

SANTA ANA COLLEGE

CURRICULUM & INSTRUCTION COUNCIL

DATE: March 26, 2012
 FROM: Bonita N. Jaros, Ph. D., Chair
 TO: Curriculum & Instruction Council
 RE: Minutes of Meeting of March 26, 2012
 2:00 pm, SAC Foundation Board Room, S – 215

Present: P. Canzona, J. Coffman, M. Colunga, B. Courter, S. Fondren, D. Gilmour, B. Jaros, D. Kanzler, B. Kehlenbach, M. Porter, K. Ross, C. Takahashi, J. Vercelli, D. Vu.

Guests: M. Baldo, M. Collins, S. Garnett, J. Janio, H. Kim, L. Menendez, B. Miller, C. Patton, B. Sos, M. Steckler, T. Wann.

1. MINUTES OF MEETING OF MARCH 12, 2012 APPROVED
2. TECHNICAL COMMITTEE REPORT (See Attachment) APPROVED
3. CURRICULUM ITEMS (See Attachment) APPROVED
4. COMMON CURRICULUM UPDATE INFORMATION
 - A. Bonnie informed the council representatives about Board Policy 6117 (BP6117), which states: "the colleges will maintain a common curriculum." Up to now the interpretation of this included courses of instruction (title, units, catalog description) and the General Education Breadth patterns A, B and C. After discussion at the district C&I Council, a consideration of a reinterpretation would state that common courses must have the same content but need not have identical catalog descriptions. General Education breadth plans (Plan A, B and C) must continue to be identical at both colleges. As the Course Identification Number System (C-ID) and the new Associate for Transfer degrees go into place, the necessity for an identical catalog description is eliminated. If this recommendation moves forward, the senate presidents will then discuss it with the chancellor as a primary advice item. It would then go to the board of Trustees.
 - B. Both colleges share the same transcript, and it was suggested that the vice presidents investigate the possibility of separate transcripts with Admissions and Records.
 - C. Draft language for the Joint Curriculum and Instruction Handbook changes will be prepared and electronically approved by all the District Curriculum and Instruction Council members before being distributed to the campus Curriculum and Instruction Councils for approval. Then, the changes will be sent to the Academic Senates for approval.

5. APPENDIX C REVISION INFORMATION
A. Appendix C, the Department-level Direct-SLO Assessment Form in the PA/PR Model, is under review by the TLC. To demonstrate continuous improvement in student success, there are recommended revisions. Bonnie reminded the council that Appendix C must be done every semester so that by the time the capstone PA/PR review is done, all SLOs at the course level and all core competencies pertinent to the department have been assessed. Please turn the form to Bonnie and Hang Le so it may be posted on InsideSAC.net, with a cc to Dr. Rose. The council representatives requested further discussion at the TLC related to any changes to be made to Appendix C. The TLC will discuss this on April 2nd; it will then be brought back to the C&I Council for discussion at the April 9th meeting.
B. Bonnie mentioned to the council that she still has not received some of the PA/PR reports that were due by March 15, 2012. The TLC will be reviewing PA/PR reports on April 2, April 16 and April 30, 2012.
6. SLOs WORKSHOP – BONNIE JAROS INFORMATION
Bonnie Jaros conducted the SLOs workshop for the council. The training took place after the regular C&I Council meeting. There were 14 C&I members and 11 guests in attendance. Bonnie demonstrated how to incorporate SLOs on the Course Syllabus/Study Guide from the Course Outline of Record. Also, Dennis Gilmour and Mary Steckler demonstrated their syllabi. Then Bonnie demonstrated a sample of the SLOs on the Study Guide from Mariella Baldo from CEC. After the workshop was completed, the council members moved, voted and unanimously approved this method (i.e., placing SLOs on the Course Syllabus/Study Guide) as the manner of informing students of learning outcomes at the course level. Bonnie requested that the representatives bring this information to their respective division curriculum committees. We thanked Bonnie for taking her time to do the training.
7. OTHER INFORMATION
A. Paula Canzona mentioned to the council that some the Course Outlines of Record do not contain the textbook information as a result of the WebCMS to CurricUNET transition. She requested that departments check this, as it is a requirement to have textbook information on the COR.
B. Bonnie informed the council that the Theatre Arts AA-T degree was approved by the State Chancellor's Office on March 18, 2012. Also, Paula Canzona provided the link that faculty can use to find AA-T and AS-T degrees that CSU campuses and majors consider to be "similar" (in other words that they accept). Users can search by campus or by major. Paula is happy to share her experience working on these with anyone who plans to develop an AA-T or AS-T. The link is: <http://www.sb1440.org/Counseling.aspx>

The next meeting is Monday, April 9, 2012 at 2:00 p.m., SAC Foundation Board Room, S – 215.

COURSE DELETIONS

Items #1 was approved.

Human Services and Technology

1. Criminal Justice Academies 100, Basic Police Academy

REVISED COURSES

Items #2 through #15 were approved.

Human Services and Technology

2. Automotive Technology 002, Essentials
(SAM code changed from D to C)
3. Automotive Technology 024, Electrical Systems
(Minor wording changed in the catalog description)
4. Automotive Technology 081, Fuel Injection Systems
(SAM code changed from C to B; Repeatability changed from R3 to NR)
5. Automotive Technology 082, Automotive Computer Sensors
(Repeatability changed from R3 to NR)
6. Automotive Technology 083, Automotive Lab Scopes
(Repeatability changed from R3 to NR)
7. Automotive Technology 084, OBD – II
(Repeatability changed from R3 to NR)
8. Automotive Technology 086, Advanced Clean Air Car Course
(SAM code changed from C to B)
9. Automotive Technology 087, L – 1 Alternative Course: Advanced Engine Performance
(SAM code changed from C to B)
10. Diesel 009, Chassis Overhaul
(Minor wording changed in the catalog description)
11. Diesel 080, Transit Vehicle Air Brake Systems
(Minor wording changed in the catalog description)
12. Diesel 095, Diesel Lab Experience
(Minor wording changed in the catalog description; Repeatability changed from NR to VR)
13. Occupational Therapy Assistant 101L, Exploration of Occupation Through Activity
(Laboratory hours changed from 128 to 134; Correction in prerequisite)
14. Pharmacy Technology 064, New Drug Update
(Repeatability changed from R3 to NR)
15. Welding 029, Advanced Arc Welding
(Minor wording changed in the catalog description)

**REVISED COURSES WITH SLO – NO CHANGE TO CATALOG AND CLASS
SCHEDULE DESCRIPTION**

Items #16 through #53 were approved.

Human Services and Technology

16. Automotive Technology 006, Automotive Maintenance
17. Automotive Technology 008, Oxyacetylene – Arc Welding
18. Automotive Technology 022, Electronics Fundamentals
19. Automotive Technology 025, A – 6 Alternative Course – Electrical Systems
20. Automotive Technology 032, Tune – Up
21. Automotive Technology 033, A – 8 Alternative Course – Engine Performance
22. Automotive Technology 043, Automatic Transmission Service
23. Automotive Technology 044, Power Train Service
24. Automotive Technology 053, Brakes
25. Automotive Technology 054, Front Ends
26. Automotive Technology 062, Air Conditioning and Heating
27. Diesel 008, Oxyacetylene – Arc Welding
28. Diesel 013, Allison Transmission Service
29. Diesel 015, Introduction to Heavy Duty Mobile Hydraulics
30. Diesel 021, Mid – Range Diesel Engine Service
31. Diesel 022, Electronics Fundamentals
32. Diesel 025, Diesel and Heavy Duty Vehicle Engine Overhaul
33. Diesel 032, Diesel Fuel Injection Systems Service
34. Diesel 040, Diesel Electrical Systems
35. Diesel 050, Transport Refrigeration
36. Diesel 055, Marine Container Refrigeration
37. Diesel 062, Air Conditioning and Heating
38. Diesel 068, Transit Vehicle Engines
39. Diesel 069, Paratransit Driver Training
40. Diesel 070, Bus Driver Training
41. Diesel 071, Introduction to Coach Operations
42. Diesel 072, Transit Vehicle Electrical Systems
43. Diesel 073, Transit Vehicle Air Systems
44. Diesel 075, Transit Vehicle Automatic Transmissions
45. Diesel 077, Transit Vehicle Heating, Ventilation, Air Conditioning
46. Diesel 078, Transit Vehicle Drive Train Suspension
47. Diesel 079, Transit Vehicle Wheelchair Lifts
48. Fire Academy 200, Fire Public Education Officer I
49. Fire Academy 232C, Fire Prevention 2C: Special Hazard Occupancies
50. Fire Academy 233A, Fire Prevention 3A
51. Occupational Therapy Assistant 111, Applied Kinesiology
52. Occupational Therapy Assistant 202, Level II Fieldwork – Part I
53. Welding 008, Oxyacetylene – Arc Welding

REVISED COURSES – FIRST READING

Items #1 through #10 were presented for first reading.

Human Services and Technology

1. Automotive Technology 080, Computer Controls
2. Automotive Technology 085, Basic Clean Air Car Course
3. Diesel 024, Electrical Systems
4. Fire Academy 080B, S – 190 Introduction to Wildland Fire Behavior
5. Fire Academy 241A, Training Instructor IA
6. Fire Academy 241B, Training Instructor IB
7. Human Development 102, Exploring Parenting
8. Pharmacy Technology 072, Pharmacy Technology Externship
9. Welding 020, Welding Laboratory
10. Welding 041, Welding Certification Exam Preparation

NEW PROGRAM – FIRST READING

Item #11 was presented for first reading.

Human Services and Technology

11. Automotive Business Technology Certificate (sac.autbu.ca)

REVISED PROGRAMS – FIRST READING

Items #12 through #14 were presented for first reading.

Human Services and Technology

12. Law Enforcement Option Certificate (sac.cjle.ca)
13. Occupational Therapy Assistant Degree (sac.ota.as)
14. Welding Technology Degree 9 (sac.weld.as)

TECHNICAL COMMITTEE REPORT

APRIL 9, 2012

REVISED COURSES

Humanities

1. English 220, Survey of the Bible as Literature
(Classification code changed from I to A)

**REVISED COURSES WITH SLO – NO CHANGE TO CATALOG AND CLASS
SCHEDULE DESCRIPTION**

Human Services

2. Fire Academy 007, Orientation and Physical Fitness
3. Fire Officer Training 008E, S-445 Training Specialist

Humanities

4. English 206, Introduction to Language Structure and Use
5. English 231, Survey of English Literature
6. English 232, Survey of English Literature
7. English 233A, Shakespeare's Comedies and Romances
8. English 233B, Shakespeare's Tragedies and History Plays
9. English 270, Children's Literature
10. English 271, Survey of World Literature
11. English 272, Survey of World Literature

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#1
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 220, Survey of the Bible as Literature

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 220

Survey of the Bible as Literature

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

A study of the literary history, influence, and craftsmanship of the Bible and an exploration of related stories, poems, plays, essays and other diverse materials.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
15620	I	A	3 10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 03/14/12 by: Shelly JaffrayDivision Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools of interpretation";
4. discover the importance and utility of a student's own experience in the world as a tool for criticizing literature;
5. distinguish between a student's own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing foreshadowing and then justify those

assumptions;

8. recognize the close relationship between form and content in literature;
9. analyze the works in terms of generic conventions and changes;
10. identify the form and stylistic elements used within works;
11. situate works within their social, historical, and literary contexts.

1. Overview of the Bible (3 hours)

2. Poetry (12 hours)

- A. Elements and types of Biblical poetry
- B. Psalms
- C. Song of Solomon

3. Proverbs (6 hours)

- A. Elements and types of Biblical Proverbs
- B. Proverbs
- C. Ecclesiastes

4. Prose (15 hours)

- A. Elements and types of Biblical prose
- B. Stories and parables
- C. The Gospels
- D. The Epistles

5. Prophecy and Apocalypse (9 hours)

- A. Elements and types of visionary literature
- B. Major Prophets
- C. Minor Prophets
- D. Revelation

6. Influence of the Bible (3 hours)

Throughout the course these objectives will apply as appropriate to the genre:

1. Identification of archetypal motifs and patterns: creation, heroes, heroines, immorality, etc.
2. Identification of archetypal interpretation of recurring images: colors, air, water, etc.
3. Identification of plot patterns such as quest and rebirth patterns.
4. Identification of developmental concepts in character study such as the shadow, trickster, temptress, wise old man/good mother, holy fool, etc.
5. Study and identification of imagery including sensory elements of color and sound.
6. Various techniques for exploring literature through the writing process by producing paraphrases of poems and narrative passages, literary analysis, and other writing assignments designed to help the student in understanding contemporary counterparts of assigned literature.
7. Appreciation for a variety of other stories, poems, and plays directly influenced by the Bible or which have similar theme or situation.
8. Generating of imaginative responses for interpreting the texts.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: English 220, Survey of the Bible as Literature
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#2
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Fire Academy 007, Orientation and Physical Fitness

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Fire Academy 007

Orientation and Physical Fitness

Units: 2.5

Class Hours:

Lecture Hours: 8

Laboratory Hours: 126

Arranged Hours: None

Total Semester Contact Hours: ~~None~~ 134

PREREQUISITE(S)

Prerequisite

Concurrent enrollment in Fire Academy 050 or 060.

An orientation and physical fitness course to include introduction to the Basic Fire Academy, rules and regulations, procedures, safety and participation in physical fitness program.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15715</u>	I	1	30
SAM Priority Code:	C - Occupational	Repeatability:		
TOPS Code:	213350 - Fire Academy	R3 - Repeatable x3		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 01/30/12 by: Terri WannDivison Chair Approval Date: 03/16/12 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

RULES, REGULATIONS, PROCEDURES - 4 LEC HOURS

Student will learn proper techniques.

FORMATION, MARCHING, EQUIPMENT - 3.5 LEC HOURS

Student will learn cadence; Maintenance of equipment.

PHYSICAL EXERCISE, TRAINING, PROCEDURES AND PARTICIPATION - 122 LAB HOURS

Cardiovascular conditioning running aerobics on circuit course training. A gradual cool down to include stretching, static calisthenics, instructional techniques concerning injury prevention, and treatment. Physical exercise to include a gradual warm-up of static stretching, calisthenics, and tower run - 30 min.

WRITTEN EXAM - .5 LEC HOURS

MANIPULATIVE EXAM - 4 LAB HOURS

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: Fire Academy 007, Orientation and Physical Fitness
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.) ~~Recommended readings and/or materials:~~

~~PHYSIOLOGY OF FITNESS, Sharkey, Brian~~ **Required: Sharkey, B. J. and Gaskill, S., 6th Edition, 1990**
~~FIREFIGHTER SAFETY, IFSTA # 203, latest Edition, 1991E..~~ *Fitness and Health*, sixth ed. Human Kinetics, 2007, ISBN: 0-7360-5614-9. 27.95

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

~~1. Students will demonstrate active listening skills (not taking and outlining), contribute to class discussions, speak in a coherent and organized fashion, to explain their ideas and express their feelings; engage ideas courteously and remaining on topic. Students learn professional nomenclature and specifications to communicate accurately and report both verbally and in writing. Thinking and Reasoning~~

~~1. Case studies and problem solving activities (both individual and group) will enable students to improve their "higher order" thinking skills such as abstract reasoning, ability to predict outcomes, evaluate by external criteria and analyze logical inconsistencies. Information Management~~

~~1. Whenever appropriate, class activities and outside assignments will require students to use libraries, professional information sources, internet databases, professional journals, regulatory and certification agencies to research and refine/edit information. Diversity~~

~~1. Student will learn an appreciation for diverse groups, cultures, backgrounds by receiving information on the contributions of various groups and their shared values. This information will allow students to gain the maximum cooperation possible in a multi-cultural work place and public venue. Students will be able to cite evidence of diversity in the firefighting workforce and customer base, and explain why it is an asset. Civic Responsibility~~

Communication Skills

--- 1 - Not applicable- never try to achieve

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#3
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Fire Officer Training 008E, S-445 Training Specialist

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Fire Officer Training 008E

S-445 Training Specialist

Units: 0.2

Class Hours:

Lecture Hours: ~~None~~16

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~16

PREREQUISITE(S) None

This course is designed to train personnel to perform the training specialist position as it relates to ICS organizational elements. Describes terminology, staffing considerations and reporting relationships.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15715</u>	I	-
SAM Priority Code:	B - Advance Occupational	Repeatability:	
TOPS Code:	213300 - Fire Technology	-	-
Topics Course:	No		<u>NR - Non-Repeatabile:</u>
Open Entry/Exit:	NO		<u>D, F, NC,</u>
Grading Options:	Letter Grade or P/NP		<u>W</u>
Curriculum Office Use Only.			

Department Chair Approval Date: 12/07/11 by: Terri Wann

Divison Chair Approval Date: 03/27/12 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

COURSE CONTENT

INCIDENT RESOURCES - 4 LEC

Definition of ICS, kinds of resources often used at incidents and events, need for resource status keeping, examples of how resources are "typed" for various applications, 3 ways of using resources on an incident, resource status condition, changing and maintaining status on resources.

INITIATING THE INCIDENT TRAINING PROGRAM - 4 LEC

Devolving rapport and gaining support from the Incident Command Team to determine and implement as incident training plan.

DESIGNING INDIVIDUAL TRAINING PLANS - 4 LEC

Demonstrate acceptable interviewing skills and identify compatible personalities. Identify attainable goals and objectives.

DAILY INCIDENT ACTIVITIES - 3 LEC

Demonstrate leadership skills for problem solving and counseling. Provide and receive essential information at planning meetings. Identify and complete ICS AND training specialist forms.

FINAL EXAM - 1 LEC

SANTA ANA COLLEGE PLAN OF INSTRUCTION
DISCIPLINE, NUMBER, TITLE: Fire Officer Training 008E, S-445 Training Specialist
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

- ~~Thinking and Reasoning~~
- ~~Information Management~~
- ~~Diversity~~
- ~~Civic Responsibility~~
- ~~Life Skills~~
- ~~Careers~~

Communication Skills

----- 5 -
Essential-
always
try to
achieve

1. Listening and Speaking Students will demonstrate active listening skills (note taking and outlining), contribute to class discussions, speak in a coherent and organized fashion, to explain their ideas and express their feelings: engage ideas courteously and remaining on topic. Students learn professional nomenclature and specifications to communicate accurately and report both verbally and in writing. Simulation activities and outside

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

#4

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 206, Introduction to Language Structure and Use
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 206

Introduction to Language Structure and Use

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

Introduction to the nature and structure of human language, first and second language acquisition, development of literacy, and language use. Comparisons of languages in the local area will be explored.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>0410</u>	I	2	10
SAM Priority Code:	E - Non-Occupational	Repeatability:		
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 02/16/12 by: Shelly Jaffray

Divison Chair Approval Date: 03/14/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All segments require reading and understanding of specialized vocabulary, essay writing and other written exercises. Critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills is also required in every segment.

I. Human Language and Linguistics (18 hours)

A. Students will identify and demonstrate understanding of fundamental components of human language, including phonology, morphology, syntax, and semantics as well as the role of pragmatics in using language to communicate.

- B. Students will reflect on both the potential for differences among languages and the universality of linguistic structure.
- C. Students will demonstrate the difference between phonemic awareness and phonics.
- D. Students will apply sound-symbol and symbol-sound relationships in English and some other languages.
- E. Students will identify parts of speech in English and understand the concept of word classes with relation to other languages.
- F. Students will understand sentence types.

II. Language Development and Acquisition (12 hours)

- A. Students will apply knowledge of both development of a first language and the acquisition of subsequent ones.
- B. Students will describe the observable milestones in each domain, and identify the major theories that attempt to explain the processes of development and acquisition.
- C. Students will describe the range of issues related to the interaction of first language and other languages.
- D. Students will recognize special features which may identify language development as exceptional.

III. Literacy (16 hours)

- A. Students will recognize and use the major descriptions of developing literacy.
- B. Students will identify the progressive development of phonemic awareness, decoding, comprehension, word recognition and spelling in both English speakers and English learners.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English 206, Introduction to Language Structure and Use
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: Finegan, Edward. *Language: Its Structure and Use.*, 5th ed. Boston: Thomson, 2008. ISBN: 10:1-4282-053.

Recommended readings and/or materials.

Kirzner & Mandell. The Concise Wadsworth Handbook. Mason, OH: Thomson 2006.

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

~~1. The student will: 1. Improve skill in paying attention during lectures; 2. Improve skill in taking notes when listening to others present information; 3. Participate effectively in small groups; 4. Present Life Skills~~

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

#5

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 231, Survey of English Literature

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 231

Survey of English Literature

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

Introductory study of representative selections of British literature from the Anglo-Saxon period to the neo-classical period. Emphasis on authors best exemplifying their period, such as Chaucer, Shakespeare, Spenser, Jonson, Milton, Donne, Dryden, Johnson, Behn, Pope and others.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15620</u>	I	3 10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 05/11/11 by: Shelly Jaffray

Divison Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;
4. discover the importance and utility of his/her own experience in the world as a tool for criticizing literature;
5. distinguish between his/her own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;

7. predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions;
8. recognize the close relationship or identity of form and content in literature;
9. analyze works in terms of generic conventions and changes.

Unit I (9 to 12 hours)

The Middle Ages to 1485 - *Beowulf*, Chaucer, *Canterbury Tales*, *Everyman*, or other play from the period, Arthurian legend

- a. Anglo-Saxon riddles, Old and Middle English poetry
- b. The epic and *Beowulf*
- c. Medieval poetry and/or plays to include *The Canterbury Tales*
- d. Women writers such as Margery Kempe, Julian of Norwich, and/or Christine de Pizan
- e. The romance and Arthurian legend

The background of this era: Anglo-Saxon language and culture, epic and romance conventions, and the medieval world view.

Unit II (27-30 hours)

The Early Modern Period 1485-1660 Wyatt, Surrey, Sidney, Spenser, Marlowe, Shakespeare, Donne and the Metaphysical poets, Jonson and the Sons of Ben, Milton, Webster or other representative playwright of the Stuart period

- a. The lyricists, particularly the sonnet and sonnet sequence
- b. The development of prose style to include writers such as More, Ascham, Elizabeth I, and/or Bacon
- c. The literary epic: *The Faerie Queene* and/or *Paradise Lost*
- d. Elizabethan and Stuart theater -- should include at least one play, preferably two plays, one from each period
- e. Metaphysical poetry; Jonson and the Sons of Ben and Cavaliers; Milton

The background and major events of this era: the Renaissance and Counter-Renaissance; Early Modern period views of humankind and society evident in such major works as *Utopia*, *The Faerie Queene*, *Dr. Faustus* and/or other representative works; the war of the three kingdoms and the Puritan movement; city life and the rise of the middle class.

Unit III (9 to 12 hours)

The Restoration and Eighteenth Century (1660-1798)

- a. Satire and mock-epic: Swift and Pope
- b. Prose trends: Literary Journals/Papers/Essay and/or Diary writing: Addison and Steele, Johnson and/or Thrale
- c. Restoration theater: Congreve or other representative playwright
- d. Pre-Romantic writers such as Crabbe, Cowper and Gray OR rise of the novel, with a writer such as Behn

The social, literary, and political trends of this era, including the Restoration, the Glorious Revolution, and Neoclassicism.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English 231, Survey of English Literature

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: Damrosch, David Ed.. *The Longman Anthology of British Literature Volume One (A,B,C)*, 4th paper ed. Longman, 2009, ISBN: 9780205693337. 70.00

Required: Greenblatt, Stephen et al. *The Norton Anthology of English Literature Volume 1 (A,B,C)*, 8th paper ed. WW Norton, 2005, ISBN: 9780393928334. 65.62

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 232, Survey of English Literature

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 232

Survey of English Literature

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

Introductory study of representative selections from the English Romantic Movement to the present. Emphasis on those authors best exemplifying their period, such as Austen, Wordsworth, Coleridge, Byron, the Shelleys, Keats, Tennyson, Newman, Carlyle, the Brownings, Dickens, the war poets, Houseman, Yeats, Wilde and Woolf.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15620</u>	I	3
SAM Priority Code:	E - Non-Occupational	Repeatability:	10
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 05/11/11 by: Shelly Jaffray

Divison Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools of interpretation";
4. discover the importance and utility of a student's own experience in the world as a tool for criticizing literature;
5. distinguish between a student's own responses to a work and the work itself;

6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions;
8. recognize the close relationship between form and content in literature;
9. analyze the works in terms of generic conventions and changes;
10. identify the form and stylistic elements used within works;
11. situate works within their social, historical, and literary contexts.

Unit I (12 to 15 hours)

The Romantic Era (1790 -1832)

Representative writers such as Austen, Burns, Blake, Wordsworth, Coleridge, the Shelleys, Keats, Bryon, Hemans, Robinson, Scott and Wollstonecraft.

The political, social and cultural backgrounds, major events and key topics of the period, including Nature; Romanticism literary and political revolutions and reactions; the *Lyrical Ballads* and its influence; role and definition of the poet, the sublime and imagination; the supernatural; the Byronic hero.

Unit II (18 to 21 hours)

The Victorian Era (1832 - 1901)

Representative writers such as Tennyson, the Brownings, Arnold the Brontes, Butler, Carlyle, Conan Doyle, Darwin, Dickens, Gaskell, Hardy Houseman, Hopkins, Huxley, Maculey, Neman, Pater, the Rossetis, Ruskin, Thackeray, Wilde.

The effects on Victorian writings of industrialism, imperialism, and rising democracy as well as the clash of science and traditional doctrines and the influence of Victorian writers on society. The Pre-Raphaelites. Aestheticism, Decadence, and the Fin de Siecle.

Unit III (18 hours)

The Twentieth Century (1901 - Present)

Representative writers such as Auden, Beckett, Bridges, Brooke, Conrad, Eliot, Forster, Hardy, Joyce, Lawrence, Orwell, Owen, Spender, Synge, Thomas, Wilde, Woolf, and Yeats.

The new directions in literary techniques and subjects such as cubism, surrealism, modernism, dadaism. The World Wars and poetic responses. The use of literature as a form of social protest. The conflict of tradition and change. Post-imperialism, post-industrialism, and post-modernism.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English 232, Survey of English Literature

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required: Damrosch, David Ed.. *The Longman Anthology of British Literature Volume 2 (D,E,F)*, 4th ed. Longman, 2009, ISBN: 9780205693344. 70.00

Required: Greenblatt, Stephen et al. *The Norton Anthology of English Literature Volume 2 (D,E,F)*, 8th paper ed. WW Norton, 2006, ISBN: 978039392834-. 65.62

Recommended readings and/or materials.

Additional period-appropriate novel

Other

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Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 233A, Shakespeare's Comedies and Romances

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 233A

Shakespeare's Comedies and Romances

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

Study of selected Shakespearean comedies and romances. Emphasizes dramatic elements, depiction of human nature, and timeless/timely conflicts. Augmented by films and, if available, appropriate field trips. Different selections in English 233ABCD. (Same as Theatre Arts 233A.)

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15620</u>	I	3	10
SAM Priority Code:	E - Non-Occupational	Repeatability:		
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 05/12/11 by: Shelly Jaffray

Divison Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All activities require critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills.

Introduction to Drama and to Shakespeare's England and Theatre (3 hours)

1. Discover the historical context of Shakespeare's theater and drama's origins and conventions of Shakespearean theater, such as all-male companies.
2. Examine the political, social, and historical context of Elizabethan and Jacobean England.

Analysis of Comedy Plays (24-36 hours)

1. Identify characteristics of the Comedy genre
2. Review established historical and current critical views of the comedy plays such as by Barber or Cook
3. Read critically at least six comedies, preferably choosing plays representative of the early comedies such as *Two Gentlemen of Verona*, the mature comedies such as *As You Like It*, and the "problem plays" such as *Measure for Measure* or *All's Well that Ends Well*
4. Examine sources used, noting how Shakespeare alters sources for dramatic effect
5. Students shall
 - a. read aloud passages in "reader's theater" style
 - b. analyze plays for the use of literary elements, particularly poetic elements such as figurative language, imagery motifs, and rhyme to see how they contribute to the tone, characterization, and meaning
 - c. identify dramatic conventions such as soliloquy, stichomythia, stage business, and dramatic irony
 - d. distinguish between subjective and objective responses to the plays
 - e. distinguish between the uses of verse blank verse, and prose and analyze how each is used to enhance characterization, relationships between characters, pace, and tone
 - f. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
 - g. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial choices made regarding setting, sets, props, costumes, and characterization, comparing choices made to choices students would have made if directing the plays as well as to the cues found within the plays regarding those elements
 - h. compare and contrast themes, characters, and imagery motifs among the plays

Analysis of Romances (6-12 hours)

1. Identify characteristics of Romance plays
2. Review established historical and current critical views of the Romance, such as by Frye
3. Read critically at least one Romance: *A Winter's Tale*; *The Tempest*; *Pericles*; or *Cymbeline*
4. Examine sources used, noting how Shakespeare alters sources for dramatic effect
5. Students shall
 - a. read aloud passages in "reader's theater" style
 - b. analyze plays for the use of literary elements, particularly poetic elements such as figurative language, imagery motifs, and rhyme to see how they contribute to the tone, characterization, and meaning
 - c. distinguish between subjective and objective responses to the plays
 - d. distinguish between the uses of verse, blank verse, and prose and analyze how each is used to enhance characterization, relationships between characters, pace, and tone
 - e. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
 - f. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial choices made regarding setting, sets, props, costumes, and characterization, comparing choices made to choices students would have made if directing the plays as well as to the cues found within the plays regarding those elements
 - g. recognize the relationship between form and content in drama

Preparation of Oral Presentation and Documented Analytical Paper(s) (3 hours)

Students shall

- a. generate an analytical topic and thesis OR explicate well chosen passage(s)
- b. choose appropriate outside sources and use them ethically
- c. utilize MLA citation styles for correct documentation and citation of quotations and paraphrases; distinguish between how to cite prose and verse passages when quoting
- d. generate at least 1200 words (approximately six pages) worth of original, analytical writing that utilizes outside sources and quotations from the Shakespearean play(s) examined
- e. prepare at least one oral presentation on appropriately chosen secondary material, such as renaissance marriage norms, attitudes towards the theater, types of theater spaces, Puritanism, or cross-dressing

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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#8

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 233B, Shakespeare's Tragedies and History Plays
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 233B

Shakespeare's Tragedies and History Plays

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

Study of selected Shakespearean history plays and tragedies. Emphasizes dramatic elements, depiction of human nature, and timeless/timely conflicts. Augmented by films and, if available, appropriate field trips. Different selections in English 233ABCD. (Same as Theatre Arts 233B.)

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15620</u>	I	3	10
SAM Priority Code:	E - Non-Occupational	Repeatability:		
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 05/12/11 by: Shelly Jaffray

Divison Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All activities require critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills.

Introduction to Shakespeare's England and Theatre (3 hours)

1. Discover the historical context of Shakespeare's theater, drama's origins, and conventions of Shakespearean theater, such as all-male companies.
2. Examine the political, social, and historical context of Elizabethan and Jacobean England

Analysis of History Plays (18-21 hours)

1. Identify characteristics of the History genre
2. Review established historical and current critical views of the History plays such as by Saccia and Rackin
3. Read critically at least three History plays
4. Examine sources used, particularly Holinshed and Hall, noting how Shakespeare alters sources for dramatic effect
5. Students shall
 - a. read aloud passages in "reader's theater" style
 - b. analyze plays for the use of literary elements, particularly poetic elements such as figurative language, imagery motifs, and rhyme to see how they contribute to the tone, characterization, and meaning.
 - c. identify dramatic conventions such as soliloquy, stichomythia, stage and dramatic irony
 - d. distinguish between subjective and objective responses to the plays
 - e. distinguish between the uses of verse, blank verse, and prose and analyze how each is used to enhance characterization, relationships between characters, pace, and tone
 - f. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
 - g. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial choices made regarding setting, sets, props, costumes, and characterization, comparing choices made to choices students would have made if directing the plays as well as to the cues found within the plays regarding those elements.

Analysis of Tragedies (21-24 hours)

1. Identify characteristics of Tragedy, focusing upon the conventions of Aristotelian tragedy, the tragic hero, and revenge tragedy
2. Review established historical and current critical views of the Tragedies such as by Bradley, Frye, and Bloom
3. Read critically at least four tragedies -- at least one should be chosen from the "big four": *Othello*, *King Lear*, *Hamlet*, and *Macbeth*
4. Examine sources used, noting how Shakespeare alters sources for dramatic effect, especially Plutarch for the Roman plays
5. Students shall
 - a. read aloud passages in "reader's theater" style
 - b. analyze plays for the use of literary elements, particularly poetic elements such as figurative language, imagery motifs, and rhyme to see how they contribute to the tone, characterization, and meaning
 - c. distinguish between subjective and objective responses to the plays
 - d. distinguish between the uses of verse, blank verse, and prose and analyze how each is used to enhance characterization, relationships between characters, pace, and tone
 - e. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
 - f. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial choices made regarding setting, sets, props, costumes, and characterization, comparing choices made to choices students would have made if directing the plays as well as to the cues found within the plays regarding those elements
 - g. recognize the relationship between form and content in drama

Preparation of Oral Presentation and Documented Analytical Paper(s) (3 hours)

Students shall

- a. generate an analytical topic and thesis OR explicate well chosen passage(s)
- b. choose appropriate outside sources and use them ethically
- c. utilize MLA citation styles for correct documentation and citation of quotations and paraphrases; distinguish between how to cite prose and verse passages when quoting
- d. generate at least 1200 words (approximately six pages) worth of original, analytical writing that utilizes outside sources and quotations from the Shakespearean play(s) examined
- e. prepare at least one oral presentation on appropriately chosen secondary material, such as renaissance

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Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 270, Children's Literature

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 270

Children's Literature

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H with a grade of C or better.

A study of literature for children emphasizing the history, trends, issues, and evaluation of all major genres: picture books, poetry, drama, traditional literature, non-fiction, and fiction, including full-length works.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15620</u>	I	2	10
SAM Priority Code:	E - Non-Occupational	Repeatability:		
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 05/11/11 by: Shelly Jaffray

Divison Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

I. HISTORY (3 hours)

Students will learn the history of literature for children, of attitudes toward it, and of the literature's changing purposes from largely didactic to aesthetic.

II. POETRY AND DRAMA (3 to 6 hours)

Students will:

-analyze poetry and drama, recognizing common rhetorical elements, tropes, and figures of speech including but not limited to types of imagery, alliteration, metaphor, soliloquies, asides, and irony.

-classify poetry according to different forms and generic conventions: these include but are not limited to the

limerick, the sonnet, haiku, concrete poetry, free verse, and the lyric.

- appraise poetry and drama for their literary merit according to established criteria and for their appeal to children.
- explore drama and poetry's instructional potential for the K-12 classroom, for instance in the aiding of vocabulary development and language acquisition.
- possibly design a creative lesson plan utilizing poetry or drama.
- demonstrate knowledge of major authors, works, awards, and trends in poetry and drama written for children.

III. PICTURE BOOKS (6 to 9 hours)

Students will:

- demonstrate knowledge of major authors and illustrators, works, awards (such as the Caldecott and Greenaway awards), and trends in picture books.
- interpret, analyze and evaluate the visual content of picture books for elements such as line, perspective, color, texture, and composition.
- identify media (such as collage, computer-generated, watercolor, gouache, pen and ink) and artistic styles (such as expressionism, impressionism, surrealism, realism, and cartoon)
- demonstrate understanding of how children's cognitive development, gender, and age determine the appropriateness of book selections.
- classify picture books according to generic conventions: these genres include board book, concept book, alphabet and/or counting book, picture storybook, toy book, and transitional reader.
- analyze and evaluate the textual content of picture books for elements such as symbolism, theme, and style.
- read and appraise picture books for their literary and artistic merit using specific genre-based criteria, appeal to children, age-appropriateness, and instructional potential.

IV. TRADITIONAL LITERATURE (9 hours)

Students will:

- demonstrate knowledge of major compilers/translators/composers of and of several examples of traditional literature coming from the oral tradition.
- read some variants of a single tale such as *Cinderella*, distinguish, and analyze the differences between variants for an understanding of how a tale's country of origin or audience influences the arrangement of and choice of elements within a variant.
- demonstrate understanding of various theories of the transmission of traditional literature and distinguish between traditional and modern fantasy.
- interpret, analyze, and evaluate traditional literature for literary elements such as theme, image, symbolism, and conflict.
- identify stock elements of traditional literature including backdrop settings; themes of cottage to castle, rags to riches, or good vs. evil; and stereotypical characters such as the evil stepmother, damsel-in-distress, child-as-hero, noodle-heads, talking animals, and magical helpers.
- demonstrate understanding how children's cognitive development, interests and age determine the appropriateness of traditional literature selections.
- evaluate traditional literature according to specific genre-based criteria.
- classify traditional literature according to generic conventions: these genres include but are not limited to jump-rope rhymes, tongue-twisters, jokes, wonder/fairy/magic tales, pourquoi tales, myths, tall tales, legends, and epics.
- create a tale utilizing traditional literary elements that illustrates an understanding of them and analyze the appropriateness of the tale for a contemporary audience or write a literary analysis (such as a comparison/contrast of some of a particular culture's folktales, a literary analysis of two variants of a particular tale, or a comparison/contrast of a tale with a contemporary multimedia version.
- possibly prepare a creative group presentation of a traditional tale appropriate for an elementary school audience.

V. FICTION (21 hours)

Students will:

- demonstrate knowledge of major authors, works, awards such as the Newbery and Scott O'Dell awards, and

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Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 271, Survey of World Literature

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 271

Survey of World Literature

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

Survey of selections from world masterpieces from the beginnings of writing through the 1600's. Literary works studied in historical context for artistic form, their influence on their culture and others, and general contribution to understanding human experience.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15620</u>	I	3
SAM Priority Code:	E - Non-Occupational	Repeatability:	10
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 05/11/11 by: Shelly JaffrayDivision Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Literary analysis is implicitly critical in nature and therefore requires a high degree of critical thinking skills.

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;
4. discover the importance and utility of his/her own experience in the world as a tool for criticizing literature;
5. distinguish between his/her own responses to a work and the work itself;

6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions;
8. recognize the close relationship or identity of form and content in literature;
9. analyze works in terms of generic conventions and changes;
10. evaluate and recognize works' importance to the body of world literature;
11. write and orally present analyses of chosen works, appropriately documenting and citing resources;
12. situate works within their cultural/social/historical/artistic contexts.

Unit I, The Ancient World to 100 (18 hours)

The following literature and its background:

Gilgamesh

Ancient Egyptian Poetry

Old Testament selections

Ancient Greeks including:

Homer-selections from The Iliad and The Odyssey

Greek Drama-including works by Euripedes, Aeschylus, Aristophanes, or Sophocles

Early Chinese Poetry-selections from Book of Songs

Confucius-selections from Analects

Virgil-selections from The Aeneid

Catullus-selected poems

Ovid-selections from Metamorphoses

Indian Literature including selections from The Ramayana, The Bhagavad-Gita, The Jataka, and Tamil poetry

Creation myths/stories/poems, i.e., Greek/Roman, Egyptian, Indian, Hebrew

Or other representative world literature

Themes and genres: the epic; the hero; tragedy; war/peace; love; relationship between the human and divine; parables; creation stories, civilization building.

Unit II, The Medieval Period, 100-1500 (15 hours)

The following literature and its background:

New Testaments selections

St. Augustine-selections from Confessions

Indian stories and fables-including "The Red Lotus of Chastity" and selections from Pancatantra

China's Middle period-Tang poetry and Tang stories

Koran selections

The Thousand and One Nights- selections

Japan's Golden Age-poetry selections and The Tale of Genji, The Tale of the Heike, and The Pillow Book-selections

Japanese No drama

Beowulf or Sir Gawain

The Song of Roland

Dante-selections from The Divine Comedy

Boccaccio-selections from The Decameron

Chaucer-selections from Canterbury Tales

African literature-selections from the Mali epic Son-Jara

Or other representative world literature

Themes and genres: cross-pollination/adoption and varying of tales or figures from one culture to another; virtue; women's roles/identities; parables and fables; the nature of reality and human experience.

Unit III, The Early Modern Period 1500-1600 (15 hours)

The following literature and its background:

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Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

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SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 272, Survey of World Literature

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English 272

Survey of World Literature

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

Survey of world literary masterworks since the Renaissance studied for artistic form, cultural influence, and contributions to modern and contemporary thought.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15620</u>	I	3	10
SAM Priority Code:	E - Non-Occupational	Repeatability:		
TOPS Code:	150100 - English (Writing)	NR - Non-Repeatable: D, F, NC, W		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 11/07/11 by: Shelly Jaffray

Divison Chair Approval Date: 03/19/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools of interpretation";
4. discover the importance and utility of a student's own experience in the world as a tool for criticizing literature;
5. distinguish between a student's own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing foreshadowing and then justify those

assumptions;

8. recognize the close relationship between form and content in literature;
9. analyze the works in terms of generic conventions and changes;
10. identify the form and stylistic elements used within works;
11. situate works within their social, historical, and literary contexts.

Unit I, 1650-1800 (15 hours)

A representative sample of the following literature and its background:

Chinese Vernacular Literature

The Story of the Stone (selections)

Monkey (selections)

The European Enlightenment

Moliere -- Tartuffe

Voltaire -- Candide

Racine -- Phaedra

Pope -- The Rape of the Lock

Swift -- Gulliver's Travels (Part IV)

Japanese Popular Arts

Saikaku -- The Barrelmaker Brimful of Love

Basho -- The Narrow Road of the Interior

Akinari -- Bewitched

Unit II, 1800-1900 (15 hours)

A representative sample of the following literature and its background:

Romanticism

Rousseau -- Confessions (selections)

Goethe -- Faust (selections)

Blake -- selected poems

Wordsworth -- selected poems

Shelly -- selected poems

Keats -- selected poems

Heine -- selected poems

Whitman -- selected poems

Dickinson -- selected poems

Pushkin -- The Queen of Spades

Tennyson -- selected poems

Browning -- selected poems

Douglass -- Narrative of the Life of Frederick Douglass, an American Slave

Realism

Dostoyevski -- Notes from Underground

Tolstoy -- The Death of Ivan Ilych

Baudelaire -- The Flowers of Evil (selections)

Ibsen -- Hedda Gabler

Chekhov -- The Cherry Orchard

Unit III, 1900 to present (15 hours)

A representative sample of the following literature and its background;

Tagore -- selected poems

CURRICULUM & INSTRUCTION COUNCIL

APRIL 9, 2012

NEW COURSE – FIRST READING

Human Services

1. Criminal Justice Academies 055D, Sheriff Special Officer Academy

Continuing Education

2. Vocational Construction 610, Vocational Construction Technology Module I
3. Vocational Construction 620, Vocational Construction Technology Module II

REVISED COURSE – FIRST READING

Human Services

4. Criminal Justice 111B, Supervised Internship Work Experience

REVISED COURSES – SECOND READING

Human Services

5. Fire Academy 080B, S – 190 Introduction to Wildland Fire Behavior
6. Fire Academy 241A, Training Instructor IA
7. Fire Academy 241B, Training Instructor IB
8. Human Development 102, Exploring Parenting
9. Pharmacy Technology 072, Pharmacy Technology Externship

Technology

10. Automotive Technology 080, Computer Controls
11. Automotive Technology 085, Basic Clean Air Car Course
12. Diesel 024, Electrical Systems
13. Welding 020, Welding Laboratory
14. Welding 041, Welding Certification Exam Preparation

NEW PROGRAM – FIRST READING

Continuing Education

15. Vocational Construction Certificate

NEW PROGRAM – SECOND READING

Human Services and Technology

16. Automotive Business Technology Certificate (sac.autbu.ca)

REVISED PROGRAMS – SECOND READING

Human Services and Technology

17. Law Enforcement Option Certificate (sac.cjle.ca)
18. Occupational Therapy Assistant Degree (sac.ota.as)
19. Welding Technology Degree 9 (sac.weld.as)

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Criminal Justice Academies CJA 055D, Sheriff Special Officer Academy

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Criminal Justice Academies CJA 055D

Sheriff Special Officer Academy

Units: 13.8 – 14.2

Class Hours:

Lecture Hours: None

Laboratory Hours: 664 – 684

Arranged Hours: None

Total Semester Contact Hours: 664 – 684

PREREQUISITE(S)

Prerequisite

The course is designed for new OCSD Sheriff Special Officers. Students will need to complete the hiring process which includes a written test, oral exam, physical agility test, background investigation, medical and psychological testing.

In coordination with California POST this course provides training and certification for new OCSD Sheriff Special Officers.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
15712	I	1	20
SAM Priority Code:	C - Occupational	Repeatability:	
TOPS Code:	210550 - Police Academy	LMT - Legally Mandated Training	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 03/12/12 by: John Finch

Divison Chair Approval Date: 03/21/12 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Key: Modular Format, Level II (MFL II), Modular Format, Level III (MFL III) Corrections Office Core Course (COCC), OCSD Added Curriculum (OCSC-AC)

Post Curriculum:

- LD 01- Leadership, Professionalism & Ethics (MFL III - 8 hours)
- LD 02 - Criminal Justice System (MFL III - 2 hours)
- LD 03 - Policing in the Community (MFL II - 12 hours; MFL III - 6 hours)
- LD 04 - Victimology/Crisis Intervention
- LD 05 - Introduction of Criminal Law (MFL III - 4 hours)
- LD 06 - Property Crimes (MFL II - 6 hours)
- LD 07 - Crimes Against Persons (MFL II - 6 hours)
- LD 08 - General Criminal Statutes (MFL II - 2 hours)
- LD 09 - Crimes Against Children
- LD 10 - Sex Crimes
- LD 15 - Law of Arrest (MFL II - 7 hours; MFL III - 5 hours)
- LD 16 - Search and Seizure (MFL II - 8 hours; MFL III - 4 hours)
- LD 17 - Presentation of Evident (MFL II - 4 hours; MFL III - 2 hours)
- LD 18 - Investigative Report Writing (MFL II - 20 hours; MFL III - 8 hours)
- LD 19 - Vehicle Operations (MFL III - 8 hours)
- LD 20 - Use of Force (MFL II - 5 hours; MFL III - 5 hours)
- LD 21 - Patrol Techniques (MFL II - 6 hours)
- LD 22 - Vehicle Pullovers (MFL II - 6 hours)
- LD 23 - Crimes in Progress (MFL II - 10 hours)
- LD 28 - Traffic Enforcement (MFL III - 2 hours)
- LD 30 - Preliminary Investigation (MFL II - 4 hours; MFL III - 2 hours)

LD 31 - Custody (MFL II - 2 hours)
 LD 33 - Arrest and Control/Baton (MFL II - 16 hours; MFL III - 24 hours)
 LD 34 - First Aid/CPR (MFL III - 21 hours)
 LD 35 - Firearms/Chemical Agents (MFL II - 44 hours; MFL III - 28 hours)
 LD 36 - Information Systems (MFL III - 2 hours)
 LD 37 - People with Disabilities
 LD 39 - Crimes Against the Justice System (MFL II - 4 hours; MFL III - 1 hour)
 LD 42 - Cultural Diversity/Discrimination (MFL II - 15 hours; MFL III - 1 hour)
 Post Test/Test Review (MFL II - 12 hours; MFL III - 7 hours)
 POST - End of Course Proficiency Test

Board of Corrections Curriculum:

Unit 2.0 - California Criminal Justice System Orientation (COCC - 3 hours)
 Unit 3.0 - Codes, Statutes, and Other Legal Documents (COCC - 8 hours)
 Unit 4.0 - Professionalism and Ethics(COCC - 4 hours)
 Unit 5.0 - Classification of Inmates (COCC - 10 hours)
 Unit 6.0 - Contrabands (COCC - 5 hours)
 Unit 7.0 - Interpersonal/Tactical/Practical Communication (COCC - 10.25 hours)
 Unit 8.0 - Assaultive Behavior and Restraint Techniques (COCC - 28 hours)
 Unit 9.0 - Booking and Receiving - COCC - 5 hours)
 Unit 10.0 - Releasing (COCC - 2.25 hours)
 Unit 11.0 - Maintaining Security (COCC - 7 hours)
 Unit 12.0 - Reporting and Records Keeping (COCC - 20 hours)
 Unit 13.0 - Supervising Inmates (COCC - 12.5 hours)
 Unit 14.0 - Distribution of Supplies and Commissary (COCC - 3 hours)
 Unit 15.0 - Monitoring Psychological and Physical Health (COCC - 12 hours)
 Unit 16.0 - Management of Inmate Workers (COCC - 1 hours)
 Unit 17.0 - Screening and Monitoring of Visitors (COCC - 1 hour)
 Unit 18.0 - Screening and Distribution of Mail (COCC - 1 hour)
 Unit 19.0 - Transport Outside of Facility (COCC - 2 hours)
 Unit 20.0 - Emergency Procedures (COCC - 10 hours)
 Unit 21.0 - Testifying in Court (COCC - 4 hours)
 Unit 22.0 - Physical Tasks (COCC - 21 hours)
 First Aid/CPR (runs concurrent to LD 34) - (COCC - -21)
 Job Knowledge Test (COCC - 5 hours)
 Admin. Time (COCC - 4 hours)

OCSD Additional Curriculum

Pre-Academy (OCSD AC - 24-44 hours)
 Inspections/Communications Skills Test (MF II - 6 hours; MF III- 5 hours; OCSD AC - 3 hours)
 Physical Training (MF II - 12 hours; OCSD AC - 40 hours)
 Firearms (MF II - 12 hours)
 SEMS Training (OCSD AC - 4 hours)
 800 MHz (OCSD AC - 4 hours)
 Emergency Response to Terrorism (OCSD AC - 16 hours)
 Electronic Control Devise (OCSD AC - 4 hours)
 OCSD Use of Force/Liability Issues (OCSD AD - 4 hours)
 Tactical/Scenario Training (OCSD AC - 8 hours)
 Team Building (MF II - 5 hours; MF III - 3 hours; OCSD AC - 2 hours)

Total Hours

MFL II - 212 MFL III - 164 COCC - 179 OCSD AD - 109-129

Total Academy Hours

664-684

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: Criminal Justice Academies CJA 055D, Sheriff Special Officer Academy
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Recommended readings and/or materials.

None

Other

DISCIPLINE, NUMBER, TITLE: VOCATIONAL CONSTRUCTION 610, Vocational Construction Technology Module I

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW REVISION WITH _____ W/O _____ CATALOG CHANGES
 DELETION _____ REVISION WITH _____ W/O _____ CLASS SCHEDULE CHANGES

* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY (60 word limit; underline changes if a revision)

Course Number: Vocational Construction 610
 Course Title: Vocational Construction Technology Module I
 Credits: 5
 Class hours: 88
 Prerequisite: None

Provides basic introduction to construction technology including Occupational Safety and Health Administration (OSHA) standards, first aid, and the proper use of hand and power tools. Introduces basic theory and tools for use in concrete and electrical work.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision)

Vocational Construction 610, Vocational Construction Technology Module I. Credits:5
 Provides basic introduction to construction technology including Occupational Safety and Health Administration (OSHA) standards, first aid, and the proper use of hand and power tools. Introduces basic theory and tools for use in concrete and electrical work.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required _____ Elective _____
 Does this course have arranged hours? Yes No N/A By course _____
 Co/Prerequisite** N/A Approval Code _____ Co/Prerequisite Course Requirement _____
 Co/prerequisite message (10 character limit, (SEE CATALOG) _____
 Is course cross-listed (same as) with another course? Yes _____ No Subject ID _____
 Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)
 * Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes N/A _____
 List departments notified High School Subjects and Business Skills
 Budgetary Unit _____ Classification Code K Transfer Code N/A SAM Priority Code D
 Method of Instruction** 11 Instructor LHE: _____ Lecture Laboratory _____
 If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS CODE: 4930.72

Proposed by Mariella Baldo *Mariella Baldo* Date: 3/1/12
 Division Dean Nilo Lipiz *Nilo Lipiz* Date: 3/1/12
 Curriculum Committee Approval Henry Lim *Henry Lim* Date: 3/19/12

Curriculum Council Approval Date _____ Subject ID Number VCNST-610

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code !

SANTA ANA COLLEGE/Continuing Education COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: VOCATIONAL CONSTRUCTION 610, Vocational Construction Technology Module I

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY: (60 word limit; underline changes if a revision)

Course Number: Vocational Construction 610

Course Title: Vocational Construction Technology Module I

Credits: 5

Class hours: 88

Prerequisite: None

Provides basic introduction to construction technology including Occupational Safety and Health Administration (OSHA) standards, first aid, and the proper use of hand and power tools. Introduces basic theory and tools for use in concrete and electrical work.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A X

Yes No SAC Department Chair *Ann Miller Babb* Date 3/27/12
 Yes No SCC Department Chair _____ Date _____

COURSE CONTENT

Major Topics	Time Required	What Student Will Learn
OSHA, Basic Safety, and Getting Ready to Work	16	<ul style="list-style-type: none"> ▪ OSHA understanding safety at work ▪ Employer and employees responsibilities towards safety ▪ Protective clothing and eyewear ▪ Preparation of tools and equipment for use ▪ Properly clean and store tools and materials
Introduction to Hand and Power Tools	48	<ul style="list-style-type: none"> ▪ Identify hand tools and power tools ▪ Choose and Demonstrate proper use of hand tools used for: <ul style="list-style-type: none"> ○ Measuring and Layout ○ Fastening and Prying ○ Boring and Clamping ○ Smoothing ▪ Choose and Demonstrate proper use of the following power tools: <ul style="list-style-type: none"> ○ Circular table saw ○ Router ○ Sander ○ Other power tools needed
Construction Basics	24	<ul style="list-style-type: none"> ▪ Identify different types of: <ul style="list-style-type: none"> ○ Construction Methods ○ Lumber and its use ▪ Follow OSHA standards when using the scaffold and ladder ▪ Measure and cut to 1/8 of an inch (Math) ▪ Basic maintenance of equipment
Total Hours	88	

DISCIPLINE, NUMBER, TITLE: VOCATIONAL CONSTRUCTION 620, Vocational Construction Technology Module II

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW REVISION WITH _____ W/O _____ CATALOG CHANGES
 DELETION _____ REVISION WITH _____ W/O _____ CLASS SCHEDULE CHANGES

* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY (60 word limit; underline changes if a revision)

Course Number: Vocational Construction 620
 Course Title: Vocational Construction Technology Module II
 Credits: 5
 Class hours: 192
 Prerequisite: Vocational Construction Technology Module I

Provides basic instruction with practical experience in building foundations, framing, and installing drywall, including completion of project(s). Recommended for those who have completed Vocational Construction Technology Module I, or those who have the instructor's approval by assessment.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision)

Vocational Construction 620, Vocational Construction Technology Module II. Credits:5.
 Provides basic instruction with practical experience in building foundations, framing, and installing drywall, including completion of project(s). Recommended for those who have completed Vocational Construction Technology Module I, or those who have the instructor's approval by assessment.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required _____ Elective _____
 Does this course have arranged hours? Yes No N/A By course _____
 Co/Prerequisite*? N/A Approval Code _____ Co/Prerequisite Course Requirement _____
 Co/prerequisite message (10 character limit, (SEE CATALOG) _____
 Is course cross-listed (same as) with another course? Yes _____ No Subject ID _____
 Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)
 Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes N/A _____
 List departments notified High School Subjects and Business Skills
 Budgetary Unit _____ Classification Code K Transfer Code N/A SAM Priority Code D
 Method of Instruction** 11 Instructor LHE: _____ Lecture Laboratory _____
 If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS CODE: 4930.72

Proposed by Mariella Baldo *Mariella Baldo* Date: 3/1/12
 Division Dean Nilo Lipiz *Nilo Lipiz* Date: 3/1/12
 Curriculum Committee Approval Henry Lim *Henry Lim* Date: 3/19/12
 Curriculum Council Approval Date _____ Subject ID Number VCNST-620

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code !

SANTA ANA COLLEGE/Continuing Education COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: VOCATIONAL CONSTRUCTION 620, Vocational Construction Technology Module II

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY:

Course Number: Vocational Construction 620
Course Title: Vocational Construction Technology Module II
Credits: 5
Class hours: 192
Prerequisite: Vocational Construction Technology Module I

Provides basic instruction with practical experience in building foundations, framing, and installing drywall, including completion of project(s). Recommended for those who have completed Vocational Construction Technology Module I, or those who have the instructor's approval by assessment.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A X

Yes	No	SAC Department Chair	<u><i>Annelle Baldo</i></u>	Date	<u>3/27/12</u>
Yes	No	SCC Department Chair	_____	Date	_____

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last #4

SANTA ANA COLLEGE COURSE OUTLINE
 DISCIPLINE, NUMBER, TITLE: Criminal Justice 111B, Supervised Internship Work Experience
 (If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Criminal Justice 111B
 Supervised Internship Work Experience
 Units: 2
 Class Hours:

Lecture Hours: None
 Laboratory Hours: 120
 Arranged Hours: None
 Total Semester Contact Hours: 120

PREREQUISITE(S)

Prerequisite

CJ 198 Volunteer Internship Academy or CJ 111A

Students will be required to work under supervision of The Orange County Probation Department.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
15711	I	2	20
SAM Priority Code:	C - Occupational	Repeatability:	
TOPS Code:	210500 - Administration of Justice	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 03/26/12 by: Andy Gonis

Divison Chair Approval Date: 03/26/12 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

HOW JUVENILE INSTITUTIONS FUNCTION Lab 150hrs

HOW TO SUPERVISE JUVENILE PROBATIONERS

HOW TO SUPERVISE ADULT PROBATIONERS

Learn the duties and responsibilities of an Orange County Probation officer in dealing with juveniles and adults

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: Criminal Justice 111B, Supervised Internship Work Experience
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials.

To be provided by mentor or probation department

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

5 - Essential-always try to achieve

Communication Skills

1. Student will demonstrate active listening skills and be able to express their ideas and feelings to a diverse population. They will learn to exchange ideas in a tolerant manner.

5 - Essential-always try to achieve

Thinking and Reasoning

1. Students will have to formulate and express original ideas and concepts regarding the subjects taught in this course. They will have to recall and analyze information and think logically to solve problems presented to them. They will also demonstrate ethical reasoning so that they are able to make sound judgments and decisions.

3 - Important-sometimes try to achieve

Information**Management**

1. Students will use print material and electronic sources to access information related to probationers.

5 - Essential-always try to achieve

Diversity

1. Students will work with persons of different ages, cultures, abilities, etc. Students will identify elements of diversity and learn to deal with them in a sensitive and effective manner.

4 - Very important-often try to achieve

Civic Responsibility

1. Students will learn to be punctual and professional in their dress and manner. Students will learn to take personal responsibility for their actions and learn to be ethical in their behavior.

4 - Very important-often try to achieve

Life Skills

1. Students will learn how to deal with stress of their jobs. They will interact positively and learn how to follow instructions.

3 - Important-sometimes try to achieve

Careers

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#5
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Fire Academy 080B, S-190 Introduction to Wildland Fire Behavior
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Fire Academy 080B

S-190 Introduction to Wildland Fire Behavior

Units: 0.2

Class Hours:

Lecture Hours: 8

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~8

PREREQUISITE(S) None

Designed to train firefighters in the basic fire behavior factors that will aid them in safe and effective control of wildland fires.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15715</u>	I	1 10
SAM Priority Code:	C - Occupational	Repeatability:	
TOPS Code:	213350 - Fire Academy	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 12/08/11 by: Terri WannDivison Chair Approval Date: 12/16/11 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

FIRE BEHAVIOR - 2 LEC HOURS

Review of basic fire behavior principles.

FIRE WEATHER - 2 LEC HOURS

Effects of climate on fire prediction and behavior.

FUEL AND TOPOGRAPHY - 2 LEC HOURS

Effects of area topography, man-made and natural fuels for wild land responses.

TOOLS AND EQUIPMENT - 2 LEC HOURS

Review of tools used in wild land firefighting.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: Fire Academy 080B, S-190 Introduction to Wildland Fire Behavior
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: NWCG. NFES 002901 S-190 Student Workbook, NWCG, 01-01-2006

Recommended readings and/or materials.

Provided by instructor

Other

Provided by instructor

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1. Students will demonstrate active listening skills (note taking and outlining), contribute to class discussions, speak in a coherent and organized fashion, to explain their ideas and express their feelings; engage ideas courteously and remaining on topic. Students learn professional nomenclature and specifications to communicate accurately and report both verbally and in writing. Simulation activities and outside assignments reinforce vocabulary and accepted modes of communication and record keeping. Students will learn to input data to (and interpret) the Emergency Medical Services Agency Patient Contact Form and all required state FERS/UFERS reports.

4 - Very important-often try to achieve

Thinking and Reasoning

1. Students will be able to create public service announcements to encourage safe behavior in adults and children; students will devise lessons for presentation at schools and civic organizations with the level of presentation appropriate for the audience. Case studies and problem solving activities (both individual and group) will enable students to improve their "higher order" thinking skills such as abstract reasoning, ability to predict outcomes, evaluation by external criteria and analysis of logical inconsistencies.

5 - Essential-always try to achieve

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#6
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Fire Academy 241A, ~~Fire-Training~~ Instructor IA

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Fire Academy 241A

~~Fire-Training~~ Instructor IA

Units: 1

Class Hours:

Lecture Hours: 40

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~40

PREREQUISITE(S)

~~Prerequisite Fire Technology 101 and 102.~~

An introduction to fire service training methods with emphasis on using the occupational analysis, identifying training needs, and training others to perform manipulative skills.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15715</u>	I	2 10
SAM Priority Code:	B - Advance Occupational	Repeatability:	
TOPS Code:	213350 - Fire Academy	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 12/09/11 by: Terri WannDivison Chair Approval Date: 12/16/11 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

ORIENTATION - 1

~~LEC HOUR~~~~HR~~

Overview of the course.

REASONS FOR INSTRUCTOR TRAINING -

http://curricunet.com/SAC/files/comp_704_4137_1410.html

4/3/2012

~~1 LEC HOUR~~

1 HR

Why Instructor Training is necessary in the Fire Service.

OCCUPATIONAL ANALYSIS -

~~2 LEC HOURS~~

2 HRS

How to use the occupational analysis.

TRAINING NEEDS -

~~2 LEC HOURS~~

2 HRS

How to identify training needs.

COURSE OBJECTIVES -

~~2 LEC HOURS~~

2 HRS

How to identify course objectives.

IDENTIFYING COURSE CONTENT -

~~2 LEC HOURS~~

2 HRS

How to develop a course outline.

PREPARING A JOB ANALYSIS -

~~2 LEC HOURS~~

2 HRS

How to prepare a job analysis.

MANIPULATIVE LESSON PLANS -

~~2 LEC HOURS~~

2 HRS

How to prepare a manipulative lesson plan.

MANIPULATIVE SKILLS

~~5 LEC HOURS~~ Lecture &

& DEMONSTRATIONS - 5 HRS

How to teach manipulative skills

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

7
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Fire Academy 241B, ~~Fire Training~~ Instructor IB

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Fire Academy 241B

~~Fire Training~~ Instructor IB

Units: 1

Class Hours:

Lecture Hours: 40

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~40PREREQUISITE(S) ~~Prerequisite Fire Academy 241A. None~~

A continuation of Fire Academy 241A with emphasis on preparation to train others in technical skills as stipulated for Fire Officer I candidates.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15715</u>	I	2
SAM Priority Code:	B - Advance Occupational	Repeatability:	10
TOPS Code:	213350 - Fire Academy	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 12/09/11 by: Terri WannDivison Chair Approval Date: 12/16/11 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

ORIENTATION -

~~1 LEC~~

1 LEC HOUR

Overview of the course.

~~REVIEW OF FIRE INSTRUCTOR 1A MATERIAL - 1 LEC HOUR Refreshing memory of instructor terminology and standards. PREPARING A COURSE OUTLINE - 2 LEC HOURS How to prepare a course outline. LEVELS OF INSTRUCTION - 2 LEC HOURS How to establish levels of instruction according to Bloom Taxonomy. STUDENT BEHAVIORAL OBJECTIVES - 2 LEC HOURS How to construct student~~

performance goals. ~~TECHNICAL LESSON PLAN - 3 LEC HOURS~~How to prepare a technical lesson plan. ~~TEST PLANNING SHEET - 2 LEC HOURS~~How to prepare test planning sheets to assure adequate sampling of course objectives. ~~EVALUATION - 3 LEC HOURS~~How to interpret test evaluations. ~~WRITTEN TESTS - 2 LEC HOURS~~How to construct test items and utilize written tests. ~~SUPPLEMENTAL INSTRUCTION SHEETS - 2 LEC HOURS~~How to prepare and utilize supplemental instruction sheets. ~~CREDENTIALING REQUIREMENTS - 1 LEC HOUR~~Current credential requirements and minimum qualifications. ~~INSTRUCTIONAL AIDS - 2 LEC HOURS~~How to develop and utilize training aids. ~~THE CALIFORNIA UNIFORM FIRE TECHNOLOGY CURRICULUM - 1 LEC HOUR~~Where to acquire and how to use the California Uniform Fire Technology Curriculum. ~~EEO AND AA - 2 LEC HOURS~~How to treat each student equally and fairly. Requirements that tests and promotional activities be job related. ~~TESTS AND TEST ITEMS - 1 LEC HOUR~~How to analyze a test and test items. ~~INSTRUCTIONAL AIDS - 2 LEC HOURS~~How to utilize instructional aids. Costs of equipment and supplies. ~~STANDARDS FOR COLLEGE-LEVEL INSTRUCTION - 2 LEC HOURS~~Title 5 and standards of quality and rigor for Fire Training to be eligible for college credit. ~~TECHNICAL SKILLS - 5 LEC HOURS~~Lecture and demonstrations. How to present technical lesson plans. ~~SUMMARY OF COURSE - 2 LEC HOURS~~Basic review. ~~MIDTERM & FINAL EXAM - 2 LEC HOUR~~Exam

REASONS FOR INSTRUCTOR TRAINING - 1 LEC HOUR

Why Instructor Training is necessary in the Fire Service.

OCCUPATIONAL ANALYSIS - 2 LEC HOURS

How to use the occupational analysis.

TRAINING NEEDS - 2 LEC HOURS

How to identify training needs.

COURSE OBJECTIVES - 2 LEC HOURS

How to identify course objectives.

IDENTIFYING COURSE CONTENT - 2 LEC HOURS

How to develop a course outline.

PREPARING A JOB ANALYSIS - 2 LEC HOURS

How to prepare a job analysis.

MANIPULATIVE LESSON PLANS - 2 LEC HOURS

How to prepare a manipulative lesson plan.

MANIPULATIVE SKILLS - 5 LEC HOURS

Lecture & How to teach manipulative skills demonstrations.

LEVELS OF INSTRUCTION - 2 LEC HOURS

How to establish levels of instruction.

STUDENT PERFORMANCE GOALS - 2 LEC HOURS

How to construct student behavioral objectives.

THE FOUR STEP METHOD OF INSTRUCTION - 2 LEC HOURS

How to utilize the four step method of instruction.

INSTRUCTIONAL METHODS - 2 LEC HOURS

How to utilize instructional methods.

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

8
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Human Development 102, Exploring Parenting Processes
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Human Development 102
Exploring Parenting Processes
Units: 3
Class Hours:

Lecture Hours: 48
Laboratory Hours: None
Arranged Hours: None
Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S) None

A comprehensive introduction to parenting that demonstrates how parents and caregivers interact to translate their feelings, care, and nurturing of children into effective parenting/caregiving behaviors. Designed to acquaint caregivers and parents with brain-age appropriate parenting and/or caregiving strategies to enhance the development of children from birth through adolescence.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15717</u>	I	2 10
SAM Priority Code:	D - Possible Occupational	Repeatability:	
TOPS Code:	130500 - Child Devlpmnt/Early Care/Educ	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 02/27/12 by: Gwen Morgan-Beazell

Divison Chair Approval Date: 03/05/12 by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Define the parenting process - 4 HOURS

- Understanding the changes in the parenting roles and expectations and how these affect outcomes for children.
- Debate the ramifications of requiring a parent license.
- Discuss the impact of the nature/nurture controversy on the parenting process
- ~~Learn~~ Investigate how parenting support varies among cultures

Identify the stages of parenting and theories of development - 4 HOURS

http://curricunet.com/SAC/files/comp_144_4238_1814.html

4/3/2012

- ~~Learn~~ Investigate how the major developmental theories are applied to the parenting process and development.
- ~~Become familiar with~~ Discuss the Lifespan Attachment Theory as ~~applied~~ it applies to parenting.
- Discuss and learn about the various theories of knowing about the world, assimilating and applying knowledge as it relates to parenting.
- Connect parenting styles, behavioral dimensions, self-efficacy to outcomes for children.

Cultural influences in Parenting - 4 HOURS

Define race, ethnicity, acculturation, prejudice, ethnic identity, bicultural identity, socioeconomic status, and poverty as it affects the parenting process.

- ~~Evaluate~~ Compare cultural models of parent-children relationships
- Discuss the impact of poverty and status on parenting and the parent-child bond.
- Evaluate patterns of immigration and the effect on the parenting process.

Establishing close emotional relationships with children - 4 HOURS

- ~~Understand~~ Evaluate the power of positive relationships to help children develop.
- Define eight forms of parent-child (caregiver-child) communication and the impact on the child and parent (caregiver).
- Gain practical insight into the value of storytelling, family rituals, and family displays of for encouragement and respect.
- Evaluate and practice scripts for dealing with anger.

Shaping and modifying children behavior - 4 HOURS

- ~~Learn~~ Review supportive behaviors for child rearing and caregiving.
- Define adult behaviors and responses that promote learning.
- Discuss disciplines and levels of adult response to misbehavior.
- Debate the harm versus benefits of physical punishment.

Parenting at Developmental Stages The Beginning-Becoming Parents - 3 HOURS

- ~~Learn~~ how timing of when one becomes affects
- ~~Explore~~ the effects of parents' age and status on parenting choices.
- Discuss psychological qualities that affect parenting.
- Define the child bearing option for parents and discuss how this may affect the parenting process.
- Debate the merits of older versus younger parents.
- ~~Learn~~ Discuss how foster parenting and adopting affect adult development.

Parenting in Infancy and Early Childhood- Birth to Age Five. - 6 HOURS

- ~~Learn~~ about Survey the concerns and challenges of parenting/caregiving in infancy.
- ~~Learn~~ Explore basic brain development of children for this period.
- Discuss developmental milestones during this period and their effect on parenting (caregiving).
- ~~Learn~~ about Evaluate adult behaviors and practices that support healthy self-concept.
- ~~Learn~~ Explore the challenges of parents ~~disabled~~ disabled or developmentally delayed children.

Parenting the School Age and Teen Age years - 6 HOURS

- ~~Learn~~ about Survey the concerns and challenges of parenting/caregiving in ~~infancy~~ the School Age and Teen years.
- ~~Learn~~ Explore basic brain development of children for this period.
- Discuss developmental milestones during this period and their effect on parenting (caregiving).
- ~~Learn~~ about Evaluate adult behaviors and practices that support healthy self-concept.
- ~~Learn~~ Explore the challenges of parents disabled or developmentally delayed children.
- ~~Learn~~ about Discuss the influence ethnic identity on development.
- ~~Discuss and understand~~ Explore the relationship between puberty and parenting stress

Parenting and Working - 3 HOURS

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#9
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Pharmacy Technology 072, Pharmacy Technology Externship

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Pharmacy Technology 072

Pharmacy Technology Externship

Units: 0.5 – 6

Class Hours:

Lecture Hours: None

Laboratory Hours: 40 – 480

Arranged Hours: None

Total Semester Contact Hours: 40 – 480

PREREQUISITE(S)

~~Prerequisite Pharmacy Technology 056, 057, or 060 with a grade~~

Completion of the following classes are pre-requisites for the respective Externship Rotation: Phar 056: Retail Pharmacy Externship Rotation Phar 057 and Phar 056: Inpatient Externship (hospital) and Retail Externship Phar 060: Sterile Products Externship Classes need to be completed with grades of C or better; current TB clearance; ~~Speech Communications~~ Communication Studies 097, 101, 101H or 102.

On-site training in three pharmacy practice settings. Students must complete the related lab course prior to placement in a specific rotation: PHAR 056 for outpatient, PHAR 057 and PHAR 056 for inpatient, PHAR 060 for sterile products. Students must pass the trade-generic test prior to placement. Some sites require additional screening. Completion of all three rotations (320 hours) required for the advanced certificate. Preceptors may assign NP grade for incomplete or failing competencies. Students receiving NP grades must repeat the rotation hours (40 hours increments).

Budget Unit	Classification Code	Transfer Code	Method of Instruction
15719	I	1	54
SAM Priority Code:	B - Advance Occupational	Repeatability:	
TOPS Code:	122100 - Pharmacy Technology	VR - May Be Repeated up to maximum units	
Topics Course:	No		
Open Entry/Exit:	YES		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: ~~11/02/1303/11-12~~ by: KC HuynhDivison Chair Approval Date: ~~11/03/1609/11-12~~ by: Kristina Ross

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

PHARMACY TECHNOLOGY EXTERNSHIP COMPETENCIES

Under the supervision of the pharmacist, the extern will complete the following critical elements of externship. For these critical elements, the term "medication" includes all dosage forms, including parenterals.

1. The extern will comply with all of the facility's policies and procedures relating to medication preparation and distribution.
2. The extern will maintain patient medication profiles. As required by the facility's procedures, the extern may:
 - a. Process admissions and discharges
 - b. Transcribe / input medication orders
 - c. Generate update lists and fill lists
 - d. Produce medication labels
3. The extern will prepare medication for ward stock and for distribution to extended care facilities.
4. The extern will maintain emergency kits, stat boxes, and/or crash carts.
5. The extern will complete the calculations necessary for medication preparation.
6. The extern will extemporaneously repackage medications into unit dose form, label the doses, and maintain the necessary control records.
7. The extern will fill unit dose cassettes / cubicles or automated dispensing devices with the correct medications and supplies.
8. The extern will properly clean and set up the laminar flow hood for sterile products preparation.
9. The extern will properly scrub before preparing any sterile products.
10. The extern will aseptically prepare sterile products.
11. The extern will be oriented in the policies and procedures used for processing biohazardous materials.
12. The extern will deliver medications and/or medication carts as necessary.
13. The extern will perform inventory control functions. This may include drug ordering, check-in, stocking under the proper storage conditions, and processing returns and/or recalls.
14. The extern will locate needed information in pharmacy reference materials.
15. The extern will perform necessary billing procedures.
16. The extern will perform necessary record-keeping functions.
17. The extern will adapt to changes in the practice of pharmacy and the delivery of pharmaceutical care.
18. The extern will handle interpersonal communications with patients and with other health care personnel as appropriate.
19. The extern will maintain the pharmacy area in a clean and orderly manner.
20. The extern may assist the pharmacist in the distribution of controlled or restricted drugs.

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Automotive Technology 080, Computer Controls

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Automotive Technology 080

Computer Controls

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S) None

Theory, component function, and diagnosis of ~~the following~~ automotive computer controlled systems: ~~G.M.'s, FBI, and PFI, Ford's EEC IV and V, and OBD II.~~ Examples include GM, Ford, and import OBD-2 systems.
Suggested preparation: Automotive Technology 002 or 006 and 032 or one year tune-up related trade experience.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15751</u>	I	1	10
SAM Priority Code:	E-B - <u>Advance Occupational</u>	Repeatability:		
TOPS Code:	-	R3 - <u>Repeatability x3</u>	<u>94800 - Automotive Technology</u>	<u>NR - Non-Repeatability:</u> <u>D, F, NC,</u> <u>W</u>
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 01/19/12 by: Glen Hammonds

Division Chair Approval Date: 02/28/12 by: Dietrich Kanzler

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

AUTOMOTIVE POLLUTION - 3 hours.

Types and sources of automotive emissions and the controls used to reduce them.

COMMON COMPUTER COMPONENTS - 12 hours.

Automotive computer systems, its component parts, and theory of operation. ~~THROTTLE BODY INJECTION - 3~~

L1 COMPOSITE VEHICLE- 12 hours.

Theory of ~~fuel injection~~ computer operation. Operation of sensors, processors, and actuators are covered in depth. ~~PORT FUEL INJECTORS - 3 hours. Theory and operation of G.M. sequential and non-sequential port fuel injection systems. FORD EEC IV AND V - 9 hours. How the Ford electronic Engine Control system works. Unit will include both theory of unit operation and basic troubleshooting.~~

INTRODUCTION TO DIAGNOSTIC EQUIPMENT -~~6~~ 9 hours.**DIAGNOSIS/ OBD II - 12 hours.**

Student familiarization with computer OBD-II system. The retrieval of trouble codes and circuit diagnosis will be stressed.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
DISCIPLINE, NUMBER, TITLE: Automotive Technology 080, Computer Controls
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: Halderman, James D.. Automotive Technology: Principles, Diagnosis, and Service, 4th ed. Prentice Hall, 2012, ISBN: 013-254261-7.

Recommended readings and/or materials.

Class handouts as assigned.

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

**5 -
Essential-
always try
to achieve**

1.

LISTENING SKILLS: Students will listen to lecture material. They will answer questions verbally in the classroom and in the lab, pertaining to the lecture presentation. Students will be encouraged to ask questions related to the course material.

READING AND WRITING: Students will read textbook assignments and complete written

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Automotive Technology 085, Basic Clean Air Car Course
(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Automotive Technology 085

Basic Clean Air Car Course

Units: 5

Class Hours:

Lecture Hours: 80

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~80

PREREQUISITE(S) ~~Prerequisite Minimum of 9 semester units of automotive tune-up/electrical course work or 1 year of verifiable automotive tune-up electrical trade experience.~~ None

Bureau of Automotive Repair recognized Basic Clean Air Car Course. This course fulfills one of the required courses the student needs to take the State Smog Technician Exam.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15751</u>	I	1	10
SAM Priority Code:	B - Advance Occupational	Repeatability:		
TOPS Code:	-	<u>94800 - Automotive Technology</u>	R3 - Repeatable x3	
Topics Course:	No			
Open Entry/Exit:	YES			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 01/19/12 by: Glen Hammonds

Divison Chair Approval Date: 02/28/12 by: Dietrich Kanzler

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Requires students to analyze statements for validity, and solve problems relating to the subject matter. Requires student to research and analyze assigned reading material to arrive at correct responses to questions and statements on research papers. Requires the student to apply the solutions to the problems encountered in emissions fundamentals. Allow students to independently expand depth and breadth of emissions fundamentals knowledge.

Module 1 - LEC 35 HOURS

Subject

Orientation and Safety

Rules and Regulations

Emissions relations & analyzation
 TAS operations
 ASM operations

MODULE 2 - LEC 20 HOURS

OB2 II Training
 Generic Scan Tool Operation

MODULE 3 - LEC 10 HOURS

Update 2003 Training (current laws)

MODULE 4 - LEC 15 HOURS

Update 2005 Training
 Advance Scan Tool Usage
 Electric schematic

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE:Automotive Technology 085, Basic Clean Air Car Course
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1.

Students will read textbook assignments. Students will listen to lecture material and answer questions in class.

5 -
Essential-
always try
to achieve

Thinking and Reasoning

5 -
Essential-
always try
to achieve

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

12
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Diesel 024, Electrical Systems

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Diesel 024

Electrical Systems

Units: ~~4~~5

Class Hours:

Lecture Hours: ~~3~~264Laboratory Hours: ~~9~~664

Arranged Hours: None

Total Semester Contact Hours: ~~None~~128

PREREQUISITE(S) None

~~Theory, component construction operation, diagnosis, and service maintenance of instrument systems: Preparation for California Lamp and ASE Examination. Students must the following systems and components: lighting, instrument, and accessory circuits. Students furnish hand tools and safety equipment. Suggested preparation: Diesel 022.~~

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15752</u>	I	1 30
SAM Priority Code:	C - Occupational	Repeatability:	
TOPS Code:	-	<u>94700 - Diesel Technology</u>	NR - Non-Repeatable: D, F, NC, W
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 02/29/12 by: Glen HammondsDivison Chair Approval Date: 03/01/12 by: Dietrich Kanzler

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

COURSE ORIENTATION SCHEMATICS LEC 12 / LAB 12 HOURS

Course content, expectations, class organization, and shop safety.

Use of wiring diagrams.

Wiring terminals and connectors.

Wire, cable, and harness construction.

Use of meters.

~~BATTERIES~~

METERS LEC 4 / LAB 4 HOURS~~Battery construction, operation, rating methods, testing, and servicing.~~ ~~STARTING SYSTEMS~~Testing of vehicles with meters.SCAN TOOLS and LAB SCOPES LEC 8 / LAB 8 HOURS~~System wiring and diagnosis. Switches, relays and solenoids. Motor operation and construction. Motor overhaul and bench testing.~~ ~~CHARGING~~Introduction to the use of Scan Tools.Introduction to the use of Lab Scopes.COMPUTER CONTROL SYSTEMS LEC 12 / LAB 12 HOURS

Regulator

System operation.

System wiring and diagnosis.

~~Generator (alternator) construction and operation. Overhaul and bench testing procedures.~~System operation and diagnosis.

LIGHTING CIRCUITS LEC 8 / LAB 8 HOURS

Operation, testing, and repair of headlamp, tail and park lamps, directional signal, interior and instrument lamp circuits, and components.

INDICATING INSTRUMENTS LEC 8/ LAB 8 HOURS

Operation, testing, and repair of:

Gauges

Transmitters

Lamps

Thermal and Pressure Switches

Fuel Gauge Circuits

ACCESSORY CIRCUITS LEC 12 / 12 LAB HOURS

Operation, diagnosis, and repair of procedures of:

Horn

Windshield washer and wiper

Power window, seat and fan circuits

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: Diesel 024, Electrical Systems

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Welding 020, Welding Laboratory

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Welding 020

Welding Laboratory

Units: 0.5 – 510

Class Hours:

Lecture Hours: None

Laboratory Hours: 24 – 480

Arranged Hours: None

Total Semester Contact Hours: ~~None~~ 24 – 480

PREREQUISITE(S)

Prerequisite

Concurrent enrollment in any welding course required.

Independent practice for advanced knowledge and skills development in specific areas of welding technology. Students furnish own equipment.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15756</u>	I	1 20
SAM Priority Code:	C - Occupational	Repeatability:	
TOPS Code:	-	R3 - Repeatabile x3	<u>95650 - Welding Technology</u> <u>VR - May Be Repeated up to maximum units</u>
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 03/06/12 by: Glen Hammonds

Divison Chair Approval Date: 03/08/12 by: Dietrich Kanzler

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Requires the student to constantly apply the principles of welding, to consistently evaluate his/her work, and from this, deduce valid conclusions based on industry's models.

Requires the student to identify and explain, through class discussion, the principles of welding theory. Exams require the student to compare and contrast their work to industry standards.

Varies according to subject area

~~48 hours/unit~~

Advanced knowledge and skills development in specific areas of welding technology.

~~16 hours directed lab and 8 hours arranged:~~

SANTA ANA COLLEGE PLAN OF INSTRUCTION
DISCIPLINE, NUMBER, TITLE: Welding 020, Welding Laboratory
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials.

None

Other

Student must provide own arc welding equipment (approximately \$25.00)

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

5-
Essential-
always
try to
achieve

1.

Students will pass a written safety test, before welding in the lab.
Students will actively listen to lecture, and welding demonstrations.
Students will follow written and verbal instructions in the lab.

Thinking and Reasoning

5-
Essential-
always
try to
achieve

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#14
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Welding 041, Welding Certification Exam Preparation

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Welding 041

Welding Certification Exam Preparation

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: 48

PREREQUISITE(S)

Prerequisite

Welding 008 or Welding ~~098/03~~ or Welding 025

This practical course is for advanced welding students. Instruction will cover design, prequalified base/filler material, procedure/welder qualifications, fabrication essentials, and testing as specified by American Welding Society (AWS D1.1) Structural Code specifications leading to Los Angeles City or AWS welding certifications.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
15756	I	1	10
SAM Priority Code:	B - Advance Occupational	Repeatability:	
TOPS Code:	95650 - Welding Technology	R2-NR - Repeatability x2 <u>Non-Repeatability: D, F, NC, W</u>	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 03/08/12 by: Glen Hammonds

Division Chair Approval Date: 03/12/12 by: Dietrich Kanzler

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Scope of AWS D1.1 Lec 7 hours

Discusses the requirements for fabricating and erecting welded steel structures.

Weldment Design Lec 7 hours

http://curricunet.com/SAC/files/comp_36_4292_3436.html

4/3/2012

Explanation of weldment designs and weldment connection requirements.

Prequalified of Welding Procedures Lec 11 hours

Knowledge of prequalified base/filler metal as used in established weld procedures.

Qualifications Lec 11 hours

Explanation of welder performance and welding procedure qualifications.

Fabrication Lec 8 hours

Study of the fabrication and erection of welded assemblies produced with AWS recognized procedures.

Inspection Lec 4 hours

Review of Inspection qualification and responsibility as it pertains to an acceptance criteria.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
DISCIPLINE, NUMBER, TITLE: Welding 041, Welding Certification Exam Preparation
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required: AWS (American Welding Society). *Structural Welding Code- Steel AWS D1.1.*, 21st ed. AWS, 2008, ISBN: N/A.

Recommended readings and/or materials.

None

Other

LADBS (Los Angeles Dept. of Building & Safety) Information Bulletins 2002-046.

Handouts provided by instructor.

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?
(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

5 - Essential-always try to achieve

Communication Skills

1. Reading and Writing Students must be able to understand text, and comprehend given instruction and complete given exam task.

5 - Essential-always try to achieve

Thinking and Reasoning

1. Critical Thinking Students will be required to analyze text information given in matrix, list and graphic forms.

PROPOSAL FOR NEW OR REVISED CERTIFICATE/DEGREE PROGRAMS

#15

New X Revised _____

TITLE Vocational Construction Technology Certificate
(If name is being revised, above should reflect the NEW information, AND, type the former name here: _____)

(Attach rationale)

TEXT (underline changes and ~~strike through~~ deletions if a revision).

This series of courses will provide students with the skills to move towards employment as an apprentice in various areas which may include: General and commercial contracting and/or property maintenance. In addition to getting hands-on instruction in construction, students will receive classroom instruction in math, Occupational Safety and Health Administration (OSHA) safety standards, and employability skills. Students will receive 5 High School elective credits upon completion of each course.

Core Courses:

- Vocational Construction 610, Vocational Construction Technology Module I
- Vocational Construction 620, Vocational Construction Technology Module II
- Vocational Business 400, Employability Skills

Administrator Signature *Orlando Lopez* Date 3-27-12

Dept. Chair (SAC SCE/OEC) *Manuela Bello* Date 3-27-12

Dept. Chair (SAC SCE/OEC) _____ Date _____ Phone _____ Agree/Disagree

SAC SCE Curriculum Committee Date *Henry Kim 3/19/12* College Curriculum Council Date _____

SAC/SCC Curriculum Committee Chair/Co-Chair _____ Date _____

District Curriculum Council Date _____

RATIONALE FOR NEW OR REVISED

CERTIFICATE/DEGREE PROGRAMS

Title Vocational Construction Technology Certificate New X Revised _____

1. Please write a brief narrative statement as to why this Certificate/Program should be added or revised.

This series of courses will provide students with the skills to move towards employment as an apprentice in various areas of construction which may include: General and commercial contracting and/or property maintenance. According to the Occupational Outlook Handbook, 2010-11 Edition, employment of laborers is expected to grow by 20 percent between 2008 and 2018, much faster than the average for all occupations. Also, there is expected funding for the repair and maintenance of the nation's infrastructures such as roads and buildings. The mean hourly wage for construction laborers is \$16.15 which is double the minimum wage.

2. Have all affected departments been notified of this addition/revision and/or consulted? Yes X No _____

PROGRAM OF STUDY

Automotive Business Technology Certificate of Achievement (Transcripted)

The certificate curriculum in Automotive Business is designed to prepare the student for employment as a shop manager or automotive shop owner. The student completes automotive courses in their area of interest as well as essential business courses. Through the completion of this program a prospective owner, manager, or technician would be better aware of the business and the technical aspects of the automotive industry.

Core Courses

		Units
AUTO 002	Essentials	3
	or	
AUTO 006	Automotive Maintenance	4
BUS 100	Fundamentals of Business	3

Electives: 9 Units

Select electives from the following list

		Units
AUTO 032	Tune-Up	5
	or	
AUTO 043	Automatic Transmission Service	4
	or	
AUTO 044	Power Train Service	4
	or	
AUTO 053	Brakes	4.5
	or	
AUTO 054	Front Ends	4.5
	or	
AUTO 062	Air Conditioning and Heating	3
	or	
AUTO 072	General Automotive Engine Service	4.5
	or	
AUTO 076	Engine Repair	4.5
	or	
AUTO 080	Computer Controls	3
	or	
AUTO 081	Fuel Injection Systems	3
	or	
AUTO 082	Automotive Computer Sensors	3
	or	
AUTO 083	Automotive Lab Scopes	3
	or	
AUTO 084	OBD-II	3
	or	
AUTO 085	Basic Clean Air Car Course	5
	or	
AUTO 022	Electronics Fundamentals	5
	or	
AUTO 024	Electrical Systems	5

Electives: 3 Units

Select electives from the following list

		Units
ACCT 010	Accounting Procedures	3
	or	
BUS 170	Principles of Small Business Management	3
	or	
MKTG 113	Principles of Marketing	3
	or	
BUS 120	Principles of Management	3 - 0
<hr/> Total Units		18 - 19

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last #17

PROGRAM OF STUDY

Law Enforcement Option Certificate (sac.cjle.ca) Certificate of Proficiency Achievement
(~~Untranscripted~~Transcripted)

The Criminal Justice associate degree curriculum is designed to provide students with a solid base for additional study at a four-year institution and for entry level employment in federal, state, local or private criminal justice agencies. Completion of the law enforcement certificate program exceeds the minimum P.O.S.T. requirements for entry level employment as peace officers. Completion of course requirements listed for the law enforcement reserve officer provides students with the knowledge and skills in excess of those required by the California Commission on P.O.S.T. for entry level service as a reserve officer. The Law Enforcement Custody and Advanced Officer course offerings are designed to upgrade the skills and knowledge required for employed peace officers as well as to provide knowledge and skills based on new legal and/or judicial rulings.

Major requirements for the certificate:

Course			
CJA 010	Pre-Employment Preparation for Law Enforcement	1	
CJA 100 100A	Basic Police Academy	24	19 - 21
CJ 101	Introduction to Criminal Justice	3	
CJ 103	Concepts of Criminal Law	3	
CJ 105	Legal Aspects of Evidence	3	
CJ 107	Principles and Procedures in the Criminal Justice System	3	
CJ 109	Community Interaction	3	
Total Units		40	35 - 37
PID 67335			

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

#18
last

SPCH
SPCH
SPCH
(2007)

PROGRAM OF STUDY

Occupational Therapy Assistant Degree (sac.ota.as) A.A. Degree

The Occupational Therapy Assistant Program provides a strong foundation in the skills and knowledge necessary for entry level occupational therapy assistant competencies. The program is accredited by the Accreditation Council for Occupational Therapy Education, American Occupational Therapy Association, 4720 Montgomery Lane, P.O. Box 31220, Bethesda, MD, 20824-1220, phone number (301) 652-2682. Graduates of the program are qualified to sit for the national certification examination, administered by the National Board of Certification for Occupational Therapy (NBCOT), ~~800 S. Fredrick~~ 12 South Summit Avenue, Suite 200 Suite 100, Gaithersburg, MD 20877, phone number (301) 990-7979. Students who have completed all requirements will also need to apply for a license to practice in the State of California through the Board of Occupational Therapy, ~~444 N. 3rd~~ 2005 Evergreen Street, Suite 2050, Sacramento, CA ~~95814~~ 95815, phone number (916) ~~322263-3394~~ 2294. Occupational therapy is a discipline which focuses on function as well as quality of life. Occupational therapy assistants provide service to individuals with physical, mental or environmental disabilities, across life phases, who need to remediate skills of everyday tasks of work, self care and leisure. The major requires general education courses including: biological, social, and behavioral science, in addition to, occupational therapy courses. The program utilizes classroom instruction and fieldwork experiences to prepare the student to meet certification and employment standards. Advanced placement in the program for those students with prior occupational therapy assistant education will be evaluated on an individual basis by program facilitator.

When applying for the certification examination with the National

http://curricunet.com/SAC/files/comp_978_353_157.html

3/14/2012

Board of Certification in Occupational Therapy (NBCOT), applicants will be asked to answer questions related to the topic of felonies. Application for state licensure with the Board of Occupational Therapy (BOT) requires fingerprinting. For information about limitations based on felonies applicants are advised to call NBCOT and BOT (address and phone numbers above) anytime prior to the application process. Further, there is a high probability that students will be required to be fingerprinted (at the student's cost) and/or have a drug test and criminal background check at a fieldwork site. Problems with fingerprinting and background could result in a delay or failure of program completion. These requirements are required prerequisites for Occupational Therapy 101, Foundations of Occupation and Occupational Therapy or 101L, Exploration of Occupation through Activity or Occupational Therapy 100, Medical Terminology and Documentation for Occupational Therapy.

1. Completion of the following tests: (Required of all applicants except those that have a baccalaureate degree.) These tests are for purposes of guidance and for establishment that prerequisite skills of 101 and 101L have been met.
 - a. College Test of English Placement (reading section only) with a minimum score of 25 or above. Students scoring below 25 will be referred to Student Success Center.
 - b. Santa Ana College Test in Math, Level HIII, showing a total score at 2618 or above or successful completion of Intermediate Algebra 080 or 081 with a grade of "C" or better.
2. English 101 or 101H, with a grade of "C" or better.
3. Oral Communication Skill (3 units) - Satisfactory completion of ~~Speech Communication~~ of Communication Studies 101 or 101H, +02 102, 140, 145, 152.
4. Biology 149, Human Anatomy & Physiology (4 units) or *Biology 239, Anatomy and *Biology 249, Human Physiology (8 units total) with a grade of "C" or better. (This is a prerequisite for Occupational Therapy Assistant 100.)
5. Psychology 100 or 100H with a grade of "C" or better. (This is a prerequisite for Psychology 250.)
6. Evidence of a physical examination and appropriate immunizations must be submitted verifying the applicants physical ability to perform the fieldwork requirement of an Occupational Therapy Assistant (O.T.A.).

SAC Instructional Programs / 85

*Students contemplating transfer to four-year institutions should take these courses.
 Admission Procedures:
 Admission into the program will be based on "first to complete all of the requirements, first admitted". Students who successfully complete all requirements but who are not accepted because of limited class size will have priority in the next class.
 Major requirements for the associate degree in Occupational Therapy Assistant.

First Year					
First Semester		-			
PSYC 250	Introduction to Abnormal Psychology	3			
<u>Units</u>					
OTA 100	Terminology and Documentation for the O.T.A.	1			
OTA 101	Foundations of Occupation and Occupational Therapy	4			
OTA 101L	Exploration of Occupation Through Activity	2.5			
OTA 111	Applied Kinesiology	1	110	Human Occupation Across Lifespan	3
Second Semester		-	<u>Units</u>		
OTA 102	Psychosocial Function and Dysfunction	4			
OTA 102L	Psychosocial Components of Occupation	2.5	BIOL 217	Pathophysiology	
OTA 111	Applied Kinesiology	1			
OTA 115	Human Disease and Occupation	2			
PSYC 140-250	Introduction to Abnormal Psychology of Adulthood and Aging	3			
Second Year					
Third Semester		-	<u>Units</u>		
OTA 103	Physical Function and Dysfunction	4			
OTA 103L	Physical Components of Occupation	2.5			
OTA 201	Contemporary Models of Occupational Therapy Practice	4			

HUD 107	Child Growth and Development (DS1)	3	
			or
PSYC 157	Introduction to Child Psychology	3	
-			
Fourth Semester		-	<u>Units</u>
OTA 202	Level II Fieldwork - Part I	6	
OTA 203	Level II Fieldwork - Part II	6	
Graduation Requirements for the Associate Degree in Occupational Therapy Assistant			
-			
Course		-	<u>Units</u>
Total Occupational Therapy Assistant units required		4845.5	
BIOL 149	Human Anatomy and Physiology	0	<u>4</u>
or			
BIOL 239	General Human Anatomy	4	
and			
BIOL 249	Human Physiology	4	
SPCH CMST 101	Introduction to Interpersonal Communication	0	<u>3</u>
or			
SPCH CMST 101H	Honors Introduction to Interpersonal Communication	3	
or			
CMST 102	Public Speaking	3	
or			
CMST 140	Argumentation and Debate	3	
or			
CMST 145	Group Dynamics	3	
or			
SPCH	Oral Interpretation	3	

CMST 152			
ENGL 101	Freshman Composition		4
	or		
ENGL 101H	Honors Freshman Composition		4
PSYC 100	Introduction to Psychology		3
	or		
PSYC 100H	Honors Introduction to Psychology		3
U.S. History or Political Science (American Institutions		3	Sociology 100
-	or		
Sociology 100H		Humanities	3
Cultural Breadth			3
Communication & Analytical Thinking			3
Computer Applications			3
MATH 080	Intermediate Algebra.....(Revised	4	4
	or		
MATH 081	Intermediate Algebra with Lab	0	4
	or		
above OR score on the SAC math placement test indicating placement in a course higher than Math 080/081			
	or		
-			
Total Units		128-	143
PID 157			
71.5 - 79.5			
PID 353			

first *Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.* last # 19

list of recommended electives

PROGRAM OF STUDY		
Welding Technology Degree (sac.weld.as) and Certificate (sac.weld.ca) A.S. Degree		
<p>The associate degree and certificate curriculum in welding technology is designed to provide comprehensive occupational training in all common types of welding methods relating to the needs of today's welding fabrication industry. The program provides students with manipulative skills and technical knowledge required to operate oxyacetylene, shielded electric arc, M.I.G., T.I.G. and semiautomatic flame cutting welding equipment. In addition, students will be prepared for certification as required by employment in the welding industry. Employment opportunities available are: welder, welder technician, inspector, maintenance welder, production welder in manufacturing, construction industries and shipbuilding. The Santa Ana College Welding Program is a Los Angeles Certified Testing Lab Facility. The program offers training and testing for the following certifications: SMAW, FCAW, T.I.G., and M.I.G.</p>		
Major requirements for the associate degree and certificate:		
-		
Course		Units
WELD 008	Oxyacetylene-Arc Welding	3
WELD 029	Advanced Arc Welding	3
WELD 039	Inert Gas Welding	4
MNFG 011	Basic Blueprint Reading	2
MNFG 028	Basic Metals Technology	3
WELD 025	Intermediate Arc Welding	3
Electives: 4 units		4
-		
Please select 4 units from		4
-		
Recommended electives the following list:		Units
BUS 170	Principles of Small Business Management	3
ENGL 061	Introduction to Composition	3
MNFG 053	Technical Mathematics	3
SPCH CMST 101	Introduction to Interpersonal Communication	3
or		
SPCH CMST 101H	Honors Introduction to Interpersonal Communication	3
WELD 020	Welding Laboratory	0.5 - 5
Total Units		
		19
		22

DATE: March 6, 2012
TO: Curriculum and Instruction Council
FROM: Counseling
RE: Guidelines for Implementing Catalog Policy for Plan A only

In the interest of aligning the policy in our current catalog with past catalogs and streamlining the path to graduation for our students, please consider the following proposal:

- Allow the elimination of the Computer Skills and Applications Requirement to be applied to students graduating under catalogs prior to 2012 – 2013.

Please note, this is a guideline to clarify the way we implement what's in the catalog. It is not a catalog change.

Rationale: The Computer Skills and Applications Requirement was implemented in the 1999 – 2000 catalog with the understanding that a Proficiency Test would be developed so students could meet this requirement without adding additional units to the AA degree. Since that time, an Information Management (Information & Technology) Core Competency has been embedded in the Course Outline of Record allowing this skill to be addressed at the department level.