105 a/b - LRC**

MINUTES - Revised

13 Area Representatives

- TBA, Applied Technology
- D. Candelaria, Business/CIS, MVC
- TBA, Business/CIS, SJC
- G. Vargas, Social/Behavioral Science, MVC
- TBA, Social/Behavioral Science, SJC
- K. Billingsley, Math and Science, MVC
- M. Nance, Math and Science, SJC
- J. Brown, Arts, MVC
- TBA, Arts, SJC
- M. Stewart, Letters and Language, MVC
Faculty Co-Chair
- Y. Flournoy, Letters and Language, SJC
- M. Cvetko, Student Development, SJC
- A. Durbin, Allied Health, MVC
- T. Blake, Learning Center, MVC

Faculty at Large (4) - Voting

- R. Goetz, MVC
- Vacant
- Vacant
- Vacant

Articulation Officer

- J. McCurdy

Counselor (1)

- D. May

Librarian (1)

- M. Flores (Voting)

Classified Senate (1)

- Angela Seavey,
Class Scheduling &
Information Specialist

Associated Students (2)

- TBA
- TBA

Administration

- R. Rowley, VP of Instruction or
Representative (Non-Voting)
- P. James (Voting)
- J. Johnson (Voting)

Support Staff (Non-Voting)

- C. Hawkins, Assoc. Dean of
Research and Planning
- K. Di Memmo, Inst. Support Coord.
- J. (Jared) Davis, Enrollment Services

Visitors: Bil Bergin (CSIS), Belinda Heiden-Scott (OTEC), Roddy Rampersad (AUME), Karen Meyers (NURS), Michael Jennings (FIRE), Jim Davis (HIST), Kathy Turner (CDE), Andrea Hammock (READ), Alma Ramirez (READ), Roy Mason (BIOL/ENVS), David Hunt (ENGR), Colleen Saunders (DMS)

I. Opening of Meeting

1. Call to Order - *The meeting was called to order at 3:40pm by Michelle Stewart. She opened the meeting by reminding Curriculum Committee members that curriculum development is a faculty-driven process. She followed with information about existing and new processes and forms, Tech Review updates, and established deadlines.*
2. Approval of November 16, 2009 minutes.
M – A. Durbin, SC – R. Goetz
Approved as presented.

II. Comments of individual, groups, delegations limited to agenda items

None

III. Consent Agenda - Action Items

The following items were approved on the consent agenda – 1A, B, C, J, K, N, O, R, S, T, U, V, W, X, Y, Z, CC, DD, GG, HH, II, JJ, KK, LL, MM, NN, PP, QQ, RR, SS. 2A, B, C, D, F, G, H, I, J, K, L, M, N, O, P, Q, R, S, T, U, V, W, X, Y, BB, DD, EE, FF, GG, HH, JJ, MM, QQ, RR, SS, TT, UU, WW, AAA, BBB, CCC, DDD, EEE, GGG, HHH, III, JJJ, LLL, MMM, NNN, QQQ, RRR, TTT, UUU, WWW, XXX, YYY,

ZZZ, AAAA, CCCC, DDDD, EEEE, FFFF, GGGG, HHHH, IIII, JJJJ, KKKK, LLLL, MMMM, NNNN.
3A, B, C, D, G, I, J, K, L, M, N, O, P, Q, R, S, V, W, X, Y, Z, AA, BB, DD, GG, HH, II, JJ, KK, LL, MM,
OO, PP, QQ, RR, TT, UU, VV, ZZ, AAA, CCC, DDD, EEE, FFF. 6A, B. 7A, B, C, D, E, F, G, H, I, J, K,
L, M. 9A, B, C, D, E, F, G, H, K, L, M, N, O, P, R, V, X, BB, DD, EE, FF, JJ, KK.

I. Final Approval – New Course Proposals-Second Reading

- A. ART – 093 – Graphic Design Practicum
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval. and forwarded to Board of Trustees for approval.
- B. ART – 095 – Typography Practicum
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval. and forwarded to Board of Trustees for approval.
- C. ART – 104 – World Art
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval. and forwarded to Board of Trustees for approval.
- D. AUME – 101 – Maintenance Light Repair (MLR) I
Catalog inclusion date: 2010 – 2011
M – J. McCurdy, SC – J. Brown
Discussion: Curriculum committee approved this course and the repeatability for one year only with the stipulation that the AUME department create a lab practicum to address repeatability. Once practicum is developed, this course will be brought back through the curriculum process for modifications. If course is not brought back to curriculum for the 2011-2012 catalog, the course will revert back to one time for credit.
Item approved with amendments and forwarded to Board of Trustees for approval.
- E. AUME – 109 – Maintenance Light Repair (MLR) II
Catalog inclusion date: 2010- 2011
M – J. McCurdy, SC – J. Brown
Discussion: Curriculum committee approved this course and the repeatability for one year only with the stipulation that the AUME department create a lab practicum to address repeatability. Once practicum is developed, this course will be brought back through the curriculum process for modifications. If course is not brought back to curriculum for the 2011-2012 catalog, the course will revert back to one time for credit.
Item approved with amendments and forwarded to Board of Trustees for approval.
- F. BADM – 124 – Introduction to Lodging Operations
Catalog inclusion date: 2010-2011
Discussion: Methods of Evaluation and Methods of Instruction are not fully integrated with Learning Objectives. Item must be reposted to Tech Review by the established deadline. Item tabled to the December 14, 2009 agenda.
- G. BADM – 125 – Hotel Convention Services and Operations
Catalog inclusion date: 2010-2011
Discussion: Methods of Instruction and Methods of Evaluation are not fully integrated with Learning Objectives. Item must be reposted to Tech Review by the established deadline. Item tabled to the December 14, 2009 agenda.

Discussion: DE Addenda must be modified. Courses approved as presented. Item approved and forwarded to Board of Trustees for approval.

- Q. CSIS – 171 – Service Desk Concepts
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – G. Vargas
Discussion: DE Addenda must be modified. Courses approved as presented. Item approved ; and forwarded to Board of Trustees for approval.
- R. CSIS -171L – Service Desk Lab
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- S. ECON – 203 – Introduction to Environmental Economics
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- T. ENGR 114 – Machine Tool Technology
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- U. ENGR – 116 – Energy Efficiency and Construction
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- V. ENGR – 117 – Solar Photovoltaic Installation
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- W. ENGR – 118 – Solar Thermal Installation
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- X. ENGR – 119 – Small Wind Energy Installation
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- Y. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- Z. HIST – 161 – Global History of World War I
Catalog inclusion date: 2010-2011

- JJJJ. SOCI – 150 – Introductory Field Work in Human Services
 Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- KKKK. THA – 114 – Intermediate Movement for Actors (Deactivation)
 Catalog exclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- LLLL. THA – 120 – Lighting
 Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- MMMM. THA – 124 – Scenic Painting
 Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- NNNN. THA – 125 – Children’s Theatre (Deactivation)
 Catalog exclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.

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

- A. ACCT – 080 – Deducting The Cost of Business Assets
 Prerequisite: None
 Recommended Preparation: Knowledge of general financial accounting principles and taxation.
 Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- B. ACCT – 126 – Beginning Computer Accounting
 Prerequisite: ACCT – 124 (with a grade of C or better)
 Co-requisite: ACCT – 124
 Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- C. ART – 115 – Painting I
 Prerequisite: ART – 108 or ART – 120 (with a grade of C or better) or portfolio.
 Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- D. ART – 116 – Painting II
 Prerequisite: ART – 115 (with a grade of C or better) or portfolio.
 Catalog inclusion date: 2010-2011

No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.

- E. ART – 125 – Typography I
Prerequisite: None (previously Recommended Preparation of ART – 120)
Catalog inclusion date: 2010-2011
Discussion: Prerequisite tabled pending course approval.
- F. AUME – 109 – Maintenance Light Repair (MLR) II
Prerequisite: AUME – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – J. Brown
Discussion: Prerequisite approved with course approval and forwarded to Board of Trustees for approval.
- G. BIOL – 132 – Biotechnology II
Prerequisite: BIOL – 150 (with a grade of C or better) or BIOL – 131 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- H. BIOL – 133 – Biotechnology III
Prerequisite: BIOL – 132 (with a grade of C or better)
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – M. Cvetko
Discussion: None
Item approved and forwarded to Board of Trustees for approval.
- I. BIOL – 151 – General Biology II
Prerequisite: BIOL – 150 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- J. CSIS 115A – Web Development – Level 1 (formerly HTML Programming, Level 1)
Prerequisite: CSIS – 103 (with a grade of C or better)
Recommended Preparation: Students need to have basic computer skills including a good understanding of file management.
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- K. CSIS – 125A – Web Development – Level 2
Prerequisite: CSIS – 115A (with a grade of C or better) or MUL – 112 (with a grade of C or better)
Recommended Preparation: Good computer navigation skills and a good understanding of HTML and CSS are needed.
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.

- L. CSIS – 171L – Service Desk Lab
Prerequisite: CSIS – 171 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- M. DMS – 136 – Clinical Experience IV
Prerequisite: DMS – 124 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- N. ECON – 201 – Principles of Macroeconomics
Prerequisite: MATH – 096 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- O. ECON – 202 – Principles of Microeconomics
Prerequisite: MATH – 096 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- P. ECON – 203 – Introduction to Environmental Economics
Prerequisite: None
Recommended Preparation: ECON – 202
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- Q. ENGL/ED – 132 – Adolescent Literature
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- R. ENGL – 203 – Survey of Shakespeare
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- S. ENGL – 205 – World Folklore
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.

Catalog inclusion date: 2010-2011

No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.

- BB. ENGL – 250 – Women and Literature
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- CC. ENGL – 260 – Introduction to African American Literature (formerly Introduction to African-American Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
Discussion: Prerequisite tabled pending course approval.
- DD. ENGL – 280 – Multiethnic Literature (formerly Multi-Ethnic Literature)
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- EE. ENGL – 285 – World Literature: Antiquity to 1650
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
Discussion: Prerequisite tabled pending course approval.
- FF. ENGL – 286 – World Literature: 1650 to Present
ADD: Prerequisite: ENGL – 101 (with a grade of C or better)
REMOVE: Advisory: ENGL – 101
Catalog inclusion date: 2010-2011
Discussion: Prerequisite tabled pending course approval.
- GG. ENGR – 117 – Solar Photovoltaic Installation
Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- HH. ENGR – 118 – Solar Thermal Installation
Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- II. ENGR – 119 – Small Wind Energy Installation

Prerequisite: SEMA – 100 (with a grade of C or better) and ENGR – 114 (with a grade of C or better)

Catalog inclusion date: 2010-2011

No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.

- JJ. ENVS – 102 – Environmental Science Laboratory
Prerequisite: ENVS – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- KK. FIRE – 107 – Fire Apparatus and Equipment
Prerequisite: FIRE – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- LL. FIRE – 108 – Fire Investigation IA
Prerequisite: FIRE – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- MM. FIRE – 122 – Principles of Fire and Emergency Services Safety and Survival
Prerequisite: FIRE – 101 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- NN. LEG – 107 – Research and Writing for Legal Assistant
Prerequisite: LEG – 104 (with a grade of C or better)
Catalog inclusion date: 2010-2011
Discussion: Prerequisite tabled pending course approval.
- OO. MATH – 105 – College Algebra
Prerequisite: MATH – 096 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- PP. MUS – 214 – Guitar Ensemble
Prerequisite: MUS – 125 (with a grade of C or better)
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.
- QQ. NURS – 064R – Nursing Skills Laboratory – Remediation
Prerequisite: Nursing Program Probationary, Requires Instructor Consent
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda and forwarded to Board of Trustees for approval.

- DD. MATH – 105H – Honors College Algebra
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda.
- EE. NUTR – 100H – Honors Family Nutrition
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda.
- FF. PS – 101H – Honors American Government and Politics
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda.
- GG. PS – 102H – Honors Comparative Politics and Government
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – T. Blake
Discussion: None
Item approved as presented.
- HH. PS – 103H – Honors Ethnic Politics in America
Catalog inclusion date: 2010-2011
M – J. McCurdy, SC – T. Blake
Discussion: None
Item approved as presented.
- II. SOCI – 101H – Honors Principles of Sociology
Catalog inclusion date: 2010-2011
Discussion: Honors Addenda tabled pending course approval.
- JJ. SOCI – 105H/PSYC – 105H – Honors Social Psychology
Catalog inclusion date: 2010-2011
No discussion – Item approved on the consent agenda.

IV. Open Agenda - Action Item

1. **Final Approval – Distance Education Addendum Proposals-First and Only Reading**
 - A. ACCT – 080 – Deducting The Cost of Business Assets (Revised Fully Online and Hybrid Online)
M – R. Goetz, SC – A. Durbin
Discussion: None
Approved as presented.
 - B. ACCT – 126 – Beginning Computer Accounting (Revised Fully Online and Hybrid Online)
M – J. McCurdy, SC – T. Blake
Discussion: None
Item approved as presented.
 - C. ART – 104 – World Art (New Fully Online and Hybrid Online)
M – A. Durbin, SC – D. Candelaria
Discussion: None

Item approved as presented.

- D. ART – 125 – Typography I (Revised Hybrid Online)
Discussion: Item must be resubmitted on current form and reposted to Tech Review by established deadlines. Item tabled to December 14, 2009 agenda.
- E. CSIS – 115A – Web Development – Level 1 (Revised Fully Online and Hybrid Online)
M – J. McCurdy, SC – M. Flores
Discussion: None
Item approved as presented.
- F. CSIS – 125A – Web Development – Level 2 (New Fully Online and Hybrid Online)
M – J. McCurdy, SC – M. Flores
Discussion: None
Item approved as presented.
- G. CSIS – 150 – Using Microsoft Windows (New Fully Online and Hybrid Online)
Discussion: SJC DLO's must be removed. Item must be reposted to Tech Review by established deadlines. Item tabled to December 14, 2009 agenda.
- H. CSIS – 171 – Service Desk Concepts (New Fully Online and Hybrid Online)
Discussion: SJC DLO's must be removed. Item must be reposted to Tech Review by established deadlines. Item tabled to December 14, 2009 agenda.
- I. ECON – 201 – Principles of Macroeconomics (Revised Fully Online and Hybrid Online)
M – K. Billingsley, SC – M. Cvetko
Discussion: None
Approved as presented.
- J. ECON – 202 – Principles of Microeconomics (Revised Fully Online and Hybrid Online)
M – K. Billingsley, SC – M. Cvetko
Discussion: None
Approved as presented.
- K. ENGL – 207 – American Literature: Pre-Colonial to 1865 (Revised Hybrid Online)
Discussion: Item tabled pending course approval.
- L. ENGL – 208 – American Literature: 1865 – to Present (Revised Hybrid Online)
Discussion: Item tabled pending course approval.
- M. ENGL – 220 – Analysis of Fiction (Revised Hybrid Online)
M – M. Cvetko, SC – J. McCurdy
Discussion: None
Approved as presented.
- N. ENGL – 230 – English Literature: Anglo-Saxon to 1775 (New Fully Online and Hybrid Online)
M – M. Cvetko, SC – J. McCurdy
Discussion: None
Approved as presented.
- O. ENGL – 250 – Women and Literature (Revised Hybrid Online)

MM. SOCI – 105/PSYC - 105 - Social Psychology (New Fully Online and Hybrid Online)
M – R. Goetz, SC – K. Billingsley

NN. SOCI – 110 – Media and Society (Revised Fully Online and Hybrid Online)
Discussion: Item tabled pending course approval.

2. **Conceptual Approval – New Course Proposals- First Reading**

None

3. **Conceptual Approval – Major Course Revisions-First Reading**

None

4. **Conceptual Approval – Prerequisite/Co-requisite/Advisory Proposals- First Reading**

None

5. **Conceptual Approval – New Program Proposals-First Reading**

None

6. **Conceptual Approval – Major Program Revisions-First Reading**

None

7. **Conceptual Approval – Major Procedure Revisions-First Reading**

A. Reading Competency - Tabled incomplete submission

Discussion: Ted Blake asked why this item continues to be tabled. Janet McCurdy indicated that further research is required before this item can be approved by the Curriculum Committee. She followed indicating that there may be some redundancy with regard to ENGL- 101.

V. Information/Discussion Agenda

1. New ECC AUME – Honda Fast Track
- Roddy Rampersad provided an overview of this item.
2. New ECC BADM – Sustainable Energy Management for Business
- Item tabled pending course approval
3. New ECC BADM – Event Operations Management (EOM)
- Item tabled pending course approval
4. New ECC CSIS – Service Desk Hardware Support
- Rhonda Goetz provided an overview of this item.
5. New ECC CSIS – Service Desk Software Support
- Rhonda Goetz provided an overview of this item.
6. New ECC ENGR – Solar Thermal Technology
- David Hunt provided an overview of this item.
7. New ECC ENGR – Green Collar Manufacturing
- David Hunt provided an overview of this item.
8. New ECC ENGR – Solar Photovoltaic Technology
- David Hunt provided an overview of this item.
9. New ECC ENGR – Small Wind Energy Technology
- David Hunt provided an overview of this item.
10. Revised ECC LEG – Legal Office Support
- Item tabled pending course approval.
11. Revised ECC MUL – Web Design Concentration
- Rhonda Goetz provided an overview of this item.
12. Revised ECC CIS – Internet Authoring
- Item tabled due to lack of representation and must be revised.
13. New ECC VEW – Viticulture, Enology and Winery Technology Program

AGENDA

13 Area Representatives

- TBA, Applied Technology
- D. Candelaria, Business/CIS, MVC
- TBA, Business/CIS, SJC
- G. Vargas, Social/Behavioral Science, MVC
- TBA, Social/Behavioral Science, SJC
- K. Billingsley, Math and Science, MVC
- M. Nance, Math and Science, SJC
- J. Brown, Arts, MVC
- TBA, Arts, SJC
- M. Stewart, Letters and Language, MVC
Faculty Co-Chair
- Y. Flournoy, Letters and Language, SJC
- M. Cvetko, Student Development, SJC
- A. Durbin, Allied Health, MVC
- T. Blake, Learning Center, MVC

Faculty at Large (4) - Voting

- R. Goetz, MVC
- Vacant
- Vacant
- Vacant

Visitors:

Articulation Officer

- J. McCurdy

Counselor (1)

- D. May

Librarian (1)

- M. Flores (Voting)

Classified Senate (1)

- Angela Seavey,
Class Scheduling &
Information Specialist

Associated Students (2)

- TBA
- TBA

Administration

- R. Rowley, VP of Instruction or
Representative (Non-Voting)
- P. James (Voting)
- J. Johnson (Voting)

Support Staff (Non-Voting)

- C. Hawkins, Assoc. Dean of
Research and Planning
- K. Di Memmo, Inst. Support Coord.
- J. (Jared) Davis, Enrollment Services

I. Opening of Meeting

1. Call to Order
2. Approval of December 7, 2009 minutes.

II. 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.

III. Consent Agenda - Action Items

1. Final Approval – New Course Proposals-Second Reading

- A. BADM – 124 – Introduction to Lodging Operations
Catalog inclusion date: 2010-2011
(Revised backup materials attached)
- B. BADM – 125 – Hotel Convention Services and Operations
Catalog inclusion date: 2010-2011
(Revised backup materials not received)

Catalog inclusion date: 2010-2011

- F. ENVS – 101H – Honors Environmental Science
Catalog inclusion date: 2010-2011
- G. HIST – 103H – Honors History of World Civilizations to 1500
Catalog inclusion date: 2010-2011
- H. HIST – 111H – Honors U.S. History to 1877
Catalog inclusion date: 2010-2011
- I. HIST – 119H – Honors Civil War and Reconstruction, 1860-1876
Catalog inclusion date: 2010-2011

IV. Open Agenda - Action Item

1. Final Approval – Distance Education Addendum Proposals-First and Only Reading

- A. ART – 125 – Typography I (Revised Hybrid Online) (*Revised materials attached*)
- B. CSIS – 150 – Using Microsoft Windows (New Fully Online and Hybrid Online)
(*Revised materials attached*)
- ~~C. CSIS – 171 – Service Desk Concepts (New Fully Online and Hybrid Online)~~
(*Revised materials attached*)
- D. ENGL – 207 – American Literature: Pre-Colonial to 1865 (Revised Hybrid Online)
(*Revised materials attached*)
- E. ENGL – 208 – American Literature: 1865 – to Present (Revised Hybrid Online)
(*Revised materials attached*)
- F. ENGL – 260 – Introduction to African American Literature (Revised Hybrid Online)
(*Revised materials attached*)
- G. ENGL – 285 – World Literature: Antiquity to 1650 (New Fully Online and Hybrid Online)
(*Revised materials attached*)
- H. ENGL – 286 – World Literature: 1650 to Present (New Fully Online and Hybrid Online)
(*Revised materials attached*)
- I. ENVS – 100 – Humans and Scientific Inquiry (New Fully Online and Hybrid Online)
(*Revised materials attached*) *Honors Addenda was not submitted to the Honors Committee by the established deadlines therefore the Course Outline and DE cannot be approved at this time.*
- J. ENVS – 101 – Environmental Science (Revised Fully Online and Hybrid Online)
(*Revised materials attached*)



The mission of Mt. San Jacinto College is to provide quality, educationally enriching experiences, programs and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world.

Instructional Services-Curriculum Office
Curriculum Committee Meeting
December 14, 2009 3:30 pm
CCC Confer

MINUTES

13 Area Representatives

- TBA, Applied Technology
- D. Candelaria, Business/CIS, MVC
- TBA, Business/CIS, SJC
- G. Vargas, Social/Behavioral Science, MVC
- TBA, Social/Behavioral Science, SJC
- K. Billingsley, Math and Science, MVC
- M. Nance, Math and Science, SJC
- J. Brown, Arts, MVC
- TBA, Arts, SJC
- M. Stewart, Letters and Language, MVC
Faculty Co-Chair
- Y. Flournoy, Letters and Language, SJC
- M. Cvetko, Student Development, SJC
- A. Durbin, Allied Health, MVC
- T. Blake, Learning Center, MVC

Faculty at Large (4) - Voting

- R. Goetz, MVC
- Vacant
- Vacant
- Vacant

Visitors:

Bil Bergin (CSIS), Bill Bennett (CSIS), Jason Bader (ART), Susanne Mata (Articulation Agreements), Alma Ramirez (READ), Andrea Hammock (READ)

Articulation Officer

- J. McCurdy

Counselor (1)

- D. May

Librarian (1)

- M. Flores (Voting)

Classified Senate (1)

- Angela Seavey,
Class Scheduling &
Information Specialist

Associated Students (2)

- TBA
- TBA

Administration

- R. Rowley, VP of Instruction or
Representative (Non-Voting)
- P. James (Voting)
- J. Johnson (Voting)

Support Staff (Non-Voting)

- C. Hawkins, Assoc. Dean of
Research and Planning
- K. Di Memmo, Inst. Support Coord.
- J. (Jared) Davis, Enrollment Services

I. Opening of Meeting

1. Call to Order - *Michelle Stewart called the meeting to order at 3:31pm.*
2. Approval of December 7, 2009 minutes.
M – J.McCurdy, SC – G. Vargas
Discussion: ENGL-207, 208, 260, 285, 286 – The Methods of Evaluation and Methods of Instruction “for the DE” do not match Course Outline of Record. HIST - 120 - The Curriculum Committee will establish the definition and send the recommendations to the Academic Senate. “If appropriate” will be added to the sentence that begins with “Once clarification....” SOCI-101H – tabled at the course level for appropriate approval of the Honors addenda. All approved.

II. 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.
None.

Catalog inclusion date: 2010-2011

M – A. Durbin, SC – M. Cvetko

Discussion: None

All approved.

- F. ENVS – 101H – Honors Environmental Science
Catalog inclusion date: 2010-2011
M – A. Durbin, SC – M. Cvetko
Discussion: None
All approved.
- G. HIST – 103H – Honors History of World Civilizations to 1500
Catalog inclusion date: 2010-2011
Item Tabled to January 25, 2010 Agenda
- H. HIST – 111H – Honors U.S. History to 1877
Catalog inclusion date: 2010-2011
Item Tabled to January 25, 2010 Agenda
- I. HIST – 119H – Honors Civil War and Reconstruction, 1860-1876
Catalog inclusion date: 2010-2011
M – A. Durbin, SC – M. Cvetko
Discussion: None
All approved.

IV. Open Agenda - Action Item

I. Final Approval – Distance Education Addendum Proposals-First and Only Reading

- A. ART – 125 – Typography I (Revised Hybrid Online) (*Revised materials attached*)*M-Janet, SC – Jeremy Discussion: None, All approved.*
- B. CSIS – 150 – Using Microsoft Windows (New Fully Online and Hybrid Online) (*Revised materials attached*)*M- Art, SC – Gary, Discussion: None, All approved.*
- C. CSIS – 171 – Service Desk Concepts (New Fully Online and Hybrid Online) (*Revised materials attached*) *M- Art, SC – Gary, Discussion: None, All approved.*
- D. ENGL – 207 – American Literature: Pre-Colonial to 1865 (Revised Hybrid Online) (*Revised materials attached*)*M – Marlene, SC – Janet, Discussion: None, All approved.*
- E. ENGL – 208 – American Literature: 1865 – to Present (Revised Hybrid Online) (*Revised materials attached*) *M – Marlene, SC – Janet, Discussion: None, All approved*
- F. ENGL – 260 – Introduction to African American Literature (Revised Hybrid Online) (*Revised materials attached*) *M – Marlene, SC – Janet, Discussion: None, All approved*
- G. ENGL – 285 – World Literature: Antiquity to 1650 (New Fully Online and Hybrid Online) (*Revised materials attached*) *M – Marlene, SC – Janet, Discussion: None, All approved*



The mission of Mt. San Jacinto College is to provide quality, educationally enriching experiences, programs and opportunities designed to empower students to serve as productive citizens in a dynamic and complex world.

**Instructional Services-Curriculum Office
Curriculum Committee Meeting
December 14, 2009 3:30 pm
CCC Confer**

MEET & CONFER PARTICIPANT INVITATION

EVENT DETAILS:

Status: Active

Event: Curriculum Committee Meeting

Group/College/Organization: Mt. San Jacinto CCD

Date	Start time	End time	Duration
12/14/2009	3:30 PM	5:00 PM	90

PARTICIPANT DETAILS

- > Dial your telephone conference line: (888) 886-3951
 - > Enter your passcode: 764036
 - > Go to www.cccconfer.org.
- > Click the Participant Log In button under the Meet & Confer logo
 - > Locate your meeting and click Go.
- > Fill out the form and enter the password: 764036

PARTICIPANT CONFERENCE FEATURES:

- *0 - Contact the operator for assistance with the audio.
- *6 - Mute/unmute your individual line with a private announcement.

QUESTIONS?

CCC Confer Client Services is available Monday through Friday between 8:00 am - 4:00 pm at 760-744-1150 ext 1537 or 1554 or email clientservices@cccconfer.org.



Board of Trustees

AGENDA

MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT
1499 North State Street, San Jacinto, CA 92583 (951) 487-6752

Vision Statement

Our commitment to excellence is Your gateway to the future.

Thursday, January 21, 2010
San Jacinto Campus
Room 200

1.0 OPEN MEETING

4:00 p.m.

- 1.1 Call to Order
- 1.2 Pledge of Allegiance
- 1.3 Roll Call
- 1.4 Approval of Minutes –December 10, 2009 Organizational Meeting
- 1.5 Approval of Minutes – December 10, 2009 Regular Meeting
- 1.6 Additions and/or Deletions to the Agenda

2.0 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 Board of Trustees.

3.0 REPORTS

- 3.1 Board President & Trustees
- 3.2 Student Trustee
- 3.3 Superintendent/President

4.0 CONSENT AGENDA

4.1 STUDENT SERVICES

- 2009/10-104 Student Code of Conduct – Student Expulsion 7
Student affirmed violation of the MSJC Student Code of Conduct 605.03 B.1.b and 605.03 B.15 and by mutual agreement, waived the disciplinary hearing and accepted voluntary expulsion.

4.2 INSTRUCTION

- 2009/10-105 Major Course Revisions 8
The Administration recommends that the Board of Trustees approve the major course revisions accepted by recent actions of the Curriculum Committee for inclusion in the college offerings.

2009/10-106	<u>New Course Proposals</u> The Administration recommends that the Board of Trustees approve the new course proposals accepted by recent actions of the Curriculum Committee for inclusion in the college offerings.	11
2009/10-107	<u>New Program Proposals</u> The Administration recommends that the Board of Trustees approve the new program proposals accepted by recent actions of the Curriculum Committee for inclusion in the college offerings.	13
2009/10-108	<u>Major Program Revisions</u> The Administration recommends that the Board of Trustees approve the major program revisions accepted by recent actions of the Curriculum Committee for inclusion in the college offerings.	14
4.3 HUMAN RESOURCES		
2009/10-109	<u>New Classified Appointments</u> Classified Appointments are made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.	15
2009/10-110	<u>Academic Appointment</u> Academic Appointments are made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.	16
2009/10-111	<u>Academic Equivalency</u> Requests for equivalency come under the domain of the Academic Senate. The Senate has reviewed and is recommending approval of the equivalency to local hiring criteria and minimum qualifications. The Administration recommends approval.	17
2009/10-112	<u>Administrative Position Upgrade</u> The Superintendent President with support of the Executive Cabinet and the nursing faculty, recommends that the Associate Dean of Allied Health position be realigned to a full Dean of Nursing and Allied Health.	18
2009/10-113	<u>Administrative Appointment – Interim/Temporary</u> Administrative Appointments are made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.	19
2009/10-114	<u>New Associate Faculty – Fall 2010</u> The New Associate Faculty appointments have been made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.	20
2009/10-115	<u>Stipends</u> Payment for extra duties performed outside the realm of regular teaching assignments. The Administration recommends approval.	21

Item No. 2009/10-106	Section: Instruction	Subject: New Course Proposals	Date: 1/21/10
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EXHIBIT

New Course Proposals are on file for review in the Instruction Office.

BACKGROUND:

In accordance with Board policy and the Education Code, upon board approval, the following New Course Proposals, which have been approved by the Curriculum Committee, will be offered.

New Course Proposals

88. ART 093 – Graphic Design Practicum
89. ART 095 – Typography Practicum
90. ART 104 – World Art
91. AUME 101 – Maintenance Light Repair (MLR) I
92. AUME 109 – Maintenance Light Repair (MLR) II
93. BADM 124 – Introduction to Lodging Operations
94. BIOL 131 – Introduction to Biotechnology
95. BIOL 132 – Biotechnology II
96. BIOL 133 – Biotechnology III
97. BIOL 139 – Introduction to Biotechnology Laboratory
98. CDE 118 – Equity and Diversity in Early Childhood
99. CSIS 125A – Web Development – Level 2
100. CSIS 150 – Using Microsoft Windows
101. CSIS 171 – Service Desk Concepts
102. CSIS 171L – Service Desk Lab
103. ECON 203 – Introduction to Environmental Economics
104. ENGR 114 – Machine Tool Technology
105. ENGR 116 – Energy Efficiency and Construction
106. ENGR 117 – Solar Photovoltaic Installation
107. ENGR 118 – Solar Thermal Installation
108. ENGR 119 – Small Wind Energy Installation
109. FIRE 122 – Principles of Fire and Emergency Services Safety and Survival
110. HIST 161 – Global History of World War I
111. HIST 162 – History of the Vietnam War
112. LEG 107 – Research and Writing for Legal Assistant
113. MUS 214 – Guitar Ensemble
114. NURS 064R – Nursing Skills Laboratory – Remediation
115. OTEC 050 – Keyboarding and Software Application Lab
116. PE 114A – Strength Training: Circuit
117. PE 114B – Strength Training: Free Weights
118. PE 114C – Powerlifting

119. PE 118 – Beginning Step Aerobics
120. PE 124A – Theory of Football: Offense
121. PE 124B – Theory of Football: Defense
122. PE 125 – Strength and Conditioning for Football
123. SEMA 100 – ~~Our Sustainable Future~~
124. SEMA 101 – Fundamentals of Energy Assessment in Business
125. SEMA 110 – Managing Sustainability Business Practices
126. SOCI 124 – Foundations for Social Research
127. VEW 106 – Hospitality in the Winemaking Industry
128. VEW 108 – Winery Business Principles
129. VEW 149 – Occupational Internship: Viticulture, Enology, and Winemaking

SUPERINTENDENT/PRESIDENT’S RECOMMENDATION:

It is recommended that the Board of Trustees approve the above New Course Proposals for inclusion in the college offerings.

BUDGET IMPLICATIONS:

None

Item No. 2009/10-108	Section: Instruction	Subject: Major Program Revisions	Date: 1/21/10
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EXHIBIT

Major Program Revisions.

BACKGROUND:

In accordance with Board Policy and the Education Code, upon Board approval, the following Major Program Revisions, which have been approved by the Curriculum Committee, will be offered.

Major Program Revisions

1. ART A.A. Degree
2. CSIS Program /
3. DMS Degree
4. Environmental Studies A.S. Degree – Water and Soil Technologies/Environmental Engineering
5. Environmental Studies A.S. Degree - Ecology/Conservation Biology
6. Fire Technology Certificate
7. Legal Assistant Program
8. Liberal Arts A.A. Degree
9. Music A.A. Degree
10. Multimedia Certificate
11. Physical Education A.A. Degree
12. Science A.S. Degree
13. Theater Arts A.A. Degree

SUPERINTENDENT/PRESIDENT’S RECOMMENDATION:

It is recommended that the Board of Trustees approve the above Major Program Revisions for inclusion in the college offerings.

BUDGET IMPLICATIONS:

None

MAJOR PROGRAM REVISIONS

1. ART A.A. Degree – Revision
Rationale: The development and activations of ART-104 World Art is a goal of our recent Program Review. It is the only Art course that meets the diversity requirement. ART-104 to be added to the Elective Courses area of the A.A. in Art.
Changing course unit value for ART-115 Painting I from 2 to 3 units will facilitate transfer and articulation.
Changing course unit value for ART-116 Painting II from 2 to 3 units will facilitate transfer and articulation.
Catalog inclusion date: 2010-2011
2. CSIS Program – Revision
Rationale: Add CSIS-171 and CSIS-171L to electives for A.S degree in Computer/ Information Systems so that the course can be included in the Service Desk Software Support and Service Desk Hardware Support employment concentrations under the general track.
Catalog inclusion date: 2010-2011
3. DMS Degree – Revision
Rationale: Changing the name of DMS-136 from IV to III for better alignment of sequencing.
Catalog inclusion date: 2010-2011
4. Environmental Studies A.S. Degree – Revision
Environmental Studies/Water and Soil Technologies/Environmental Engineering Emphasis
Rationale: Add ECON-203, Introduction to Environmental Economics as an elective for Water and Soil Technologies/Environmental Engineering Emphasis.
Catalog inclusion date: 2010-2011
5. Environmental Studies A.S. Degree – Revision
Ecology/Conservation Biology Emphasis
Rationale: Add ECON-203, Introduction to Environmental Economics as an elective for Ecology/Conservation Biology.
Remove BIOL-142 as an elective from this degree - the course is being deactivated.
Catalog inclusion date: 2010-2011
6. Fire Technology Certificate – Revision
Rationale: Add FIRE-122 to required courses. Remove FIRE-103 from required courses and add FIRE-103 to elective courses. Change FIRE-108 course title and unit value under electives. Remove FIRE-110 from electives (being deactivated)
Catalog inclusion date: 2010-2011
7. Legal Assistant Program – Revision
Rationale: To revise Legal Assistant certificate by removing LEG-106 from the core courses and replacing with LEG-107; and removing LEG-108 from the elective courses.
Catalog inclusion date: 2010-2011

**MT. SAN JACINTO COLLEGE
MINUTES FOR BOARD OF TRUSTEES MEETING
January 21, 2010**

OPENING OF MEETING

Eugene Kadow, President of the Board, called the meeting to order at 4:05 p.m. at the San Jacinto Campus, 1499 N. State St., San Jacinto, CA 92583.

Pledge of Allegiance – Trustee Schlange

Roll Call:

Board Members

Mr. Kadow – Present
Mrs. Motte – Present
Mrs. McGargill – Present
Miss Schlange – Present
Mrs. Sparkman – Absent
Student Trustee – Absent

Senate Representatives

Academic Senate: Jason Bader – Absent
Classified Senate: Marcus Castellanos – Present
Associated Student Body: Tammy Jimenez - Absent

Staff:

Roger Schultz, Superintendent/President
Kathy Donnell, Exec. Assist. Supt/President
Becky Elam, Vice President, Business Services
Dennis Anderson, Vice President, Instruction
Bill Vincent, Vice President, Student Services
Beth Gomez, Dean, Business Services
Michael Conner, Dean, Instruction
Joyce Johnson, Dean, Instruction
Carlos Lopez, Dean, Instruction
Joanna Quejada, ~~Dean~~, Student Services
Susan Guarino, Dean, Information Technology
Charles Hawkins, Assoc. Dean, Research
Terry Meadows, Interim Chief of Police
Rebecca Teague, Director, Grant Development
Teri Sisco, Director, District Procurement/Gen. Services
Marisa Mendoza, Interim Director, Upward Bound/Talent Search
Karin Marriott, Director Public Information

Visitors and other staff present: Jennifer Marrs, Fred Frontino, Dr. Mike Webster, Dave Higginson, Mike Rose, Sean McMurray

LINK:

Laurie McLaughlin, Dean, Instruction

- The @ MSJC Technology Academy was held this week on the Menifee campus. This was an optional Flex day and the Menifee auditorium was filled close to capacity. He thanked the faculty and believes this demonstrates their dedication to online learning and continuing the tradition of great instruction in the online environment our faculty provide.
- The college will host an optional Flex day on January 22nd at Menifee. The Administration will provide the faculty with updates on the current state of the budget, and planning process. Sessions on student discipline/conduct, the Educational Master Plan and a visioning session on the future of the MSJC police department will be included.
- The MSJC Foundation gala is fast approaching; please join us on February 6th at Wilson Creek Winery.

CONSENT AGENDA

Items 2009/10-104 – 2009/10-127

Trustee Motte asked that Consent Agenda items #112, #113 and #123 be pulled for discussion.

m/sc Schlange/McGargill

Moved to approve Consent Agenda Items 2009/10-104 through 2009/10-127 with the exception of Items #112, #113, and #123.

Motion passed.

4/0

Human Resources

Item 2009/10-112

Administrative Position Upgrade

m/sc McGargill/Schlange

Moved to approve Item 2009/10-112.

Discussion

Trustee Motte asked if the position was being recruited.

Vice President Anderson said not at this time. The position will be filled with an interim, Karen Meyers, for the spring semester. The recruitment will take place this spring.

Motion passed.

4/0

Item 2009/10-113

Administrative Appointment –

Interim/Temporary

m/sc Schlange/McGargill

Moved to approve Item 2009/10-113.

Discussion

Motion passed.

4/0

**EXHIBIT 6: MT. SAN JACINTO COLLEGE BOARD OF TRUSTEES MEETING ACTIONS TO APPROVE
THE SUBSTANTIVE CHANGE PROPOSAL REQUEST**



Board of Trustees

AGENDA

MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT
1499 North State Street, San Jacinto, CA 92583 (951) 487-6752

Vision Statement

Our commitment to excellence is Your gateway to the future.

Thursday, February 10, 2011
San Jacinto Campus
Room 200

1.0 OPEN MEETING

3:30 p.m.

- 1.1 Call to Order
- 1.2 Pledge of Allegiance
- 1.3 Roll Call
- 1.4 Approval of Minutes – January 20, 2011 Regular Meeting
- 1.5 Additions and/or Deletions to the Agenda

2.0 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 Board of Trustees.

3.0 REPORTS

- 3.1 Board President & Trustees
- 3.2 Student Trustee
- 3.3 Superintendent/President

4.0 CLOSED SESSION

Pursuant to all applicable education codes, government codes and recently enacted statutes, the Board of Trustees will meet in closed session to discuss and/or act on the following matters:

- 4.1 **CONFERENCE WITH LABOR NEGOTIATOR** – Faculty Association CTA/NEA. The chief negotiator representing the Board of Trustees is Irma Ramos
- 4.2 **CONFERENCE WITH LABOR NEGOTIATOR** – California School Employees Association (CSEA). The chief negotiator representing the Board of Trustees is Irma Ramos
- 4.3 **CONFERENCE WITH LABOR NEGOTIATOR** – Communications Workers of America (CWA). The chief negotiator representing the Board of Trustees is Irma Ramos

- 4.4 **CONFERENCE WITH LABOR NEGOTIATOR** – Unrepresented employee.
Superintendent/President
- 4.5 **CONFERENCE WITH LEGAL COUNSEL-ANTICIPATED LITIGATION**
1 Case
- 4.6 **CONFERENCE WITH LEGAL COUNSEL – EXISTING LITIGATION**
RIC 10005925

5.0 CONSENT AGENDA

5.1 HUMAN RESOURCES

- 2010/11-153 Academic Temporary Appointments 7
The Academic Temporary Appointments have been made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.
- 2010/11-154 Academic Appointment 8
The Academic Appointment has been made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.
- 2010/11-155 Academic Equivalency 9
Requests for equivalency come under the domain of the Academic Senate. The Senate has reviewed and is recommending approval of the equivalency to local hiring criteria and minimum qualifications. The Administration recommends approval.
- 2010/11-156 Renewal of Administrative Contracts 10
Administrators in the District are employed pursuant to EC 72411 and 72411.5 under the terms and conditions of an individually executed employment contract. The Administration recommends approval.
- 2010/11-157 New Classified Appointments 11
Classified Appointments are made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.
- 2010/11-158 New Associate Faculty – Spring 2011 12
The New Associate Faculty appointments have been made Pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.
- 2010/11-159 Non-Credit Instructors – Spring 2011 13
Non-credit instructor appointments have been made pursuant to Board Policy Manual Chapter 7, BP7110 – Delegations. The Administration recommends approval.
- 2010/11-160 Short-Term Assignment 14
Short-term Assignments are made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.

2010/11-161	<u>Substitute Assignments</u> Substitute assignments are made pursuant to Board Policy Manual Chapter 7, BP7110-Delegations. The Administration recommends approval.	15
2010/11-162	<u>Stipends</u> Payment for extra duties performed outside the realm of regular teaching assignments. The Administration recommends approval.	16
2010/11-163	<u>Leave of Absence Without Compensation</u> This leave is being requested per CSEA contract article XI, section 11.12. The Administration recommends approval.	17
2010/11-164	<u>Separations</u> Notification including the name, assignment and effective date for employees that are leaving the District. The Administration recommends approval.	18
2010/11-165	<u>Volunteers</u> Volunteers play an invaluable role in the operation of the college. The Administration recommends the Board acknowledge the contribution of the volunteers.	19
5.2 BUSINESS SERVICES		
2010/11-166	<u>Approval of Payroll, Purchase Orders, Contracts, and Commercial Warrants</u> The Board of Trustees must authorize and approve all expenditures of the District to comply with applicable education and public contract codes. The Administration recommends approval.	20
2010/11-167	<u>Transfers of Appropriations</u> Authorization to make necessary accounting adjustments to the adopted budget. The Administration recommends approval.	21
2010/11-168	<u>Contract Agreements</u> The Administration recommends that the Board of Trustees provide authorization to execute the District contract agreements.	22
2010/11-169	<u>2010/2011 Budget Modification #4</u> The adoption of this resolution will increase the Restricted General Fund (Fund 12) by \$27,519.19. The Administration recommends that these funds be appropriated according to the attached schedule.	23
2010/11-170	<u>Quarterly Financial Status Report District/Auxiliary Quarterly Financial Reports</u> The Administration recommends that the Board of Trustees receive the quarterly report of the financial condition of the District and in accordance with Education Code section 84043, orders the report filed with the County Superintendent of Schools and the Chancellor's Office.	24
2010/11-171	<u>Notice of Completion for the San Jacinto Campus Library ESL Remodel</u> The Administration recommends the Board approve the execution of the Notice of Completion for the Project (under Civic Code Section 3093 – Public Works) and authorizes the Vice President of Business Services to execute the Notice.	25

6.0 OPEN AGENDA

6.1 HUMAN RESOURCES

2010/11-172 Golden Handshake - STRS 26

The District has determined that pursuant to Ed Code Section 22714 that because of impending curtailment of, or changes in the manner of performing services, the best interests of the District would be served by encouraging eligible certificated employees or academic employees to retire for service and that the retirement will result in a net savings to the District. The Administration recommends approval.

2010/11-173 Golden Handshake - PERS 28

The District has determined that because of impending curtailment of, or changes in the manner of performing services, it is in the best interests of the District to encourage retirement of eligible employees for service under Government Code Section 20904. The Administration recommends approval.

6.2 SUPERINTENDENT/PRESIDENT

2010/11-174 Rescheduling of Election Cycle 30

Elections for the MSJC Board of Trustees are currently held every 2 years in odd numbered years. The District has been informed there would be a cost savings to the District as a result of aligning the District's elections with the statewide general elections held in even years. Elections Code 1302 (b) establishes a procedure whereby the District may change the election date for its Trustees by adopting a resolution no later than March 1, 2011 and submitting the resolution to the County Board of Supervisors for consideration. The Administration recommends approval.

6.3 BOARD OF TRUSTEES

2010/11-175 Consideration/Approval Superintendent/President Employment Contract 31

This action will extend the Superintendent/President's employment contract effective July 1, 2011 through June 30, 2014.

7.0 COMMENTS OF INDIVIDUAL, GROUPS, DELEGATIONS

Public comments may address any item of interest to the public, other than agenda items, that are within the subject matter jurisdiction of the college. Comments shall be limited to five (5) minutes per speaker and twenty (20) minutes per subject unless further time is granted by the Board of Trustees.

8.0 INFORMATION AGENDA

8.1 INSTRUCTION

A. Faculty Recognition 32

Vice President of Instruction, Dr. Dennis Anderson will recognize Dr. Michelle Stewart. Upon recommendation of the Academic Rank Committee, Dr. Stewart will advance from the rank of Associate Professor of English to that of Professor of English.

B. Changes to General Education Requirements for Students in the Associate Degree Nursing Program 33

Dean of Nursing and Allied Health, Dr. Kathleen Winston will introduce changes to the general education requirements for student with baccalaureate degrees and enrolled in the MSJC Associate Degree Nursing Program as outlined in SB 1292.

8.2	HUMAN RESOURCES	
A.	<u>CTA Bargaining Proposal for Academic Year 2010-2011</u>	34
	Pursuant to GC 3547, the California Teachers Association (CTA) proposal to open negotiations for academic year 2010-2011 is being sun-shined. Public comment on this proposal will be taken at the Board's next regularly scheduled meeting to be held in March 2011.	
8.3	BUSINESS SERVICES	
A.	<u>Maintaining Fiscal Stability Priorities</u>	35
	At the January 20, 2011 Board of Trustees Meeting, Vice President of Business Services, Becky Elam provided information on the Governor's Proposed Budget that included the Budget Development Committee's Maintaining Fiscal Stability priorities. At the request of the Trustees, these priorities are presented for further discussion.	
8.4	SUPERINTENDENT/PRESIDENT	
A.	<u>Mt. San Jacinto College ACCJC Substantive Change</u>	36
	In accordance with the ACCJC's Substantive Change Policy, Mt. San Jacinto College will submit three Substantive Change Proposal Approval Requests. Associate Dean of Planning/Institutional Effectiveness/Grants, Rebecca Teague will speak to the changes that are being submitted through the collaboration of the administration and faculty.	
8.5	ACADEMIC SENATE REPORT	
8.6	CLASSIFIED SENATE REPORT	
8.7	STUDENT GOVERNMENT ASSOCIATION	
9.0	ADJOURNMENT	

The next meeting of the Board of Trustees is scheduled for March 10, 2011 at 3:30 p.m., San Jacinto Campus, Room #200.

Board of Trustee meetings are LINKED to room #851 on the Menifee Valley Campus.

Agenda-Related documents which qualify as public records under Section 54957.5 Subdivision (a) and (b) of The Ralph M. Brown Act (Government Code Section, 54950 et seq.) are available for public -- inspection and/or distribution in the President's Office, Room 204, Mt. San Jacinto College, 1499 N. State St., San Jacinto, and CA. 92583.

Additional information or available background material regarding any item on the agenda may be obtained by contacting the Administration Office at 951-487-3001 prior to the meeting.

*Any member of the public who wishes to speak before the Board must complete a Public Participation form and return it to the Board Chair prior to the meeting. Late arrivals will not be permitted to speak. (Forms are available at the speaker's table)

MSJC Board of Trustee meetings are taped and video recorded per Government Code Sections 54953.5 and 54953.6 and Education Code Section 72121(a). Recordings shall be subject to inspection by members of the public in accordance with the California Public Records Act, Government Code Sections 6250.

Any person with a disability may request this agenda be made available in an appropriate alternative format. A request for a disability-related modification or accommodation may be made by a person with a disability who requires a modification or accommodation in order to participate in the public meeting to:

Kathy Donnell
Executive Assistant to the Superintendent/President
1499 N. State St
San Jacinto, CA 92583-2399
951-487-3002
Office hours: 8:00 a.m. to 5:00 p.m.

Request must be received at least 48 hours prior to the meeting.

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



Board of Trustees

MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT
1499 North State Street, San Jacinto, CA 92583 (951) 487-6752

INFORMATION

Section: Superintendent/President	Subject: Mt. San Jacinto College ACCJC Substantive Change	Date: 02/10/11
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The Accrediting Commission of Community and Junior College (ACCJC) expects accredited institutions to undertake change responsibly and to continue to meet the Eligibility Requirements, Accreditation Standards and Commission policies even as they make changes. To provide assurance of institutional quality to the public and to maintain Title IV financial aid funds for students of the institution, a **Substantive Change Proposal** must be reviewed and acted upon by the Commission's Committee on Substantive Change, or the Commission as a whole.

A substantive change is a change which alters: the mission, scope, or name of the institution; the nature of the constituency served; the location or geographical area served; the control of the institution; the content of courses or programs to an extent which represents a significant departure from current curricula or the mode of delivery of a program so that the courses constitute 50% and/or more of a program and/or are offered at a distance or through electronic delivery; or the credit awarded to courses or programs.

Since 2005, Mt. San Jacinto College has experienced tremendous growth and as a result, the institution has developed new programs/certificates and degrees to meet the growing demands of our region, local industry needs, and constituents; we have created new off-campus sites to provide better access to higher education opportunities; and expanded our offerings in distance education.

In accordance with the ACCJC's Substantive Change Policy, Mt. San Jacinto College will submit three Substantive Change Proposal Approval Requests focused on following changes in:

- 1) Location or geographical area served by MSJC – to account for the Temecula Education Complex which offers at least 50% of an educational program
- 2) Addition of courses that constitute 50% or more of a program offered through a mode of distance education or electronic delivery
- 3) Addition of a new degree or vocational certificate program that represents a significant departure from an institution's current programs

The three Substantive Change Proposals are in draft format and are still being finalized through collaboration with administration and faculty. The drafts are being presented to the Board of Trustees as an information item. A formal action item will be placed on the following Board of Trustee meeting agenda scheduled for March 10, 2011 for formal approval.

EXHIBIT 7: DELEGATION OF AUTHORITY TO SUPERINTENDENT/PRESIDENT BOARD POLICY 2430



BP 2430

Approved by Board: August 9, 2001

Page 1 of 1

Revisions:

BP 2430 Delegation of Authority to Superintendent/President

Reference:

***Education Code Sections 70902(d), 72400;
Accreditation Standard 10.A.3***

The Board delegates to the Superintendent/President the executive responsibility for administering the policies adopted by the Board and executing all decisions of the Board requiring administrative action.

The Superintendent/President may delegate any powers and duties entrusted to him or her by the Board, including the administration of colleges and centers, but will be specifically responsible to the Board for the execution of such delegated powers and duties.

The Superintendent/President is empowered to reasonably interpret board policy. In situations where there is no board policy direction, the Superintendent/ President shall have the power to act, but such decisions shall be subject to review by the Board. It is the duty of the Superintendent/President to inform the Board of such action and to recommend written Board policy if one is required.

The Superintendent/President is expected to perform the duties contained in the Superintendent/President job description and fulfill other responsibilities as may be determined in annual goal-setting or evaluation sessions. The Board in consultation with the Superintendent/President shall develop the job description and goals and objectives for performance.

The Superintendent/President shall ensure that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion.

The Superintendent/President shall make available any information or give any report requested by the Board as a whole. Individual trustee requests for information shall be met if, in the opinion of the Superintendent/President, they are not unduly burdensome or disruptive to District operations. Information provided to any trustee shall be available to all trustees.

The Superintendent/President shall act as the professional advisor to the Board in policy formation.

EXHIBIT 8: OPERATIONAL BUDGET AND ANALYSIS OF SUBSTANTIVE CHANGE FINANCIAL RESOURCES AS THEY RELATE TO THE COLLEGE BUDGET

Automotive

DISTRICT 03 - MT SAN JACINTO COMMUNITY COLLEGE

Begin Date: 07/01/2010 / End Date: 02/14/2011

NOTE: Generated from Galaxy screen on 02/14/2011 8:52 AM

Fund	School	Resource	PY	Goal	Function	Object	Adopted Budget	Revised Budget	Uncommitted / Unrealized
11	125	0	0	948	0	1110	60,010.00	60,010.00	0.52
11	125	0	0	948	0	1270	0	120	120
11	125	0	0	948	0	1330	0	0	-261.41
11	125	0	0	948	0	1331	0	0	-42,323.74
11	125	0	0	948	0	1333	0	0	-5,342.05
11	125	0	0	948	0	1340	0	0	-6,801.04
11	125	0	0	948	0	1360	0	0	-397.8
11	125	0	0	948	0	1470	9,704.00	6,204.00	1,204.00
11	125	0	0	948	0	2111	11,039.00	11,039.00	-1,055.22
11	125	0	0	948	0	2220	53,399.00	53,399.00	2,149.36
11	125	0	0	948	0	2331	1,597.00	1,597.00	1,597.00
11	125	0	0	948	0	2340	0	0	-125.61
11	125	0	0	948	0	2431	0	0	0
11	125	0	0	948	0	2460	1,206.00	1,206.00	444.54
11	125	0	0	948	0	4320	5,924.00	6,952.00	51.5
11	125	0	0	948	0	4330	78	78	0
11	125	0	0	948	0	4550	8,700.00	5,536.00	4,694.20
11	125	0	0	948	0	4570	9	81	9.8
11	125	0	0	948	0	5199	400	400	158.57
11	125	0	0	948	0	5310	25	25	0
11	125	0	0	948	0	5320	100	100	0
11	125	0	0	948	0	5570	2,700.00	2,700.00	100
11	125	0	0	948	0	5641	0	250	5.05
11	125	0	0	948	0	5691	250	449	0
11	125	0	0	948	0	6491	1,538.00	2,868.00	30.29

Computer Information Systems

DISTRICT 03 - MT SAN JACINTO COMMUNITY COLLEGE

Fund	School	Resource	PY	Goal	Function	Object	Adopted Budget	Revised Budget	Uncommitted / Unrealized
11	125	0	0	701	0	1110	163,691.00	163,691.00	-0.4
11	125	0	0	701	0	1330	0	0	-474.45
11	125	0	0	701	0	1331	0	0	-48,571.06
11	125	0	0	701	0	1333	0	0	-6,916.95
11	125	0	0	701	0	1340	0	0	-6,277.96
11	125	0	0	701	0	1370	0	0	-140
11	125	0	0	701	0	1470	1,420.00	1,060.00	1,060.00
11	125	0	0	701	0	3110	8,470.00	8,470.00	-3,079.12
11	125	0	0	701	0	3130	117	87	87
11	125	0	0	701	0	3210	6,533.00	6,533.00	-0.3
11	125	0	0	701	0	3310	3,783.00	3,783.00	-254.98
11	125	0	0	701	0	3315	2,374.00	2,374.00	-870.13
11	125	0	0	701	0	3330	0	0	0

11	125	0	0	701	0	3335	21	16	16
11	125	0	0	701	0	3360	0	0	-687.99
11	125	0	0	701	0	3410	14,463.00	14,463.00	-1,532.91
11	125	0	0	701	0	3510	1,179.00	1,179.00	-448.71
11	125	0	0	701	0	3530	10	7	7
11	125	0	0	701	0	3610	3,208.00	3,208.00	-1,225.05
11	125	0	0	701	0	3630	28	20	20
11	125	0	0	701	0	4320	1,833.00	4,271.00	1,590.39
11	125	0	0	701	0	5210	0	80	0
11	125	0	0	701	0	6492	882	882	882
11	125	0	0	701	0	6496	2,518.00	0	0

Engineering

DISTRICT 03 - MT SAN JACINTO COMMUNITY COLLEGE

Fund	School	Resource	PY	Goal	Function	Object	Adopted Budget	Revised Budget	Uncommitted / Unrealized
11	125	0	0	924	0	1331	0	0	-17,211.54
11	125	0	0	924	0	1333	0	0	-1,944.70
11	125	0	0	924	0	4320	110	110	110

Career & Technical Education - SJC

DISTRICT 03 - MT SAN JACINTO COMMUNITY COLLEGE

Fund	School	Resource	PY	Goal	Function	Object	Adopted Budget	Revised Budget	Uncommitted / Unrealized
11	125	0	0	6010	0	1210	62,328.00	62,328.00	0.02
11	125	0	0	6010	0	1470	0	7,400.00	3,545.00
11	125	0	0	6010	0	2112	54,639.00	54,639.00	-0.5
11	125	0	0	6010	0	2360	0	0	-17,139.47
11	125	0	0	6010	0	3130	5,142.00	5,753.00	289.65
11	125	0	0	6010	0	3220	5,850.00	5,850.00	-1,835.32
11	125	0	0	6010	0	3320	3,388.00	3,388.00	-935.36
11	125	0	0	6010	0	3325	792	792	-219.06
11	125	0	0	6010	0	3330	0	0	-21.7
11	125	0	0	6010	0	3335	904	1,012.00	59.9
11	125	0	0	6010	0	3420	8,182.00	8,182.00	-93.45
11	125	0	0	6010	0	3430	4,091.00	4,091.00	-63.93
11	125	0	0	6010	0	3520	393	393	-123.79
11	125	0	0	6010	0	3530	449	504	24.7
11	125	0	0	6010	0	3620	1,071.00	1,071.00	-333.07
11	125	0	0	6010	0	3630	1,222.00	1,357.00	53.44
11	125	0	0	6010	0	3930	0	0	-195
11	125	0	0	6010	0	4390	23,007.00	22,640.00	22,640.00
11	125	0	0	6010	0	4550	2,000.00	2,000.00	514.13
11	125	0	0	6010	0	4590	1,500.00	1,500.00	1,180.63
11	125	0	0	6010	0	5003	200	200	200
11	125	0	0	6010	0	5199	200	200	200
11	125	0	0	6010	0	5210	1,500.00	1,500.00	863.52
11	125	0	0	6010	0	5220	1,971.00	1,971.00	808.05
11	125	0	0	6010	0	5221	0	224	199

11	125	0	0	6010	0	5541	820	820	365
11	125	0	0	6010	0	5630	0	143	0.25

PLEASE NOTE THAT ACCOUNTS SHOWING NEGATIVE BALANCES, PRIMARILY ASSOCIATE FACULTY, ARE COVERED BY THE VP OF INSTRUCTION.

View Financial Summary

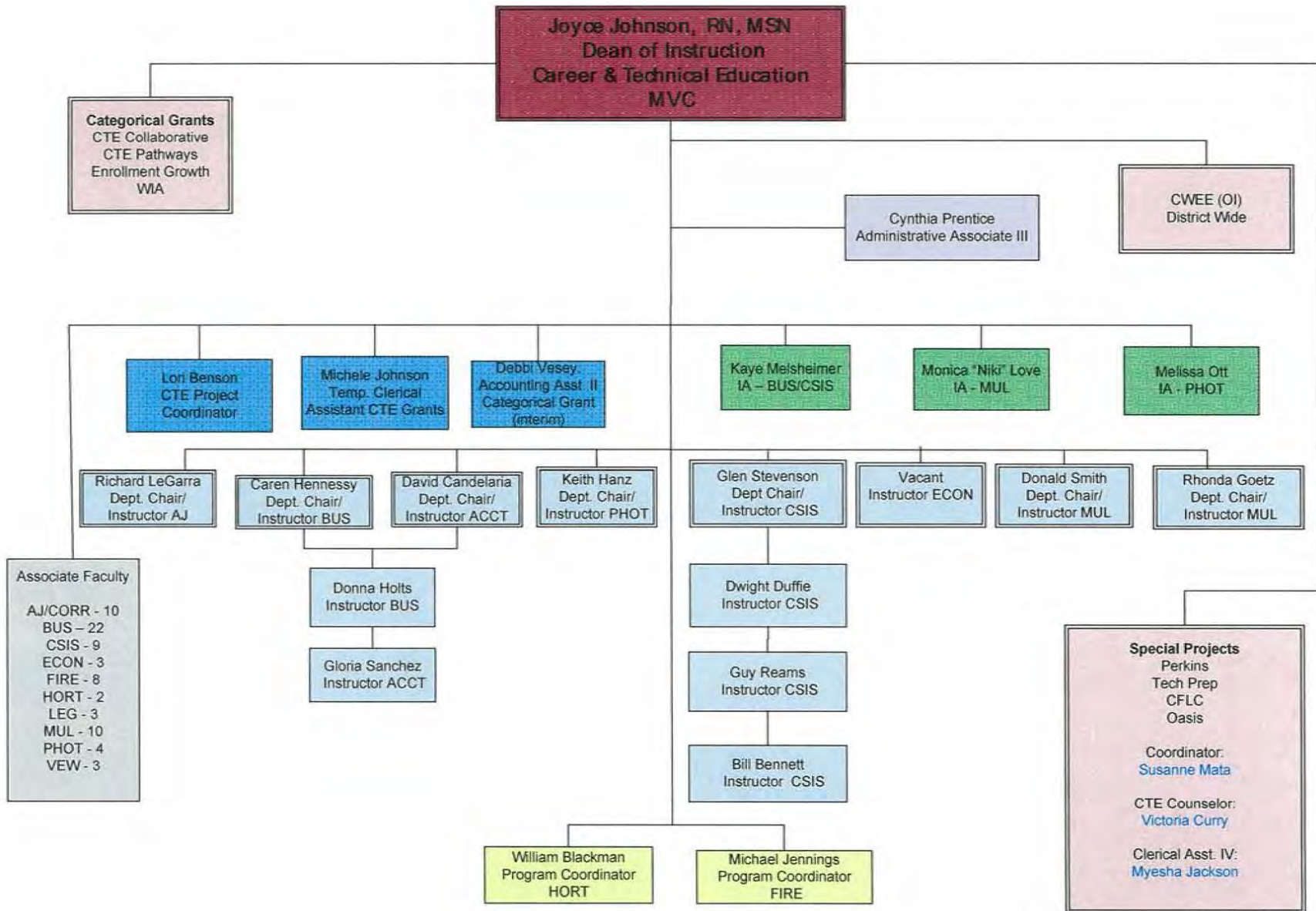
DISTRICT 03 - MT SAN JACINTO COMMUNITY COLLEGE

Begin Date: 07/01/2010 / End Date: 02/09/2011

NOTE: Generated from Galaxy screen on 02/09/2011 4:04 PM

Fund	School	Resource	PY	Goal	Function	Object	Adopted Budget	Revised Budget	Rev/Exp Net of Abatements	Encumbrances	Uncommitted / Unrealized
11	225	0000	0	0514	0000	4320	1,825.00	1,595.00	298.99	35.01	1,261.00
11	225	0000	0	0514	0000	4550	24.00	26.00	25.18	0.00	0.82
11	225	0000	0	0514	0000	4570	102.00	102.00	0.00	0.00	102.00
11	225	0000	0	0514	0000	4590	0.00	100.00	0.00	0.00	100.00
11	225	0000	0	0514	0000	5003	238.00	301.00	2.30	298.44	0.26
11	225	0000	0	0514	0000	5210	344.00	344.00	0.00	0.00	344.00
11	225	0000	0	0514	0000	5630	1,659.00	1,724.00	518.80	1,204.64	0.56
11	225	0000	0	0514	0000	5646	0.00	0.00	0.00	0.00	0.00

EXHIBIT 9: ORGANIZATIONAL CHART SHOWING MANAGEMENT STRUCTURE FOR MT. SAN JACINTO COLLEGE



Joyce Johnson, RN, MSN
Dean of Instruction
Career & Technical Education
MVC

Categorical Grants
 CTE Collaborative
 CTE Pathways
 Enrollment Growth
 WIA

Cynthia Prentice
 Administrative Associate III

CWEE (OI)
 District Wide

Lori Benson
 CTE Project
 Coordinator

Michele Johnson
 Temp. Clerical
 Assistant CTE Grants

Debbi Vesey
 Accounting Asst. II
 Categorical Grant
(interim)

Kaye Meisheimer
 IA - BUS/CSIS

Monica "Niki" Love
 IA - MUL

Melissa Ott
 IA - PHOT

Richard LeGarra
 Dept. Chair/
 Instructor AJ

Caren Hennessy
 Dept. Chair/
 Instructor BUS

David Candelaria
 Dept. Chair/
 Instructor ACCT

Keith Hanz
 Dept. Chair/
 Instructor PHOT

Glen Stevenson
 Dept Chair/
 Instructor CSIS

Vacant
 Instructor ECON

Donald Smith
 Dept. Chair/
 Instructor MUL

Rhonda Goetz
 Dept. Chair/
 Instructor MUL

Associate Faculty
 AJ/CORR - 10
 BUS - 22
 CSIS - 9
 ECON - 3
 FIRE - 8
 HORT - 2
 LEG - 3
 MUL - 10
 PHOT - 4
 VEW - 3

Donna Holts
 Instructor BUS

Gloria Sanchez
 Instructor ACCT

Dwight Duffie
 Instructor CSIS

Guy Reams
 Instructor CSIS

Bill Bennett
 Instructor CSIS

Special Projects
 Perkins
 Tech Prep
 CFLC
 Oasis

 Coordinator:
 Susanne Mata

 CTE Counselor:
 Victoria Curry

 Clerical Asst. IV:
 Myesha Jackson

William Blackman
 Program Coordinator
 HORT

Michael Jennings
 Program Coordinator
 FIRE

Career & Technical Education

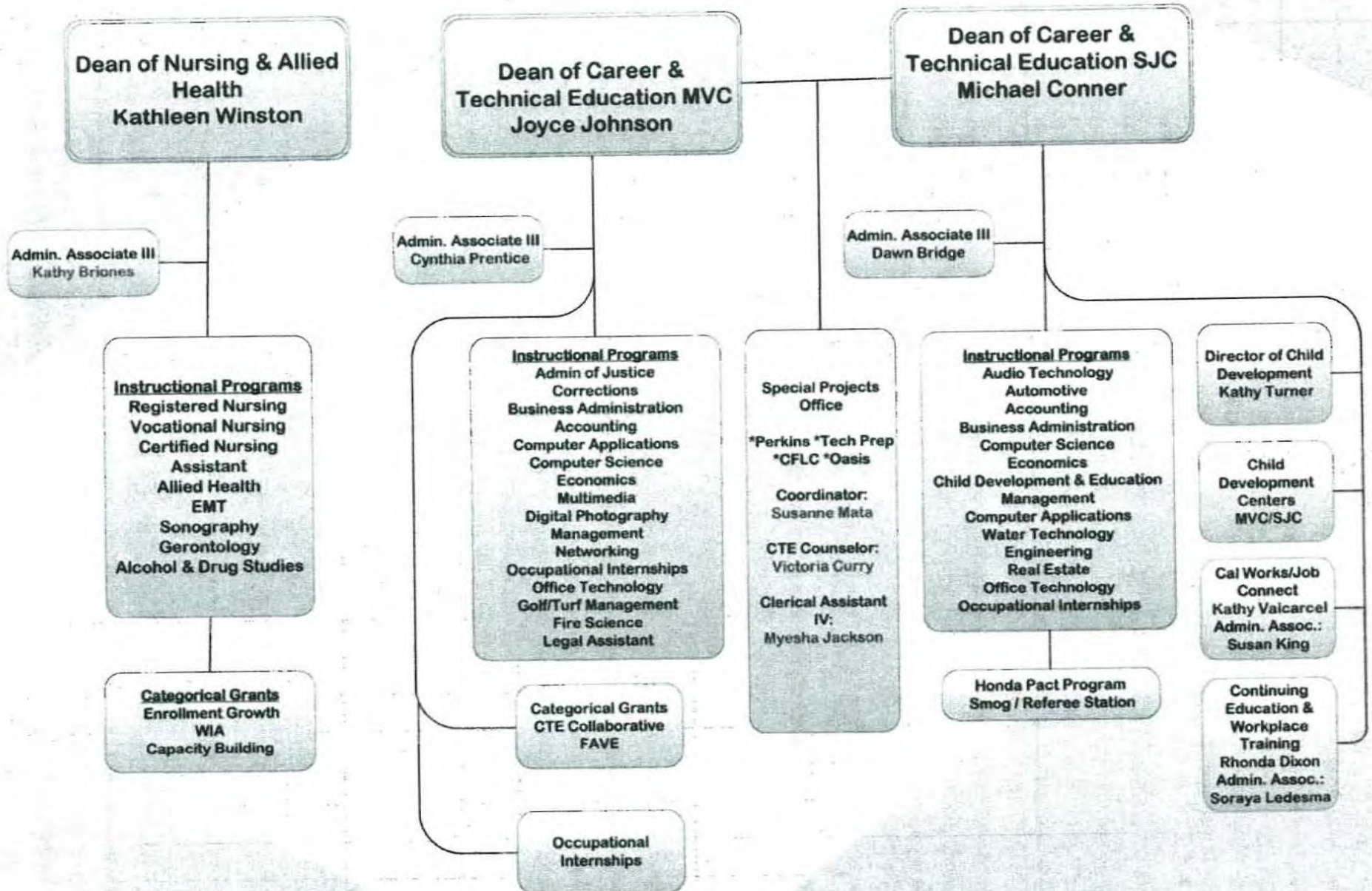


EXHIBIT 10: MATRIX SHOWING STUDENT ACCESS TO STUDENT SUPPORT SERVICES AND LEARNING RESOURCES APPROPRIATE TO THE PROGRAMS OFFERED ONLINE, OFF-SITE, AND ON-SITE

Substantive Change

Student Access to support services and learning resources appropriate to the programs offered at the location.

	<u>Completed Online Off Campus</u>	<u>Completed on Campus</u>	<u>Time needed to Complete</u>	<u>San Jacinto Campus</u>	<u>Menifee Campus</u>	<u>Temecula</u>	<u>Banning</u>	<u>Notes</u>
Application	Yes	Yes	20-30 mins.	Yes	Yes	Yes	Yes	After students complete the application for admissions, it takes about 20-30 minutes for the application to upload in the system. At that time the system will create a student ID # for the student.
Orientation	Yes	Yes	30-45 mins.	Yes	Yes	Yes	Yes	It may take up to 24 hours after a student completes their application before they will be able to access their my.msjc.edu account to complete orientation.
Assessment	No	Yes	1-2 hours	Yes	Yes	Yes	Yes	Students can take an assessment preview prior to taking the actual placement test. The assessment is for placement in Math and English. Check the msjc.edu website for the most current testing hours for each campus.
Financial Aid	Yes	Yes	25-35 mins.	Yes	Yes	Yes (No Financial Aid Dept. onsite)	Yes (No Financial Aid Dept. onsite)	Students can get assistance with completing their FAFSA in the EAC. They will need to bring their income tax information from the prior year to complete FAFSA. Students can print Financial Aid Forms @.10 per copy. School code: 001246
Student Email	Yes	Yes	5 mins.	Yes	Yes	Yes	Yes	It may take up to 24 hrs after a student completes their application before they will be able to access their <i>my.msjc.edu</i> account to set up their student email. It is very important for students to complete this step as this is how the school communicates with students.
Registration Appointment	Yes	Yes	5 mins.	Yes	Yes	Yes	Yes	If a student does not have an appointment to register, the student can speak to the clerk at the counter in the EAC to obtain a date to register.

Substantive Change

Register for Classes	Yes	Yes	5 mins. - 1 hour	Yes	Yes	Yes	Yes	We are not allowed to advise students on which classes to take or with which instructors. If a student is not sure of which classes to register for, we need to direct them to counseling for guidance.
Counseling	N/A	N/A	5 - 30 mins.	Yes	Yes	Yes	Yes	Students can make appointment or walk-in onsite. Students can also submit a question via the online advisor (http://www1.msjc.edu/formscripts/counseling/onlineadvisor/contact.asp) for a counselor to answer general questions.
Tutoring	N/A	N/A	Walk-in	Yes	Yes	Yes?? (See comment section)	No	Currently, tutoring is only offered at SJC and MVC. There is discussion to implement tutoring in Temecula in spring (but only on a limited basis)

EXHIBIT 11: JOB DESCRIPTIONS DEMONSTRATING QUALIFICATIONS REQUIRED FOR PROGRAM FACULTY



**MT. SAN JACINTO COMMUNITY COLLEGE DISTRICT
Invites applications for the position of**

**ASSOCIATE FACULTY – ALL DISCIPLINES
CLOSING DATE: ONGOING
Recruitment # N/A**

JOB SUMMARY

Associate faculty applications are accepted on a continuous basis for all disciplines. Applications are kept on file for 12 months from date of receipt. Various instructional division deans and/or department chairs will assess associate faculty needs and as they make these determinations, each will call the Human Resources Department and ask for applicants in the disciplines they need to staff. This will be true for all District facilities.

Should we have an opening in your discipline, an administrator or faculty member will review the information you have submitted and call you if interested in your background.

To ensure your application package is complete, please be sure all required materials are received. In most cases, an instructional division dean/department chairperson will not consider applicants who have not submitted all the required materials.

All materials submitted in the application package are for this position only and become the property of the District. The materials will not be returned or considered for any other openings.

ABOUT ASSOCIATE FACULTY

Associate Faculty employees are required by State law, as a condition of employment, to pay fair share service fees to the CWA which is the bargaining unit representing Associate Faculty employees at this community college.

The current rates of pay for New Hire Associate Faculty are:

- Lecture Rate: \$47.825 per hour
- Lab Rate: \$43.159 per hour
- Non-Teaching: \$43.159 per hour

APPLICATION PROCEDURES

Each candidate must submit:

1. Completed District Academic application form
2. Current résumé
3. Unofficial transcripts of college-level work
 - Academic disciplines: Master's and above
 - Vocational disciplines: Associate's and/or Bachelor's, higher, if available

INCOMPLETE APPLICATIONS WILL NOT BE CONSIDERED

(The successful candidate must submit official transcripts of all college coursework at the time of employment.)

Submit application materials to:

Mt. San Jacinto Community College District
Human Resources Department
1499 North State Street
San Jacinto, CA 92583

MINIMUM QUALIFICATIONS

Minimum qualifications for Faculty and Administrators for California Community Colleges are established by the Chancellor's Office. Associate Faculty applicants who do not meet the minimum qualifications to teach in a desired discipline but feel that they possess the equivalent of those qualifications, may request an equivalency judgment. Guidelines to assist you in determining whether you need to request an equivalency are outlined below.

EQUIVALENCY POLICY

Education: To qualify in most academic disciplines a Master's degree is required. To qualify in most career education disciplines, a Bachelor's degree and two years of experience or an Associate's degree and six years of experience is required.

Applicants who claim equivalent qualifications shall provide conclusive evidence that they possess qualifications that are at least equivalent to those required by the minimum qualifications. The conclusive evidence must be as clear and reliable as college transcripts. ***The question is not whether you "could teach the class," but whether you can show that you have acquired the equivalent of the minimum qualifications.*** Specifically, the person making the claim must provide conclusive evidence establishing equivalency. If you believe you are qualified for this position but do not meet minimum qualifications as stated above, you must complete and submit an application for equivalence with your completed application packet.

Application for equivalence

Applicants are required to submit a written statement which documents and supports their claim for equivalency. In addition, it is the responsibility of the applicant to submit all appropriate documentation. The conclusive evidence may include but is not limited to:

- a. A transcript indicating that the appropriate courses were successfully completed at an accredited college.
- b. Verification of occupational experience.
- c. Letter from the educational institution that completed coursework is equivalent to the degree requirement.
- d. College catalogs confirming degree coursework and identification of the appropriate coursework on the transcript.
- e. Other evidence of demonstrated skill or accomplishment.

Equivalency Materials Must Be Submitted With Your Application

THE COLLEGE

Mt. San Jacinto Community College (MSJC) is a single college, multi-campus district, which serves the needs of students within a 1,700 square mile area of western Riverside County. This is one of the fastest growing community colleges in the state. Currently, the District serves over 13,000 students on two campuses in San Jacinto and in Menifee Valley. The District is expected to continue growing through the remainder of the decade. The District offers a comprehensive program of transfer, technical, vocational, non-credit and community service programs.

Credit/transfer, and community education courses appeal to a diverse age and ethnic population. Twenty career and technical programs help prepare students for the workforce.

The mission of Mt. San Jacinto College is to provide an excellent culturally enriching environment of academic, career, and lifelong learning programs, designed to meet the workforce challenges of a changing world and to offer equal access for diverse students to achieve transfer and career goals.

The board assures that all employees and applicants for employment will be provided equal opportunity regardless of race, color, national origin, age, religion, sex, sexual orientation, disability, marital status, or veteran status.

Applicants who need assistance in the application and/or hiring process should contact the Human Resources Department as soon as possible. The District will make reasonable accommodations for applicants with disabilities.

THE COMMUNITY

The area provides a diverse geography that includes recreational lakes, mountains, desert and wide open spaces. MSJC is located about 100 miles southeast of Los Angeles and 50 miles west of Palm Springs. There is freeway access to ocean beaches, skiing and cultural offerings in San Diego, Los Angeles and Orange County. Weekend recreational opportunities are a few hours away in Las Vegas, Arizona and nearby mountain resorts. Local theater productions and art galleries provide year-round entertainment, including the famous Ramona Festival and Pageant.