

EL CAMINO COLLEGE
MINUTES OF THE COLLEGE CURRICULUM COMMITTEE
April 28, 2009

Present: F. Arce, J. Davidson, A. Himsel, L. Kjeseth, M. Lipe, V. Lloyd, E. Martinez,
C. Mosqueda, M. Odanaka, S. Panski, V. Rapp, J. Thompson, J. Young

Absent: R. Hughes, C. Somin

Ex-Officio Members Present: Q. Chapman, M. Hall, J. Harmon, L. Suekawa

Ex-Officio Members Absent: C. Brinkman, D. Charles, R. Smith, T. Stewart

Also Present: K. Adams, M. Armstrong, L. Back, S. Bartiromo, P. Chambers-Salazar, I. Drew,
P. Gebert, B. Gibson, T. Hazell, M. Inouye, B. Jaffe, M. Leiby, A. Mannen, J.
Meredith, G. Miranda, S. Rodriguez, P. Schulz, J. Schwartz, S. Warren, C. Wells

CALL TO ORDER

Chair Young called the College Curriculum Committee (CCC) meeting to order at
2:30 p.m.

CHAIR'S REPORT

Chair Young welcomed the Committee to today's meeting. She thanked the faculty and deans for their diligent work on course reviews. She reported that the Standard and Full committees continue to work well, with the goal kept in mind to maintain integrity for the courses. She also announced that Chair Elect, L. Kjeseth attended his first academic senate meeting.

VICE PRESIDENT – ACADEMIC AFFAIRS REPORT

F. Arce announced that he is calling for deans and faculty to work on Student Learning Outcomes simultaneously with course reviews. He reminded the committee of the goal to get off of accreditation warning status and get in compliance.

CURRICULUM REVIEW

Industry and Technology Proposals

- Chair Young introduced Dean of Industry and Technology, S. Rodriguez as errata sheets were distributed to the committee.
- S. Rodriguez presented Nutrition and Foods 15. She fielded a question from Chair Young regarding part VI. on the course outline of record, and the recommendation was accepted.

- There were no other questions and Chair Young announced that starting today there would be a new procedure for approving proposals, whereby the revisions, conditions of enrollment, and distance education versions are approved as separate motions, but as the same time. If a member of the committee would like to disapprove one part only, they can request the motions be separated for approval.
- Chair Young then called for a motion to approve Nutrition and Foods 15 course revisions, conditions of enrollment, and distance education version. A Himsel moved, M. Lipe seconded, and the motion carried.

Behavioral and Social Sciences Proposals

- Dean G. Miranda distributed an errata sheet to the committee and took the podium to present Behavioral and Social Sciences proposals.
- She introduced faculty members B. Gibson, and A. Mannen to the committee.
- Beginning with Anthropology 8, G. Miranda fielded a question from the committee regarding the UC and CSU transfer dates. Q. Chapman announced the correct dates to be added to the course outline of record.
- Continuing with revisions to Child Development 122, G. Miranda fielded a question from the committee regarding section V. part C., and the recommendation was accepted.
- She then presented Child Development 123. The committee to correct an error in section III.
- She continued with Economics 1. The committee requested reviewers names be added to the distance education addendum.
- She then presented revisions to Human Development 5 with no questions or recommendations.
- Continuing with History 17, L. Suekawa noted changes to the CSU transfer and IGETC status. There were no other questions or recommendations.
- Chair Young then called for a motion to approve the Behavioral and Social Sciences proposal revisions, conditions of enrollment, and distance education versions. V. Rapp moved, L. Kjeseth seconded, and the motion carried.

Fine Arts Proposals

- P. Schulz took the podium to present Fine Arts proposals. J. Schwartz distributed an errata sheet to the committee.
- P. Schulz began presenting the revisions to Music 3A, noting the change in section III., subject matter hours. Chair Young requested that he inform the committee how the hours have been re-distributed, and P. Schulz explained the redistribution, reading through section III.
- He continued with Music 3B and Music 3C, also reading aloud the changes to section III. There were no questions or recommendations for either course.
- Chair Young called for a motion to approve the Fine Arts proposal revisions and conditions of enrollment. M. Lipe moved, J. Davidson seconded, and the motion carried.

Health Sciences and Athletics Proposals

- I. Drew distributed an errata sheet to the committee and took the podium to present Health Sciences and Athletics proposals.

- He began presenting revisions to Physical Education 74abcd.
- Discussion ensued regarding units, faculty load and the lecture/lab hours for the Physical Education courses being presented today. These issues will be resolved among the division and Academic Affairs, and it was decided that the courses will continue through the process of being reviewed by the committee and approved by the board.
- I. Drew continued with revisions to Physical Education 74abcd.
- I. Drew continued with Physical Education 101abcd. The committee raised a question regarding section V. part C., to which M. Lipe provided an explanation. No revisions were made.
- He then presented revisions to Physical Education 102abcd with no questions or recommendations.
- Continuing with Physical Education 238abcd, the committee corrected a grammatical error to Form 3 section 7.1. There were no other questions or recommendations.
- I. Drew presented revisions to Physical Education 240abcd and Physical Education 241abcd with no questions or revisions.
- He then presented changes to Sign Language 264. I. Drew and S. Bartiromo fielded questions from the committee regarding the course description, and changes were made to wording. S. Bartiromo also answered inquiries from the committee which clarified that the course is a professional course.
- Chair Young then called for a motion to approve the Health Sciences and Athletics proposal revisions and conditions of enrollment. M. Lipe moved and thanked the faculty. L. Kjeseth seconded, and the motion carried.

CONSENT AGENDA PROPOSALS

- Chair Young directed the committee's attention to today's Consent Agenda handout. She gave them time to read and review the recommendations for approval.
- There were no questions or recommendations upon review.
- She then called for a motion to approve the Consent Agenda proposals. S. Panski moved, J. Thompson seconded, and the motion carried.

CURRICUWARE ONLINE REVIEW DEMONSTRATION

- Chair Young made an overhead projection presentation about how to review and comment on course outlines of record in the CurricuWare online database.
- She fielded questions from the committee regarding submitting and deleting comments, and provided answers.
- L. Kjeseth noted that he would speak with the new database providers from CurricUNET about deleting comments.

CURRICUNET COURSE OUTLINE TEMPLATE

- L. Kjeseth continued the meeting with a presentation of the CurricUNET course outline of record template (draft).
- He noted the side-by-side changes and enhancements made to the new draft.

- Discussion ensued regarding Student Learning Outcomes and their placement on course outlines of record in CurricuWare and/or CurricUNET.
- Chair Young called for a motion to approve inserting Student Learning Outcomes on course outlines of record when the new software is up and running (CurricUNET), but not presently in CurricuWare. J. Thompson moved, M. Lipe seconded, and the motion carried.

SUMMER CURRICULUM REVIEW PROCESS

- Chair Young explained the processes for summer curriculum review. The specific details will be explained at the next meeting with times and figures for compensation.
- She distributed a Summer Review Survey which the committee completed and returned.

ADJOURNMENT

Chair Young called for a motion to adjourn the meeting. V. Rapp moved, A. Himsel seconded, and the motion carried.

**EL CAMINO COLLEGE
COLLEGE CURRICULUM COMMITTEE**

**Proposed Curriculum Changes
April 28, 2009**

BEHAVIORAL AND SOCIAL SCIENCES DIVISION

**COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, CATALOG
DESCRIPTION**

Current Status/Proposed Change

1. Anthropology 8 – Ancient Civilizations of ~~the~~ Mesoamericas
This course is ~~a survey of ancient Indian cultures of North, Central and South America, including their prehistory, and social, political and religious beliefs. The role which Central America played in~~ traces the development of pre-Columbian societies will be examined. The impact of European contact and resulting adaptations will be evaluated, as will current life situations of the indigenous descendants in contemporary society societies of Mesoamerica from the entry of humans into the Americas at the end of the Upper Paleolithic Period until the arrival and conquest by the Spaniards in the early sixteenth century AD. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include languages, writing systems, belief systems, political systems, economies, and the art of these peoples.

Recommendation:

Anthropology 8 – Ancient Civilizations of Mesoamerica
This course traces the development of the indigenous societies of Mesoamerica from the entry of humans into the Americas at the end of the Upper Paleolithic Period until the arrival and conquest by the Spaniards in the early sixteenth century AD. Special attention will be given to those societies that achieved chiefdom or state-level political complexity. Topics will include languages, writing systems, belief systems, political systems, economies, and the art of these peoples.

COURSE REVIEW

1. Anthropology 50 – Special Topics in Anthropology
2. Child Development 50 - Special Topics in Child Development
1. Child Development 152 – Disabilities in the Developing Child
2. Child Development 154 – Role and Responsibilities of the Special Education Assistant
3. Economics 50 – Special Topics in Economics
4. History 50 – Special Topics in History

5. Human Development 50 – Special Topics in Human Development
6. Philosophy 50 – Special Topics in Philosophy
7. Political Science 50 – Special Topics in Political Science
8. Psychology 50 – Special Topics in Psychology
11. Sociology 50 – Special Topics in Sociology

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), TRANSFER STATUS, CATALOG DESCRIPTION

2. Child Development 111 – Pediatric First Aid and CPR

Current Status/Proposed Change

~~No Transfer CSU~~ Proposed Transfer CSU

Recommended Preparation: Child Development ~~10~~ 110

This course offers students certification in pediatric cardio pulmonary resuscitation (CPR) and first aid, which includes, but is not limited to, the assessment and interpretation of emergency situations and safe responses to those situations. ~~The~~ sStudents will learn the proper methods for the control of bleeding and shock, maintenance of airways, breathing and circulation, the care of burns, frostbite, poisonings and other first aid techniques.

Note: This course satisfies the pediatric CPR and first aid requirements for child care programs under current Title 22 regulations.

Recommendation:

Proposed Transfer CSU

Recommended Preparation: Child Development 110

This course offers students certification in pediatric cardio pulmonary resuscitation (CPR) and first aid, which includes, but is not limited to, the assessment and interpretation of emergency situations and safe responses to those situations. Students will learn the proper methods for the control of bleeding and shock, maintenance of airways, breathing and circulation, the care of burns, frostbite, poisonings and other first aid techniques.

Note: This course satisfies the pediatric CPR and first aid requirements for child care programs under current Title 22 regulations.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Child Development 122 – Development of the School Age Child

Current Status/Proposed Change

Prerequisite: Child Development 3 103 with a minimum grade of C or ~~equivalent~~
concurrent enrollment

This course focuses on the theories of middle childhood which spans the ages of five through ~~twelve~~ fourteen. Emphasis is placed on the interrelationship between the physical, cognitive, and social/emotional domains of development. Topics include family, school, community, diversity, and special needs as they relate to the healthy development of school age children. This course also examines current developmental trends specific to middle childhood. Students will ~~observe~~ conduct observations in programs that serve school age children.

Recommendation:

Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment

This course focuses on the theories of middle childhood which spans the ages of five through fourteen. Emphasis is placed on the interrelationship between the physical, cognitive, and social/emotional domains of development. Topics include family, school, community, diversity, and special needs as they relate to the healthy development of school age children. This course also examines current developmental trends specific to middle childhood. Students will conduct observations in programs that serve school age children.

2. Child Development 123 – Principles and Practices of School Age Care Programs

Current Status/Proposed Change

Prerequisite: Child Development 3 103 with a minimum grade of C or ~~equivalent~~
concurrent enrollment

This course focuses on the principles and methods of planning, implementing, and evaluating school age programs. The standards for developmentally appropriate practices and effective methods of guiding behavior will be examined. Topics will include adult/child relationships, diversity, environmental assessments, family and community involvement, career opportunities, and issues of advocacy as they relate to out-of-school age programs. Students will develop and evaluate curriculum in the areas of math, science, creative arts, music, language arts, community service, and physical education. In addition, students will ~~observe~~ conduct observations in programs that serve school age children.

Recommendation:

Prerequisite: Child Development 103 with a minimum grade of C or concurrent enrollment

This course focuses on the principles and methods of planning, implementing, and evaluating school age programs. The standards for developmentally appropriate practices

and effective methods of guiding behavior will be examined. Topics will include adult/child relationships, diversity, environmental assessments, family and community involvement, career opportunities, and issues of advocacy as they relate to out-of-school programs. Students will develop and evaluate curriculum in the areas of math, science, creative arts, music, language arts, community service, and physical education. In addition, students will conduct observations in programs that serve school age children.

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Economics 1 – Principles of Economics: Macroeconomics

Current Status/Proposed Change

Prerequisite: Mathematics 73 or 80 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Recommended Preparation: Economics 5; with a minimum grade of C; Mathematics 70; eligibility for English 1A

Macroeconomics This course introduces students to the principles that explain the operation of the national economy. Topics to be analyzed include consumption of products, exchange, aggregate output, the money supply, national income, price level, economic growth, international trade, international finance, and macroeconomic policies.

Note: Economics or Business majors should consult with a counselor to determine which intermediate algebra course is appropriate for the major.

Recommendation:

Prerequisite: Mathematics 73 or 80 with a minimum grade of C or qualification by testing (El Camino College Mathematics Placement Test) and assessment

Recommended Preparation: Economics 5; eligibility for English 1A

This course introduces students to the principles that explain the operation of the national economy. Topics to be analyzed include consumption of products, exchange, aggregate output, the money supply, national income, price level, economic growth, international trade, international finance, and macroeconomic policies.

Note: Economics or Business majors should consult with a counselor to determine which intermediate algebra course is appropriate for the major.

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN NUMBER, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT, IGETC GENERAL EDUCATION

Current Status/Proposed Change

1. History ~~1A~~ 101 – United States History to 1877

This course is a chronological survey of American ~~historical development~~ history from the first Americans to 1877. ~~Focus is placed~~ focusing on the understanding of American social, intellectual, political, economic, and diplomatic institutions. ~~The expansion of~~ Majors topics in the young nation within the scope of war and diplomacy and the influence of culture and ethnicity in American history will also be discussed course

include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

CSU General Education Requirement – Area C2

IGETC General Education Requirement – Area 4

Recommendation:

History 101 – United States History to 1877

This course is a chronological survey of American history from the first Americans to 1877, focusing on American social, intellectual, political, economic, and diplomatic institutions. Major topics in the course include colonization, slavery, the American Revolution, Native Americans, the Civil War and Reconstruction.

CSU General Education Requirement – Area C2

IGETC General Education Requirement – Area 4

COURSE REVIEW; CHANGES IN NUMBER, CSU GENERAL EDUCATION REQUIREMENT, IGETC GENERAL EDUCATION

Current Status/Proposed Change

1. History ~~47~~ 112 – History of the Chicano in the United States

CSU General Education Requirement - Area C2

IGETC General Education Requirement - Area 3

Recommendation:

History 112 – History of the Chicano in the United States

CSU General Education Requirement - Area C2

IGETC General Education Requirement - Area 3

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

Current Status/Proposed Change

1. Human Development 5 – Career and Life Planning

CSU General Education Requirement - Area E

This course will provides students with an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Students will develop a career and life plan by applying career planning techniques. Emphasis will be placed on selecting a career based on self-examination of interests, personality, skills, and values through assessment inventories, skill exercises, career research, and group activities decision-making strategies. Emphasis will be placed on awareness of psychological, sociological, and physiological factors related to career and life satisfaction.

Recommendation:

Human Development 5 – Career and Life Planning

CSU General Education Requirement - Area E

This course provides an introduction to career and life planning, including an exploration of core values, skills, personality traits, life stages and experiences. Students will develop a career and life plan by applying career planning techniques and decision-making strategies. Emphasis will be placed on awareness of psychological, sociological, and physiological factors related to career and life satisfaction.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Psychology 8 – Social Psychology

Current Status/Proposed Change

This course focuses on the scientific study of the ~~individual within the group. Social Psychology deals with the~~ psychological processes and interpersonal interactions in ~~groups~~ and between groups. The emphasis is on individual behavior rather than on the group as a unit. ~~This course focuses on~~ Topics include social cognition; social perception, social cognition, the nature and assessment of attitudes; prejudice and discrimination; attraction, social and group influence; prosocial behavior, aggression; group processes, personality, gender and human sexuality prosocial behavior; interpersonal attraction and intimate relationships; and gender and culture.

Recommendation:

This course focuses on the scientific study of the psychological processes and interpersonal interactions in and between groups. The emphasis is on individual behavior rather than on the group as a unit. Topics include social cognition; social perception, attitudes; prejudice and discrimination; social and group influence; aggression and prosocial behavior; interpersonal attraction and intimate relationships; and gender and culture.

NEW DISTANCE EDUCATION COURSE VERSIONS

1. Anthropology 8 – Ancient Civilizations of Mesoamerica (Online)
1. History 112 – History of the Chicano in the United States (Online)
2. Psychology 8 – Social Psychology (Online)

BUSINESS DIVISION

INACTIVATE COURSE

1. Real Estate 25 – Computer Applications in Real Estate

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGES IN DESCRIPTIVE TITLE, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Business 24 – Introduction to Small Business Management Entrepreneurship
~~In this This course the students will examine basic concepts and techniques used in is designed to provide systematic approach to planning, developing, and operating a small business, management. Emphasis will be on entrepreneurial strategy, new venture opportunities, the business plan, small business marketing, small business management, and financial management~~ Students will focus on building skills needed to initiate and manage business ventures. The course will emphasize developing the expertise needed to analyze consumer and business trends and to use this information in planning and developing a business venture. Areas of concentration include the principles of developing new products, acquiring financing, drafting a business plan, advertising, taxation, accounting, legal forms of organizations, and e-commerce in a global environment.

Recommendation:

Business 24 – Introduction to Small Business Entrepreneurship
 This course is designed to provide a systematic approach to planning, developing, and operating a small business. Students will focus on building skills needed to initiate and manage business ventures. The course will emphasize developing the expertise needed to analyze consumer and business trends and to use this information in planning and developing a business venture. Areas of concentration include the principles of developing new products, acquiring financing, drafting a business plan, advertising, taxation, accounting, legal forms of organizations, and e-commerce in a global environment.

COURSE REVIEW

1. Business 43 – Office Procedures
2. Business 50 – Special Topics in Business
3. Computer Information Systems 50 - Special Topics in computer Information Systems
4. Law 50 - Special Topics in Law
5. Real Estate 50 - Special Topics in Real Estate

COURSE REVIEW; DISTANCE EDUCATION UPDATE; CHANGE IN CATALOG DESCRIPTION

1. Business 60A – Microcomputer Keyboarding

Current Status/Proposed Change

In this course the student will learn the touch keyboarding method for alphabetic and numeric/symbol keys on micro-computers. ~~The course aids the student in developing~~ Students will develop the fundamental computer skills necessary to input information efficiently and accurately. ~~This course is recommended for students interested in developing basic computer keyboarding skills.~~

Recommendation:

In this course the student will learn the touch keyboarding method for alphabetic and numeric/symbol keys on micro-computers. Students will develop the fundamental computer skills necessary to input information efficiently and accurately.

2. Real Estate 11 – Real Estate Principles

Current Status/Proposed Change

This course covers various aspects of real estate; including an introduction to legal aspects, title and escrow procedures, property management, appraisal, finance, and the ~~transfer~~ ownership of real property. Students develop basic vocabulary and test-taking skills in partial preparation for state examination for ~~the~~ a California Department of Real Estate and appraiser licenses.

Note: The California Department of Real Estate (DRE) requires completion of this course prior to ~~obtaining~~ taking the California Real Estate salesperson examination and has approved this course for credit for the DRE broker’s license requirement. ~~The DRE has approved this course as one of the elective courses for the real estate broker license. The Office of Real Estate Appraisal (OREA) has approved this course for 54 hours of basic education (BE) credit. OREA has approved this course for 51 hours of continuing education (CE) credit for license renewal provided the student has 90% attendance and passes a closed book final exam.~~

Recommendation:

This course covers various aspects of real estate, including an introduction to legal aspects, title and escrow procedures, property management, appraisal, finance, and the ownership of real property. Students develop basic vocabulary and test-taking skills in partial preparation for state examination for a California Department of Real Estate licenses.

Note: The California Department of Real Estate (DRE) requires completion of this course prior to taking the California Real Estate salesperson examination and has approved this course for credit for the DRE broker’s license requirement.

3. Real Estate 13 – Real Estate Practice

Current Status/Proposed Change

~~In This course presents students will be introduced to the standard forms used in the real estate industry and provides instruction on the will learn techniques necessary to close a residential real estate sales transaction. Students will develop skills in partial preparation for the state examination for a California Department of Real Estate (DRE) license, with Emphasis is placed on the advertising, listings, financing, finance, appraisal, escrow and taxation the tax aspects of real estate property ownership.~~

Note: ~~The California Department of Real Estate (DRE) requires completion of this mandated course within 18 months of licensure for the prior to taking the California Real Estate sSalesperson conditional license in addition to completion of the required Real Estate Principles course. This course is statutorily required Examination and has approved this course for credit for the DRE broker’s license requirement.~~

Recommendation:

In this course students will be introduced to the standard forms used in the real estate industry and will learn techniques necessary to close a residential real estate transaction. Students will develop skills in partial preparation for the state examination for a California Department of Real Estate (DRE) license, with emphasis placed on advertising, listings, finance, appraisal, escrow and the tax aspects of real property ownership.

Note: The California Department of Real Estate (DRE) requires completion of this course prior to taking the California Real Estate Salesperson Examination and has approved this course for credit for the DRE broker’s license requirement.

4. Real Estate 14A – Real Estate Finance I

Current Status/Proposed Change

This course provides instruction on the various aspects of finance, including fixed and variable rate loans, conventional and government financing programs, and creative financing options. Students will calculate unpaid loan balance, interest, and loan qualifying ratios.

Note: ~~This course is approved by Tthe California Department of Real Estate (DRE) has approved this course as one of the optional courses that must be completed within 18 months of conditional salesperson licensure in addition to the required courses of Real Estate Principles and Real Estate Practice. This course is statutorily required for the California DRE broker license. The Office of Real Estate Appraisal (OREA) has approved this course for 54 hours of basic education (BE) credit. OREA has approved this course for 51 hours of continuing education (CE) credit for license renewal provided the student has 90% attendance and passes a closed book final exam. as one of the mandatory eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.~~

Recommendation:

This course provides instruction on the various aspects of finance, including fixed and variable rate loans, conventional and government financing programs, and creative financing options. Students will calculate unpaid loan balance, interest, and loan qualifying ratios.

Note: This course is approved by the California Department of Real Estate as one of the mandatory eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Computer Information Systems 26 – Using Spreadsheets

Current Status/Proposed Change

Recommended Preparation: Computer Information Systems 13 ~~with a minimum grade of C or the ability to accurately construct a working spreadsheet which includes labels, values, formulas, and functions~~ equivalent experience

~~This course is designed for the student who has some initial experience with spreadsheets.~~ In this course students learn to use spreadsheets are used to solve business and information system problems in a graduated series of laboratory projects. The database, graphics features, macros, and advanced logical and mathematical financial functions of spreadsheets are also discussed and utilized. The student will create and enhance charts, work with multiple worksheets and integrate spreadsheets with other Windows applications.

Recommendation:

Recommended Preparation: Computer Information Systems 13 or equivalent experience
 In this course students learn to use spreadsheets to solve business and information system problems in a graduated series of laboratory projects. The database, graphics features, macros, and advanced logical and financial functions of spreadsheets are utilized. The student will create and enhance charts, work with multiple worksheets and integrate spreadsheets with other Windows applications.

2. Computer Information Systems 28 – Using Database Applications

Current Status/Proposed Change

Recommended Preparation: Computer Information Systems 13 ~~with a minimum grade of C or the ability to solve business problems using pseudocode or logic flow diagrams~~ equivalent experience

~~This course offers introductory~~ the student advanced instruction in the use of relational databases management systems within in a Windows environment. The student designs and develops a database from user specifications. Topics include analyzing source documents, normalizing a database, techniques of effective design and creating and implementing all tables and database objects. Applications used for are typical business

activities operations such as inventory, sales, personnel, and finance will be presented human resources.

Recommendation:

Recommended Preparation: Computer Information Systems 13 or equivalent experience
 This course offers the student advanced instruction in relational databases in a Windows environment. The student designs and develops a database from user specifications. Topics include analyzing source documents, normalizing a database, techniques of effective design and creating and implementing all tables and database objects. Applications used are typical business operations such as inventory and human resources.

3. Real Estate 31 – Mortgage Loan Brokering and Lending

Current Status/Proposed Change

Recommended Preparation: Real Estate 11 or concurrent enrollment or California Department of Real Estate (DRE) license or equivalent experience; Business 15

This course introduces the student to the principles and operations of the mortgage loan brokering field. The emphasis is on the lending rules for residential property. Students learn lending laws of Regulation Z, usury laws, disclosures, maximum fees and charges, agency relationships, advertising laws, HUD/RESPA Housing and Urban Development (HUD) and Real Estate Settlement Procedures Act (RESPA) calculations and the loan process. This course partially satisfies the California requirements for the Real Estate Salesperson and California Real Estate Broker's licenses.

Note: ~~This course is approved by the California Department of Real Estate (DRE) has approved this course as one of the optional elective courses that must be completed within 18 months of conditional for the eight statutorily required college-level courses for the broker license and for the salesperson license in addition to the required courses of license, which also requires Real Estate Principles and Real Estate Practice. The DRE has approved this course as one of the elective courses for the real estate broker license.~~

Recommendation:

Recommended Preparation: Real Estate 11 or concurrent enrollment or California Department of Real Estate (DRE) license or equivalent experience; Business 15

This course introduces the student to the principles and operations of the mortgage loan brokering field. The emphasis is on the lending rules for residential property. Students learn lending laws of Regulation Z, usury laws, disclosures, maximum fees and charges, agency relationships, advertising laws, Housing and Urban Development (HUD) and Real Estate Settlement Procedures Act (RESPA) calculations and the loan process. This course partially satisfies the California requirements for the Real Estate Salesperson and California Real Estate Broker licenses.

Note: This course is approved by the California Department of Real Estate as one of the elective courses for the eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Real Estate 19 – Real Property Management

Current Status/Proposed Change

~~Introduction to the~~ This course covers various aspects of real estate property management, including the for income producing real property; including rights and responsibilities of the parties, personnel, and ownership of income-producing for on-site and off-site rental-income property, with emphasis on residential introduction to the legal contracts for rental property, physical maintenance, and contracts trust fund accounting fundamentals including security deposits.

Note: ~~This course is approved by the California Department of Real Estate (DRE) has approved this course as one of the optional elective courses that must be completed within 18 months of conditional for the eight statutorily required college-level courses for the broker license and for the salesperson licensure in addition to the required courses of license, which also requires Rreal Eestate Pprinciples and Rreal Eestate Ppractice. The DRE has approved this course as one of the elective courses for the real estate broker license. The Office of Real Estate Appraisal (OREA) has approved this course for 54 hours of basic education (BE) credit. OREA has approved this course for 51 hours of continuing education (CE) credit for license renewal provided the student has 90% attendance and passes a closed book final exam.~~

Recommendation:

This course covers various aspects of property management for income producing real property, including rights of the parties, personnel for on-site and off-site rental-income property, introduction to the legal contracts for rental property, physical maintenance, and trust fund accounting fundamentals including security deposits.

Note: This course is approved by the California Department of Real Estate as one of the elective courses for the eight statutorily required college-level courses for the broker license and for the salesperson license, which also requires real estate principles and real estate practice.

FINE ARTS DIVISION

COURSE REVIEW

1. Art 10ab – Drawing Fundamentals I
2. Art 18abcd – Life Drawing II
3. Art 50 – Special Topics in Art
4. Communication Studies 50 – Special Topics in Communication Studies
5. Dance 50 – Special Topics in Dance

6. Film/Video 50 - Special Topics in Film/Video
7. Music 50 - Special Topics in Music
8. Photography 50 - Special Topics in Photography
9. Theatre 50 - Special Topics in Theatre

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Art 17ab – Life Drawing I

Current Status/Proposed Change

This course ~~includes~~ covers the art and technique of drawing from live models with an emphasis on anatomical structure, representation of gestures, foreshortening and proportion.

Recommendation:

This course covers the art and technique of drawing from live models with an emphasis on anatomical structure, representation of gestures, foreshortening and proportion.

2. Dance 19ab – Beginning Dance

Current Status/Proposed Change

This course is an introduction to basic dance techniques and terminology. ~~for the beginning student. This course~~ It includes segments on body alignment, flexibility, strength, coordination and combinations common to ballet, jazz and modern dance. Attendance is required at selected dance events ~~that are sponsored by the Center for the Arts.~~

Recommendation:

This course is an introduction to basic dance techniques and terminology. It includes segments on body alignment, flexibility, strength, coordination and combinations common to ballet, jazz and modern dance. Attendance is required at selected dance events.

3. Music 3B – Theory and Musicianship II

Current Status/Proposed Change

This course is a continuation of Music 3A and ~~includes~~ expands the enlargement study of the analytical tonal music by enlarging the harmonic vocabulary by the addition of to include diatonic seventh chords symbols found in commercial music, figured-bass realization, and by the inclusion of all non-dominant ninths, and of altered chords. Analysis from the literature will focus on vertical/linear structural versus prolongation events as well as species counterpoint in smaller to larger scale formal units. and secondary functions. Modulation types common to music of the 18th century and small forms will also be discussed. Appropriate exercises in sight-singing, ~~ear training, and dictation, and keyboard harmony~~ will accompany analytical written work.

Recommendation:

This course is a continuation of Music 3A and expands the study of tonal music by enlarging the harmonic vocabulary to include diatonic seventh chords and secondary functions. Modulation types common to music of the 18th century and small forms will also be discussed. Appropriate exercises in sight-singing and dictation will accompany written work.

4. Music 23abcd Applied Music/Private Lessons

Current Status/Proposed Change

This course is a ~~workshop/recital~~ workshop class which includes a weekly private ~~one hour~~ lesson ~~per week~~. The student is required to practice on campus a minimum of ~~five~~ six hours per week, to enroll and participate in a large performing ~~music~~ ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and in occasional master classes.

Recommendation:

This course is a recital workshop which includes a weekly private lesson. The student is required to practice on campus a minimum of six hours per week, to enroll and participate in a large performing ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and in occasional master classes.

5. Music 31B – Beginning Piano II

Current Status/Proposed Change

This course is a continuation of Music 31A (Beginning Piano) using increasingly complex materials. Students will attend selected musical events at the El Camino College Center for the Arts and in the community.

Recommendation:

This course is a continuation of Music 31A (Beginning Piano) using increasingly complex materials. Students will attend selected musical events at the El Camino College Center for the Arts and in the community.

6. Music 31C – Intermediate Piano I

Current Status/Proposed Change

This course continues the development of musical, technical and functional skills using selected intermediate repertoire representative of the ~~four~~ stylistic periods, ~~the Baroque, Classic, Romantic and Contemporary~~. Attendance at specified musical events at the El Camino College Center for the Arts and in the community is required.

Recommendation:

This course continues the development of musical, technical and functional skills using selected intermediate repertoire representative of the stylistic periods. Attendance at

specified musical events at the El Camino College Center for the Arts and in the community is required.

7. Music 31D – Intermediate Piano II

Current Status/Proposed Change

This course continues the development of ~~music~~ musical, technical and functional skills using selected intermediate and intermediate/advanced repertoire representative of the ~~four~~ style periods, the Baroque, Classic, Romantic and Contemporary. Attendance at ~~specific~~ specified musical events at the El Camino College Center for the Arts and in the community is required.

Recommendation:

This course continues the development of musical, technical and functional skills using selected intermediate and intermediate/advanced repertoire representative of the style periods, the Baroque, Classic, Romantic and Contemporary. Attendance at specified musical events at the El Camino College Center for the Arts and in the community is required.

8. Music 90abcd – Intermediate Applied Music/Private Lessons

Current Status/Proposed Change

This course for the continuing Applied Music student is a ~~workshop~~ recital class ~~workshop~~ which includes a weekly private one-hour lesson per week for the continuing Applied Music student. The student is required to practice on campus a minimum of ~~five~~ six hours per week, to enroll ~~in~~ and participate in a large performing ~~music~~ ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and occasional master classes.

Recommendation:

This course for the continuing Applied Music student is a recital workshop which includes a weekly private lesson. The student is required to practice on campus a minimum of six hours per week, to enroll and participate in a large performing ensemble class at El Camino College, and to attend selected musical events offered by the El Camino College Center for the Arts and in the community. Selected students may perform in a public recital and occasional master classes.

COURSE REVIEW; CHANGES IN DESCRIPTIVE TITLE, TRANSFER STATUS, CATALOG DESCRIPTION

Current Status/Proposed Change

1. Art 147abcd – ~~Digital Video Design~~ Motion Graphics

Proposed UC Transfer

This course ~~will~~ covers techniques for creating digital movies and performing non-linear editing ~~techniques~~. Topics ~~covered will~~ include: ~~a history and overview of analog and digital video;~~ analysis of analyzing selected works of commercial and fine art videos, ~~pieces;~~ use of using sound effects and music; effective use of transitions; and

incorporating still images and text. ~~Technical issues such as~~ Also included are file formats, compression options, and hardware requirements will be covered relative to creating projects for output to videotape, required for output to multimedia sources and the World Wide Web. ~~Students will create a~~ An original digital video project will be created by each student.

Recommendation:

Art 147abcd – Motion Graphics

Proposed UC Transfer

This course covers techniques for creating digital movies and performing non-linear editing. Topics include history and overview of analog and digital video, analyzing selected works of commercial and fine art videos, using sound effects and music, effective use of transitions, and incorporating still images and text. Also included are file formats, compression options, and hardware required for output to multimedia sources and the World Wide Web. An original digital video project will be created by each student.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Music 3A – Theory and Musicianship I

Current Status/Proposed Change

Prerequisite: Music 1 with a minimum grade of C or equivalent

Recommended Preparation: Music 2A; Music 31A or equivalent; eligibility for English 84 1A or ESL 52C

~~In This course in music theory designed for the music major, commences with a review of music fundamentals terminology followed by an expansion of the concept of tonality in vocal and instrumental music from all style periods. Class assignments will focus on acquiring the descriptive language of chord grammar and mastery of the voice leading principles of standard SATB (Soprano, Alto, Tenor, Bass) part writing. In addition, students will construct melodic harmonic reductions of a students acquire knowledge of tonal harmony and develop corresponding aural skills. Four-part voice leading principles, harmonic progression, Roman numeral analysis, musical composition form, and non-chord tones are emphasized. Appropriate exercises in sight-singing, ear training, and dictation, and keyboard harmony will accompany and analytical written work.~~

Recommendation:

Prerequisite: Music 1 with a minimum grade of C or equivalent

Recommended Preparation: Music 2A; Music 31A or equivalent; eligibility for English 1A or ESL 52C

In this course designed for the music major, students acquire knowledge of tonal harmony and develop corresponding aural skills. Four-part voice leading principles, harmonic progression, Roman numeral analysis, musical form, and non-chord tones are emphasized. Appropriate exercises in sight-singing and dictation will accompany written work.

2. Music 3C – Theory and Musicianship III

Current Status/Proposed Change

Prerequisite: Music 3B with a minimum grade of C ~~and Music 31B or equivalent with a minimum grade of C~~

Recommended Preparation: ~~Music 8A or 8B, or concurrent enrollment;~~ Music 15A or Music 15B

This course is a continuation of Music 3B and ~~completes the vertical chromatic~~ expands the study of tonal music by enlarging the harmonic vocabulary. ~~Analysis from to include the literature will focus on advanced modulation, sonorities including 9th, 11th, and 13th remaining chords, large first rondo and sonata forms, and the principles of instrumentation and orchestration.~~ Small form will be reviewed as a precursor to sonata form, and students will study enharmonic modulation, modes, instrumental transposition, and orchestral score reading. Appropriate exercises in sight-singing, ~~harmonic reduction, and dictation, and keyboard harmony~~ will accompany analytical written work.

Recommendation:

Prerequisite: Music 3B with a minimum grade of C or equivalent

Recommended Preparation: Music 15A or Music 15B

This course is a continuation of Music 3B and expands the study of tonal music by enlarging the harmonic vocabulary to include the remaining chords. Small form will be reviewed as a precursor to sonata form, and students will study enharmonic modulation, modes, instrumental transposition, and orchestral score reading. Appropriate exercises in sight-singing and dictation will accompany written work.

HEALTH SCIENCES AND ATHLETICS DIVISION

COURSE REVIEW

1. Contemporary Health 50 – Special Topics in Contemporary Health
2. Educational Development 50 – Special Topics in Educational Development
3. Nursing 50 - Special Topics in Nursing
4. Physical Education 50 - Special Topics in Physical Education
5. Radiologic Technology 50 - Special Topics in Radiologic Technology
6. Sign Language/Interpreter Training 20 – Interpreting Practicum
7. Sign Language/Interpreter Training Special 50 - Topics in Sign Language/Interpreter Training

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), GRADING METHOD, CATALOG DESCRIPTION

1. Educational Development 10abcd – English Grammar for Deaf and Hard of Hearing Students

Current Status/Proposed Change

Grading Method: ~~Letter~~ Pass/No Pass

Recommended Preparation: ~~that the student be eligible (and verified) for services through the Special Resource Center~~ None

~~This is a developmental course designed to transfer the student's first language into written English by focusing on English~~ introduces deaf and hard-of-hearing student to the basic principles of grammar, pre-writing skills sentence structure, and vocabulary. Students will combine structurally accurate develop clear, concise sentences into a comprehensive and write short paragraphs.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

Recommendation:

Grading Method: Pass/No Pass

Recommended Preparation: None

This course introduces deaf and hard-of-hearing student to the basic principles of grammar, sentence structure, and vocabulary. Students will develop clear, concise sentences and write short paragraphs.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

2. Educational Development 11abcd – Writing and Reading for Deaf and Hard of Hearing Students

Current Status/Proposed Change

Grading Method: ~~Letter~~ Pass/No Pass

Recommended Preparation: ~~that the student be eligible (and verified) for services through the Special Resource Center~~ None

~~This is a comprehensive writing and reading course incorporating for deaf and hard-of-hearing students. It incorporates the use of the writing process, development~~ developing writing skills, building basic reading skills and vocabulary development. Students will write in response to selected short stories, and personal experiences, and stories presented in the students' first sign language. Emphasis will be is placed on the development of efficient writing and reading skills that include pre-reading strategies, making inferences, using contextual clues and identifying the main idea.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

Recommendation:

Grading Method: Pass/No Pass

Recommended Preparation: None

This is a comprehensive writing and reading course for deaf and hard-of-hearing students. It incorporates the use of the writing process, developing writing skills, building basic reading skills and vocabulary development. Students will write in response to selected short stories and personal experiences presented in the sign language. Emphasis is placed on the development of efficient writing and reading skills that include pre-reading strategies, making inferences, using contextual clues and identifying the main idea.

Note: This course is taught in American Sign Language and designed for students who are deaf and hard-of-hearing.

COURSE REVIEW; CHANGES IN CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

1. Physical Education 74abcd - Soccer

Current Status/Proposed Change

This course offers soccer instruction, practice, and competitive ~~participation for the beginner to the play that is suited for students of every skill level. Basic and advanced soccer player.~~ Technical skills, such as passing, dribbling, shooting, shipping and juggling will be practiced. Conditioning, rules, tactics and tournament play are incorporated in the course laws of the game, tactics and strategies and set plays will be presented with the aim of improving the student's current ability level. Exercise training specific to the physical demands of soccer will be included along with discussions on the mental aspects of the sport and prevention of soccer related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy soccer as a lifelong sport.

CSU General Education Requirement - Area E

Recommendation:

This course offers soccer instruction, practice, and competitive play that is suited for students of every skill level. Basic and advanced technical skills, laws of the game, tactics and strategies and set plays will be presented with the aim of improving the student's current ability level. Exercise training specific to the physical demands of soccer will be included along with discussions on the mental aspects of the sport and prevention of soccer related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy soccer as a lifelong sport.

CSU General Education Requirement - Area E

3. Physical Education 240abcd – Beginning Swimming

Current Status/Proposed Change

This course is designed for the ~~beginning~~ beginner swimmer. Instruction and practice will emphasize the fundamentals and stroke mechanics of freestyle, backstroke, elementary backstroke, and side stroke. ~~Basic water safety and rescues will be demonstrated and practiced.~~ Beginning diving skills and treading water along with basic water safety and rescues will also be taught demonstrated and practiced.

CSU General Education Requirement - Area E

Recommendation:

This course is designed for the beginner swimmer. Instruction and practice will emphasize the fundamentals and stroke mechanics of freestyle, backstroke, elementary backstroke, and side stroke. Beginning diving skills and treading water along with basic water safety and rescues will be demonstrated and practiced.

CSU General Education Requirement - Area E

4. Physical Education 241abcd – Intermediate/Advanced Swimming

Current Status/Proposed Change

This course is designed for intermediate and advanced swimmers. Emphasis is on refinement of freestyle, backstroke, elementary backstroke, and sidestroke through instruction and practice, of swimming, diving and aquatic safety Butterfly and breaststroke skills, as well as flip turns, will be introduced.

CSU General Education Requirement - Area E

Recommendation:

This course is designed for intermediate and advanced swimmers. Emphasis is on refinement of freestyle, backstroke, elementary backstroke, and sidestroke through instruction and practice. Butterfly and breaststroke skills, as well as flip turns, will be introduced.

CSU General Education Requirement - Area E

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

Current Status/Proposed Change

1. Physical Education 101abcd – ~~Introduction to Exercise and Physical Activity for Older Adults~~ Fitness and Aging

Recommended Preparation: ~~English 84~~ None

~~Though both lecture and activity, this introductory~~ This course is designed to develop an understanding of the benefits and health-enhancing values of exercise in the for older adults. The focus will be on the major areas of importance regarding the influence of exercise and physical activity on aging. These include Strength training, cardiorespiratory fitness; strength training and development of muscle mass and stretching exercises will be performed to enhance physical fitness, bone density, postural stability, flexibility, and the prevention of falls; the role of exercise in psychological function; and exercise body composition and posture. Training strategies suited for the every old and frail older adults and physical fitness assessments will also be implemented.

CSU General Education Requirement - Area E

Recommendation:

Physical Education 101abcd –Physical Fitness and Aging

Recommended Preparation: None

This course is designed to develop an understanding of the benefits and health-enhancing values of exercise for older adults. Strength training, cardiorespiratory fitness and stretching exercises will be performed to enhance physical fitness, bone density, body composition and posture. Training strategies suited for older adults and physical fitness assessments will also be implemented.

CSU General Education Requirement - Area E

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT, COURSE LENGTH

Current Status/Proposed Change

1. Physical Education 102abcd – ~~Exercise and Physical Activity for Older Adults, Advanced Training~~ Functional Fitness and Aging

Course Length: ~~9 weeks~~ Full Term

Prerequisite: ~~one semester of Physical Education 101abcd with a minimum grade of C~~ None

~~This is an advanced course; is designed to build upon previously developed exercise concepts in a continuing program of fitness development for the~~ develop an understanding of the benefits and health-enhancing values of functional fitness associated with older adults. Reassessments, and continued training in cardiorespiratory, strength, flexibility, balance, and posture training will allow the student to further develop health-related components of fitness. Balance, mobility, agility and coordination type exercises will be discussed and practiced to promote physical fitness, functional independence, and to reduce the risk of falling. Strength training, cardiovascular exercise and stretching will be performed as they are contributing factors to functional fitness. Training strategies suited for older adults and functional assessments will also be implemented.

CSU General Education Requirement - Area E

Recommendation:

Physical Education 102abcd –Functional Fitness and Aging

Course Length: Full Term

Prerequisite: None

This course is designed to develop an understanding of the benefits and health-enhancing values of functional fitness associated with older adults. Balance, mobility, agility and coordination type exercises will be discussed and practiced to promote physical fitness, functional independence, and to reduce the risk of falling. Strength training, cardiovascular exercise and stretching will be performed as they are contributing factors to functional fitness. Training strategies suited for older adults and functional assessments will also be implemented.

CSU General Education Requirement - Area E

COURSE REVIEW; DESCRIPTIVE TITLE, CATALOG DESCRIPTION, CSU GENERAL EDUCATION REQUIREMENT

Current Status/Proposed Change

1. Physical Education 238abcd – ~~Slow~~ Slow Pitch Softball

This course ~~provides~~ offers instruction ~~and in slow pitch softball, practice, in the and competitive play suited for students of every skill level. Basic and advanced technical of Slow Pitch Softball. Batting, fielding and base running skills, are taught along with rules and of the game, strategy. Games are included in the course allowing the students to execute the skills in a competitive environment. A conditioning program specific to the sport will also be practiced~~ tactics and strategies and situational play will be presented. Exercise training specific to the physical demands of slow pitch softball will be included, as well as discussions on the health aspects of the sport and the prevention of related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy slow pitch softball as a lifelong sport.

CSU General Education Requirement - Area E

Recommendation:

Physical Education 238abcd –Slow Pitch Softball

This course offers instruction in slow pitch softball, practice, and competitive play suited for students of every skill level. Basic and advanced technical skills, rules of the game, tactics and strategies and situational play will be presented. Exercise training specific to the physical demands of slow pitch softball will be included, as well as discussions on the health aspects of the sport and the prevention of related injuries. Students successfully completing this course will acquire the skills and knowledge to enjoy slow pitch softball as a lifelong sport.

CSU General Education Requirement - Area E

COURSE REVIEW; CHANGE IN CATALOG DESCRIPTION

1. Radiologic Technology A – Introduction to Radiologic Technology

Current Status/Proposed Change

This course provides a ~~basic~~ an introduction to Radiologic Technology as a profession. ~~The course will include foundation including foundational skills necessary to prepare students who are planning to enter the Radiologic Technology A.S. Degree Program. Course subject material topics includes: Patient Care, Darkroom Radiography, Radiation Protection, Radiographic Quality, Radiation Exposure and Safety, Medical Malpractice, Professional Ethics, and Introduction to Radiographic Examinations~~ educational and career pathways for radiologic technologists, program application procedures, radiographic and digital imaging equipment, principles of radiation production, exposure and quality, image processing, radiation safety, patient care, medical malpractice, professional ethics, and introduction to radiographic examinations.

Recommendation:

This course provides an introduction to Radiologic Technology as a profession including foundational skills necessary to prepare students planning to enter the Radiologic

Technology A.S. Degree Program. Course topics includes educational and career pathways for radiologic technologists, program application procedures, radiographic and digital imaging equipment, principles of radiation production, exposure and quality, image processing, radiation safety, patient care, medical malpractice, professional ethics, and introduction to radiographic examinations.

COURSE REVIEW; CHANGES IN CONDITIONS OF ENROLLMENT (Prerequisite, Corequisite, Recommended Preparation, or Enrollment Limitation), CATALOG DESCRIPTION

1. Sign Language/Interpreter Training 264 – Sign to Voice Laboratory

Current Status/Proposed Change

Prerequisite: Sign Language/Interpreter Training ~~18A 18B~~ and Sign Language/Interpreter Training ~~263~~ with a minimum grade of C in prerequisite

Corequisite: Sign Language/Interpreter Training 19

This course provides advanced practice in a lab setting. It will enhance sign to voice interpreting and translating skills. ~~The s~~Students will ~~view video tapes~~, participate in exercises and activities designed to increase comprehension skills and spoken presentations. Students will also practice both sign to voice consecutive and simultaneous interpreting.

Recommendation:

Prerequisite: Sign Language/Interpreter Training 18B with a minimum grade of C

Corequisite: Sign Language/Interpreter Training 19

This course provides advanced practice in a lab setting. It will enhance sign to voice interpreting and translating skills. Students will participate in exercises and activities designed to increase comprehension skills and spoken presentations. Students will also practice both sign to voice consecutive and simultaneous interpreting.

HUMANITIES DIVISION

COURSE REVIEW; REACTIVATE COURSES

1. Academic Strategies 50 – Special Topics in Academic Strategies
2. English 50 – Special Topics in English
3. English as a Second Language 50 - Special Topics in English as a Second Language
4. French 50 – Special Topics in French
5. Humanities 50 - Special Topics in Humanities
6. Japanese 50 - Special Topics in Japanese

7. Journalism 50 – Special Topics in Journalism
8. Spanish 50 – Special Topics in Spanish

INDUSTRY AND TECHNOLOGY DIVISION

INACTIVATE MAJORS

1. Family and Consumer Studies – Associate in Arts Degree
2. Quality Assurance – Associate in Science Degree

INACTIVATE CERTIFICATE OF ACHIEVEMENT

1. Quality Assurance

INACTIVATE COURSES

1. Culinary Arts 1 – Introduction to the Hospitality Industry
2. Culinary Arts 3 – Sanitation and Safety
3. Culinary Arts 5A – Quantity Food Preparation
4. Culinary Arts 5B – Food Preparation Management
5. Culinary Arts 10A – Baking Techniques I
6. Culinary Arts 10B – Baking Techniques II
7. Culinary Arts 15A – Catering and Garde Manger
8. Culinary Arts 15B – Catering Management
9. Culinary Arts 25 – Management by Menu
10. Culinary Arts 30 – Supervision in the Food Service Industry
11. Culinary Arts 35 – Food Service Facilities and Equipment
12. Culinary Arts 110abc – Specialty Beverage Technician Training I
13. Family and Consumer Studies 3 – Family and Consumer Studies Introduction to Macintosh

14. Family and Consumer Studies 20 – Textiles
15. Family and Consumer Studies 38 – Consumer Economics
16. Interior Design 3 – Interior Design Introduction to Macintosh
17. Interior Design 20 – Textiles
18. Interior Design 45 – Color Design
19. Interior Design 120 – Interior Design Careers
20. Interior Design 170 – Space Planning for Interior Design
21. Interior Design 230 – Professional Practice in Interior Design
22. Quality Assurance 1 – Fundamentals of Quality Assurance
23. Quality Assurance 4 – Inspection Methods and Techniques
24. Quality Assurance 7 – Introduction to Non-Destructive Testing
25. Quality Assurance 8 – Techniques for Statistical Process Control
26. Quality Assurance 9 – Participative Management: Introduction to Self-Regulating Work Teams
27. Quality Assurance 10 – Quality Planning
28. Quality Assurance 50 – Special Topics in Quality Assurance
29. Quality Assurance 95abcd – Cooperative Work Experience Education

COURSE REVIEW

1. Administration of Justice 50 – Special Topics in Administration of Justice
2. Air Conditioning and Refrigeration 50 - Special Topics in Air Conditioning and Refrigeration
3. Architecture 50 - Special Topics in Architecture
4. Automotive Collision Repair/Painting 50 - Special Topics in Automotive Collision Repair/Painting

5. Automotive Technology 50 - Special Topics in Automotive Technology
6. Computer Aided Design/Drafting 50 - Special Topics in Computer Aided Design/Drafting
7. Construction Technology 50 - Special Topics in Construction Technology
8. Cosmetology 50 - Special Topics in Cosmetology
9. Electronics and Computer Hardware Technology 50 – Special Topics in Electronics and Computer Hardware Technology
10. Fashion 50 – Special Topics in Fashion
11. Fire and Emergency Technology 50 – Special Topics in Fire and Emergency Technology
12. Machine Tool Technology 50 - Special Topics in Machine Tool Technology
13. Manufacturing Technology 50 – Special Topics in Manufacturing Technology
14. Nutrition and Foods 15 – Nutrition for Infants and Young Children
 1. Nutrition and Foods 50 – Special Topics in Nutrition and Foods
 2. Quality Assurance 50 – Special Topics in Quality Assurance
 3. Welding 50 – Special Topics in Welding

NEW DISTANCE EDUCATION COURSE VERSION

1. Nutrition and Foods 15 – Nutrition for Infants and Young Children (Online)

MATHEMATICAL SCIENCES DIVISION

COURSE REVIEW

1. Computer Science 50 – Special Topics in Computer Science
2. Mathematics 50 – Special Topics in Mathematics

NATURAL SCIENCES DIVISION

COURSE REVIEW

1. Astronomy 50 – Special Topics in Astronomy

2. Biology 50 - Special Topics in Biology
3. Chemistry 50 - Special Topics in Chemistry
4. Geography 50 - Special Topics in Geography
5. Geology 50 - Special Topics in Geology
6. Horticulture 50 - Special Topics in Horticulture
7. Oceanography 50 - Special Topics in Oceanography
8. Physical Science 50 - Special Topics in Physical Science