

# SANTA ANA COLLEGE

## CURRICULUM & INSTRUCTION COUNCIL

DATE: October 22, 2012

FROM: Monica Porter, Chair

TO: Curriculum & Instruction Council

RE: Minutes of Meeting of October 22, 2012  
2:00 pm, SAC Foundation Board Room, S – 215

Present: B. Birnbaun, P. Canzona, J. Coffman, M. Collins, M. Colunga, B. Courter, D. Gilmour, B. Kehlenbach, J. Lopez, L. Pedroza, M. Porter, T. Ragien, K. Ross, C. Takahashi, J. Vercelli, D. Vu.

Guests: H. Kim, B. Sos, S. Turner.

1. MINUTES OF MEETING OF OCTOBER 8, 2012 APPROVED
2. TECHNICAL COMMITTEE ITEMS (See Attachment) APPROVED AS AMENDED
3. CURRICULUM ITEMS (See Attachment) APPROVED AS AMENDED
4. SECOND READING-POLICY FOR TEMPORARY SUSPENSION OF COURSES OPPOSED  
Recommendation to move policy forward to Academic Senate
5. ARTICULATION OFFICER REPORT INFORMATION  
No report
6. ACCREDITATION REPORT INFORMATION  
No report
7. CURRICUNET UPDATE INFORMATION  
No report
8. OTHER  
Monica informed the council that there are 22 Transfer Model Curriculum (TMC) currently available and that the California Community College Board of Governors has adopted a goal that by fall 2013, each college will have an AA-T/AS-T in 80% of the majors that are offered where a TMC has been developed.

**The next meeting is scheduled for Monday, November 5, 2012 at 2:00 p.m., SAC Foundation Board Room, S – 215.**

**COURSE DELETIONS**

*Items #1 and #5 through #27 were approved. Items #2 through #4 were deferred.*

**Business**

1. Computer Science 111, Introduction to Computer Organization

**Fine and Performing Arts**

2. Communications & Media Studies 123, News Media Production
3. Dance 109, Pilates Conditioning
4. Music 180, String Methods

**Continuing Education**

5. Health & Safety 850, Emergency Planning and Safety
6. Health & Safety 878, Healthy Moves for Healthy Lives
7. Health & Safety 879, Living Healthy Lives
8. Health & Safety 898, Substance Abuse
9. Health/First Aid 900, Topics
10. Parenting 150, Topics
11. Parent Education 527, Pre-Kindergarten "Parent and Me" Training
12. Parent Education 532, Effective Parenting
13. Parent Education 533, Parent Education
14. Parent Education 544, Preparation for Childbirth
15. Substantial Disabilities 200, Issues and Concepts for Adults with Developmental Disabilities
16. Substantial Disabilities 781, Basic Academic Skills for Adults with Developmental Disabilities
17. Substantial Disabilities 787, Employment Preparation for Adults with Developmental Disabilities
18. Substantial Disabilities 793, Physical Activities for Adults with Developmental Disabilities
19. Vocational Assembly 100, Topics in Assembly and Packaging
20. Vocational Business 109, Introduction to Desktop Video Editing Using Adobe Premiere
21. Vocational Business 117, Introduction to Document Processing Using Adobe Acrobat
22. Vocational Business 242, Introduction to Vector Graphics using Adobe Illustrator
23. Vocational Business 302, Introduction to Web Page Development Using HTML
24. Vocational Food 100, Topics in Food Services
25. Vocational Health 892, Nursing Boot Camp
26. Vocational Hospitality 100, Topics in Hospitality Programs
27. Vocational Retail 100, Topics in Retail Sales

## **PROGRAM DELETIONS**

*Items #28 through #36 were approved.*

### **Continuing Education**

28. ESL Certificate of Completion
29. ESL Beginning A Certificate of Completion
30. ESL Beginning B Certificate of Completion
31. ESL Job Skills Certificate of Completion
32. ESL Beginning Job Skills Certificate of Completion
33. ESL Intermediate A Job Skills Certificate of Completion
34. ESL Intermediate B Job Skills Certificate of Completion
35. ESL Beginning Enhanced Certificate of Completion
36. ESL Intermediate Communication Skills Certificate of Completion

## **REVISED COURSES**

*Items #37 through #76 were approved.*

### **Fine and Performing Arts**

37. Interdisciplinary Studies 121, Humanities Through the Arts  
(TMI form added; SLO)

### **Human Services and Technology**

38. Automotive Technology 002, Essentials  
(SAM code changed from D to C)
39. Automotive Technology 008, Oxyacetylene-Arc Welding  
(SAM code changed from D to C)
40. Automotive Technology 025, A-6 Alternative Course--Electrical Systems  
(Repeatability changed from R3 to NR)
41. Automotive Technology 033, A-8 Alternative Course--Engine Performance  
(Repeatability changed from R3 to NR)
42. Automotive Technology 076, Engine Repair  
(SAM code changed from D to C; Course Material updated)
43. Automotive Technology 085, Basic Clean Air Car Course  
(Repeatability changed from R3 to NR)
44. Automotive Technology 086, Advanced Clean Air Car Course  
(SAM code changed from C to B and Repeatability changed from R3 to NR)
45. Diesel 008, Oxyacetylene-Arc Welding  
(SAM code changed from D to C)
46. Diesel 013, Allison Transmission Service  
(Repeatability changed from R3 to NR)



47. Diesel 051, Thermo King Truck & Trailer Unit Service  
(Repeatability changed from R3 to NR)
48. Diesel 055, Marine Container Refrigeration  
(Repeatability changed from R3 to NR)
49. Diesel 068, Transit Vehicle Engines  
(Repeatability changed from R1 to NR)
50. Diesel 069, Paratransit Driver Training  
(Repeatability changed from R1 to NR)
51. Diesel 070, Bus Driver Training  
(Repeatability changed from R1 to NR)
52. Diesel 071, Introduction to Coach Operations  
(Repeatability changed from R1 to NR)
53. Diesel 072, Transit Vehicle Electrical Systems  
(Repeatability changed from R1 to NR)
54. Diesel 073, Transit Vehicle Air Systems  
(Repeatability changed from R1 to NR)
55. Diesel 075 Transit Vehicle Automatic Transmissions  
(Repeatability changed from R1 to NR)
56. Diesel 077, Transit Vehicle Heating, Ventilation, Air Conditioning  
(Repeatability changed from R3 to NR)
57. Diesel 078, Transit Vehicle Drive Train Suspension  
(Repeatability changed from R1 to NR)
58. Diesel 079, Transit Vehicle Wheelchair Lifts  
(Repeatability changed from R1 to NR)
59. Diesel 080, Transit Vehicle Air Brake Systems  
(Repeatability changed from R1 to NR)
60. Human Development 208, Working with Families of Children with Special Needs  
(SAM code changed from D to B)
61. Human Development 220, The Child as Victim  
(SAM code changed from D to C)
62. Manufacturing Technology 074, CNC Milling Center Set Up and Operation  
(Repeatability changed from R3 to NR; Course Material added; SLO)
63. Manufacturing Technology 076, CNC Turning Center Set Up and Operation  
(Repeatability changed from R1 to NR; Course Material added; SLO)
64. Manufacturing Technology 084, Advanced CNC Mill Set Up and Operation  
(Repeatability changed from R1 to NR; Course Material added; SLO)
65. Manufacturing Technology 086, Advanced CNC Lathe Programming, Setup and Operation  
(Repeatability changed from R1 to NR; Course Material added; SLO)
66. Manufacturing Technology 094, CNC Horizontal Mill Setup and Operation  
(Repeatability changed from R1 to NR; Course Material added; SLO)
67. Nutrition & Food 062, Basic Techniques of Cooking  
(SAM code changed from D to C)
68. Welding 008, Oxyacetylene-Arc Welding  
(SAM code changed from D to C)

### Continuing Education

69. ESL 408, ESL/Family Literacy Intermediate 1  
(Transfer code changed from N/A to C)
70. ESL 409, ESL/Family Literacy Intermediate 2  
(Transfer code changed from N/A to C)
71. ESL 460, Intermediate ESL 1  
(Transfer code changed from N/A to C)
72. ESL 470, Intermediate ESL 2  
(Transfer code changed from N/A to C)
73. ESL 480, Intermediate ESL 3  
(Transfer code changed from N/A to C)
74. ESL 711, Academic ESL Intermediate 1  
(Transfer code changed from N/A to C)
75. ESL 712, Academic ESL Intermediate 2  
(Transfer code changed from N/A to C)
76. ESL 713, Academic ESL Intermediate 3  
(Transfer code changed from N/A to C)

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

*Items #77 through #82 were approved.*

#### Humanities and Social Sciences

77. History 146, African American History from 1863 to the Present
78. Spanish N51, Spanish for Public Personnel
79. Women's Studies 101, Introduction to Women's Studies
80. Women's Studies 102, Women in America: Work, Family, Self

#### Human Services and Technology

81. Manufacturing Technology 114, Geometric Dimensioning and Tolerancing

#### Continuing Education

82. Parent Education 528, Increasing Parent Awareness of U.S. Schools

**NEW COURSES – FIRST READING**

*Items #1 through #11 were presented for first reading.*

**Fine and Performing Arts**

1. Communications & Media Studies 123A, News Media Production
2. Communications & Media Studies 123B, Intermediate News Media Production
3. Communications & Media Studies 123C, Advanced Intermediate News Media Production
4. Communications & Media Studies 123D, Advanced News Media Production
5. Communications & Media Studies 160, Introduction to Photojournalism
6. Dance 109A, Pilates Mat I
7. Dance 109B, Pilates Mat II
8. Dance 109C, Pilates Mat III
9. Music 180A, String Methods
10. Music 180B, Intermediate String Methods
11. Music 268, Intermediate Keyboard Repertoire

**REVISED COURSES – FIRST READING**

*Items #12 through #25 were presented for first reading.*

**Business**

12. Accounting 160, Accounting with Sage MAS Software
13. Accounting 161, Accounting with Sage MAS Software – Advanced
14. Engineering 051, Basic Technical Drawing
15. Engineering 115, Cooperative Work Experience Education-Occupational

**Counseling**

16. Counseling N98, Topics
17. Counseling 150, Introduction to Human Services
18. Counseling 198, Topics

**Fine and Performing Arts**

19. Communications & Media Studies 103, Introduction to Visual Communications
20. Dance 204A, Dance Production
21. Dance 204B, Dance Production
22. Music 144, Projects in Electronic Music
23. Music 168, Stylistic Interpretation of Piano Repertoire
24. Theatre Arts 133, Stage Lighting

Humanities and Social Sciences

25. Geography 102, Cultural Geography

**REVISED PROGRAMS – FIRST READING**

*Items #26 through #28 were presented for first reading.*

Continuing Education

26. Customer Service Representative Certificate of Completion  
27. Executive Secretary/Administrative Assistant Certificate of Completion  
28. General Office Clerk Certificate of Completion

**NEW COURSE – SECOND READING**

*Item #29 was approved.*

Science, Math and Health Science

29. Biology 111, Marine Biology

**REVISED COURSES – SECOND READING**

*Item #30 was deferred. Items #31 through #35 were approved.*

Fine and Performing Arts

30. Dance 130, Dance Improvisation

Humanities

31. English 098, Topics in English  
32. English As a Second Language N49, Reading, Writing, and Grammar I  
33. French 198, Topics in French  
34. Vietnamese 198, Topics in Vietnamese

Human Services

35. Fire Technology 121, Physical Fitness for Public Safety Personnel

Science, Math and Health Sciences

- 36. Biology 211, Cellular and Molecular Biology
- 37. Mathematics N47B, Pre-Algebra/Algebra Essentials B
- 38. Mathematics N48, Pre-Algebra/Algebra Basics
- 39. Medical Assistant 098, Topic Course

Student Services

- 40. Study Skills 109, College Learning Skills



**SANTA ANA COLLEGE**

**POLICY CHANGE: SANTA ANA COLLEGE GENERAL EDUCATION (PLAN A)**

New

Revised

Deletion

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**NAME: GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE**

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List Course(s)/Area/Category and Attach Rationale

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

**Plan A**

**F. Lifelong Understanding and Self-Development**

(minimum 3 units)

**1. Completion of one of the following:**

Business 130

Counseling 100, 116, 120, 124, 125, 128

Family & Consumer Studies 120

Fashion Design Merchandising 103

Human Development 102, 107

Interdisciplinary Studies 111, 155

Kinesiology, Health Education 101, 102, 104, 120

Kinesiology, Professional 125, 140, 160

Library & Information Studies 100

Mathematics 030

Nutrition & Food 115 or 115H

Philosophy 111

Psychology 140, 230

Sociology 112

Study Skills 109

Administrator Signature M. Mustafic Date 10/31/12  
SAC Department Chair G. Sanchez Date 10-31-12  
SAC Curriculum Committee \_\_\_\_\_ College Curriculum Council \_\_\_\_\_  
SAC Curriculum Chair/Co-Chair \_\_\_\_\_ Date \_\_\_\_\_

**RATIONALE FOR ADDITIONS/REVISIONS/DELETIONS TO GENERAL EDUCATION (PLAN A)**

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

Study Skills 109 will provide another option for students in Area F: Lifelong Understanding and Self-Development, for Plan A. Students will also benefit from the numerous student success strategies that are taught in the class that will ultimately enhance student achievement.

2. Have all affected departments been notified and/or consulted?

Yes

No



SANTA ANA COLLEGE

POLICY CHANGE: CSU – GENERAL EDUCATION-BREADTH (PLAN B)

New

Revision

Deletion

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NAME: GENERAL EDUCATION BREADTH REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY

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List Course(s)/Area/Category and Attach Rationale

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

**Plan B**

**E. Lifelong Learning and Self-Development**

**E1:**

Communication Studies 104

Counseling 100, 116, 120, 124, 125, 128

Family & Consumer Studies 120

Human Development 107, 229

Interdisciplinary Studies 155

Kinesiology, Health Education 101, 102, 104, 120

Kinesiology, Professional 125

Nutrition and Food 115 or 115H

Psychology 140, 157, 230

Sociology 112

Study Skills 109

Administrator Signature M. Sadee Date 10/31/12  
SAC Department Chair A. Sanchez Date 10-31-12  
SAC Curriculum Committee \_\_\_\_\_ College Curriculum Council \_\_\_\_\_  
SAC Curriculum Chair/Co-Chair \_\_\_\_\_ Date \_\_\_\_\_

**RATIONALE FOR ADDITIONS/REVISIONS/DELETIONS TO CSU – GENERAL  
EDUCATION-BREADTH (PLAN B)**

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

Study Skills 109 will provide another option for students in Area E: Lifelong Understanding, for Plan B. Extended Opportunity Programs and Services (EOPS) Students are required by the College to take this class and will now be able to get credit for CSU transfer. In addition, students will benefit from the sociological, physiological, and psychological perspectives that it offers.

2. Have all affected departments been notified and/or consulted?

Yes

No

SANTA ANA COLLEGE

POLICY CHANGE: SANTA ANA COLLEGE GENERAL EDUCATION (PLAN A)

New

Revised

Deletion

NAME: GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE

List Course(s)/Area/Category and Attach Rationale

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

**II. Required General Education Courses**

**A. Natural Sciences** (minimum 3 units)

Anthropology 101, 101L

Astronomy 109, 110 or 110H, 140

Biology 109 or 109H/109L, 115, 149, 177, 200, 211, 239, 259

Chemistry 109, 119, 209, 210, 219 or 219H

Earth Science 110 or 110H, 115, 150 or 150H

Environmental Studies 140, 200, 259

Geography 101, 101L

Geology 101, 101L, 140, 150 or 150H, 201

Physical Science 117, 118

Physics 109, 210, 217, 279

Science 200

Biology 111

Administrator Signature Cher Camera Date 10-24-12

SAC Department Chair AK Sakashashi Date 10/23/12

SCC Department Chair Denise Foley Date 10/24/12 Phone x 84920

Agree

Disagree

SAC Curriculum Committee \_\_\_\_\_ College Curriculum Council \_\_\_\_\_

SAC Curriculum Chair/Co-Chair \_\_\_\_\_ Date \_\_\_\_\_

## **RATIONALE FOR ADDITIONS/REVISIONS/DELETIONS TO GENERAL EDUCATION (PLAN A)**

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

The addition of Biology 111, Marine Biology, is being proposed since this course meets the standards set forth in the Santa Ana College course catalog for the general education requirements in Natural Sciences. This course examines physical and biological processes in the ocean and how these processes influence the survival, reproduction and distribution of marine organisms. While the focus of this course is biological in nature, it also integrates aspects of chemistry, physics, geology, geography, and atmospheric sciences and their influence on the biosphere. Students will gain an appreciation for scientific inquiry and critical thinking, and will gain an understanding of how human activities have altered ocean processes. References to modern developments in marine sciences will be made, which will reveal to students the link between marine sciences and local social and economic issues.

2. Have all affected departments been notified and/or consulted?

Yes

No

SANTA ANA COLLEGE

POLICY CHANGE: CSU – GENERAL EDUCATION-BREADTH (PLAN B)

New

Revision

Deletion

NAME: GENERAL EDUCATION BREADTH REQUIREMENTS FOR THE CALIFORNIA STATE UNIVERSITY

List Course(s)/Area/Category and Attach Rationale

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

**TRANSFER CREDIT**

**B. Scientific Inquiry and Quantitative Reasoning**

(minimum 9 semester/12 quarter units)

The 9 units selected from this area must include at least one course each from B1, B2, and B4. The 9 units must also include a corresponding lab component. (Lab classes are in **bold**.) Courses in B4 must be completed with a grade of "C" or better. (C minus is not acceptable.)

**B2: Life Science**

Anthropology 101

Biology 109 or 109H, **109L**, 111, 115, 139, 149, 177, 211, 212, 214, 229, 239, 259

Environmental Studies **259**

**B3: Laboratory Activity**

Anthropology **101L**

Astronomy **140**

Biology **109L**, 111, 115, 139, 149, 211, 212, 214, 229, 239, 259

Chemistry 109, 115, 119, 209, 210, 219 or 219H

Earth Science 115

Environmental Studies **259**

Geography **101L**

Geology **101L**, 201

Physics 109, 210, 211, 217, 279

Physical Science 115, 118

Administrator Signature Cher Canina Date 10-24-12

SAC Department Chair R. K. Kashi Date 10/23/12

SCC Department Chair Denise Foley Date 10/24/12 Phone x 84920

Agree  Disagree

SAC Curriculum Committee \_\_\_\_\_ College Curriculum Council \_\_\_\_\_

SAC Curriculum Chair/Co-Chair \_\_\_\_\_ Date \_\_\_\_\_

**RATIONALE FOR ADDITIONS/REVISIONS/DELETIONS TO CSU – GENERAL  
EDUCATION-BREADTH (PLAN B)**

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

The addition of Biology 111, Marine Biology, is being proposed since this course meets the standards set forth in the Santa Ana College course catalog for the general education requirements in Natural Sciences. This course examines physical and biological processes in the ocean and how these processes influence the survival, reproduction and distribution of marine organisms. While the focus of this course is biological in nature, it also integrates aspects of chemistry, physics, geology, geography, and atmospheric sciences and their influence on the biosphere. Students will gain an appreciation for scientific inquiry and critical thinking, and will gain an understanding of how human activities have altered ocean processes. References to modern developments in marine sciences will be made, which will reveal to students the link between marine sciences and local social and economic issues.

2. Have all affected departments been notified and/or consulted?

Yes

No

SANTA ANA COLLEGE

POLICY CHANGE: INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC) (PLAN C)

New

Revision

Deletion

NAME: INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM (IGETC)

List Course(s)/Area/Category and Attach Rationale

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

**AREA 5 - PHYSICAL & BIOLOGICAL SCIENCES**

At least 2 courses, 7-9 semester/9-12 quarter units with one Physical Science course and one Biological Science course; at least one must include a corresponding laboratory (Group C)

**Group B: Biological Science (1 course)**

Anthropology 101

Biology 109\*\* or 109H\*\*, 111, 115, 139\*\*, 177, 211, 212, 214, 229\*\*, 239, 249, 259

Environmental Studies 259

**Group C: Laboratory Activity**

Anthropology 101L

Astronomy 140

Biology 109L, 111, 115, 139, 211, 212, 214, 229, 239, 249, 259

Chemistry 109, 115, 119, 209, 210, 219 or 219H, 229

Earth Science 115

Environmental Studies 259

Geography 101L

Geology 101L, 201

Physical Science 115, 118

Physics 109, 210, 211, 217, 227, 237, 279, 289

Administrator Signature Cher Conner Date 10-24-12

SAC Department Chair Hakahashi Date 10/23/12

SCC Department Chair Denise Foley Date 10/24/12 Phone x 84920

Agree

Disagree

SAC Curriculum Committee \_\_\_\_\_ College Curriculum Council \_\_\_\_\_

SAC Curriculum Chair/Co-Chair \_\_\_\_\_ Date \_\_\_\_\_

**RATIONALE FOR ADDITIONS/REVISIONS/DELETIONS TO  
INTERSEGMENTAL GENERAL EDUCATION TRANSFER CURRICULUM  
(IGETC) (PLAN C)**

1. Please write a brief narrative statement as to why this addition/revision/deletion is being proposed.

The addition of Biology 111, Marine Biology, is being proposed since this course meets the standards set forth in the Santa Ana College course catalog for the general education requirements in Natural Sciences. This course examines physical and biological processes in the ocean and how these processes influence the survival, reproduction and distribution of marine organisms. While the focus of this course is biological in nature, it also integrates aspects of chemistry, physics, geology, geography, and atmospheric sciences and their influence on the biosphere. Students will gain an appreciation for scientific inquiry and critical thinking, and will gain an understanding of how human activities have altered ocean processes. References to modern developments in marine sciences will be made, which will reveal to students the link between marine sciences and local social and economic issues.

2. Have all affected departments been notified and/or consulted?

Yes

No



## TECHNICAL COMMITTEE REPORT

NOVEMBER 5, 2012

**COURSE DELETIONS****Business**

1. Accounting 150, Governmental and Nonprofit Accounting  
(Course removed from accounting programs, not offered in several years)
2. Business Seminar 061, Telephone Techniques  
(Techniques are being deleted because the content is outdated. Course has not been requested for over 7 years)
3. Business Seminar 065A, Word – Beginning  
(Course has been deleted due to software change/update. New courses have been proposed utilizing MS Word 2007 - BUSM 078A)
4. Management 040, Professional Development - Exploring Leadership  
(Course removed from management programs, not offered in several years)
5. Management 041, Professional Development - The Business of Show Business  
(Course removed from management programs, not offered in several years)
6. Management 105, Cooperative Work Experience Education-Occupational  
(MGMT 105 has not been offered in several years. BUS 103 and 104 are current CWE classes offered)
7. Marketing 105, Cooperative Work Experience Education-Occupational  
(Course removed from Marketing Program, not offered in several years)
8. Marketing 112, Principles of Advertising  
(Marketing program rewritten in fall 2011; New Contemporary Marketing courses added)
9. Marketing 114, Professional Selling  
(Marketing program rewritten in fall 2011; New Contemporary Marketing courses added)
10. Marketing 115, Consumer Behavior  
(Marketing program rewritten in fall 2011; New Contemporary Marketing courses added)

**Kinesiology**

11. Kinesiology Activities N70, Basic Activities  
(Course is no longer being offered)
12. Kinesiology Adapted Activities N15, Adapted Senior Fitness  
(Course is no longer being offered)
13. Kinesiology Adapted Activities 206, Adapted Tennis  
(Course is no longer being offered)
14. Kinesiology Adapted Activities 220, Adapted Tai Chi  
(Course is no longer being offered)
15. Kinesiology Aerobic Fitness 155, Aerobics (0.5 unit)  
(Course is no longer being offered)
16. Kinesiology Aerobic Fitness 155, Aerobics (1 unit)  
(Course is no longer being offered)
17. Kinesiology Intercollegiate Athletics 205, Golf-Men  
(Course is no longer being offered)

18. Kinesiology Intercollegiate Athletics 208, Track and Field-Men  
(Course is no longer being offered)
19. Kinesiology Intercollegiate Athletics 215, Tennis-Women  
(Course is no longer being offered)
20. Kinesiology Intercollegiate Athletics 222, Badminton-Women  
(Course is no longer being offered)

### Student Services

21. Special Services N62, Assessment of Learning Potential testing  
(This course is no longer necessary as the manner in which the service is provided has changed)
22. Special Services 072A, Learning Strategies  
(This course is no longer necessary as the manner in which the service is provided has changed)
23. Special Services 072B, Learning Strategies  
(This course is no longer necessary as the manner in which the service is provided has changed)

### **REVISED COURSES**

#### Business

24. Accounting 114, Intermediate Income Taxes - Partnerships and LLCs  
(Repeatability changed from R3 to NR)
25. Business 100, Fundamentals of Business  
(Transfer code changed from A to B)
26. Business 110, Export Pricing, Quotations and Terms of Trade  
(TMI form added; SLO)
27. Business 113, International Transportation  
(TMI form added; SLO)
28. Business 114, International Documentation and Supply Chain Management  
(SAM code changed from D to C; TMI form added; SLO)
29. Business 125, Introduction to International Business  
(Course content changed; TMI form added; SLO)
30. Business 141, The Globalization of Marketing  
(TMI form added; SLO)
31. Business 142, International Market Research and Planning  
(TMI form added; SLO)
32. Business 143, Packaging, Pricing and Promoting Products/Services for Export  
(TMI form added; SLO)
33. Business 145, Channels of Distribution in International Markets  
(TMI form added; SLO)
34. Business 180, Finding and Evaluating Products for Import  
(TMI form added; SLO)

35. Engineering 051, Basic Technical Drawing  
(TMI form added; SLO)
36. Entrepreneurship 100, Introduction to Innovation and Entrepreneurship  
(TMI form added; SLO)
37. Entrepreneurship 101, Entrepreneurs and Success  
(Repeatability changed from R3 to NR; TMI form added; SLO)
38. Entrepreneurship 102, Entrepreneurial Ideas and Creativity  
(Repeatability changed from R3 to NR; TMI form added; SLO)
39. Entrepreneurship 104, Business Models  
(Repeatability changed from R3 to NR; TMI form added; SLO)
40. Entrepreneurship 105, Social Media, Bootstrapping, and Market Validation  
(Repeatability changed from R3 to NR; SLO)
41. Entrepreneurship 106, Building an Entrepreneurial Team  
(Repeatability changed from R3 to NR; TMI form added; SLO)
42. Entrepreneurship 107, Money, Finance and Accounting for Entrepreneurs  
(Repeatability changed from R3 to NR; TMI form added; SLO)
43. Entrepreneurship 108, Business Plans for Entrepreneurs  
(Repeatability changed from R3 to NR; TMI form added; SLO)
44. Entrepreneurship 109, Powerful Presentations  
(Repeatability changed from R3 to NR; TMI form added; SLO)
45. Entrepreneurship 111, Capstone Entrepreneurial Case Studies  
(TMI form added; SLO)
46. Management 120, Principles of Management  
(TMI form added; SLO)
47. Management 122, Business Communications  
(TMI form added; SLO)
48. Management 125, Organizational Leadership  
(TMI form added; SLO)

### Counseling

49. Counseling 114, Careers in Teaching  
(TMI form added; SLO)

### Fine and Performing Arts

50. Music 168, Stylistic Interpretation of Piano Repertoire  
(Added "with a minimum grade of C" to the prerequisite; Repeatability changed from R1 to NR)

### Humanities and Social Sciences

51. Anthropology 101, Introduction to Physical Anthropology  
(TMI form added; SLO)
52. Psychology 140, Introduction to Psychology of Adulthood and Aging  
(TMI form added; SLO)

53. Psychology 157, Introduction to Child Psychology  
(Minor changed on Catalog description; TMI form added; SLO)

#### Human Services and Technology

54. Criminal Justice Academies 009B, Fitness for Law Enforcement  
(Repeatability changed from R3 to LMT; SAM code from D to C; TOP code from 2015.00 to 2105.50; SLO)
55. Criminal Justice Academies 021, P.C. 832, Laws of Arrest  
(Repeatability changed from R3 to LMT; SAM code from D to C; TOP code from 2015.00 to 2105.50; SLO)
56. Human Development 107, Child Growth and Development (DS1)  
(Transfer code changed from A to B; TMI form added; SLO)
57. Human Development 231, Developing Language and Literacy in Young Children  
(SAM code changed from C to B; SLO)

#### Kinesiology

58. Kinesiology Activities 130, Golf  
(Repeatability changed from R3 to NR)
59. Kinesiology Activities 132, Golf-Playing Lesson  
(Repeatability changed from R3 to NR)
60. Kinesiology Activities 140, Karate (0.5 unit)  
(Repeatability changed from R3 to NR)
61. Kinesiology Activities 140, Karate (1 unit)  
(Repeatability changed from R3 to NR)
62. Kinesiology Activities 155, Self-Defense (0.5 unit)  
(Repeatability changed from R3 to NR; SLO)
63. Kinesiology Activities 155, Self-Defense (1 unit)  
(Repeatability changed from R3 to NR; SLO)
64. Kinesiology Activities 185, Aikido (0.5 unit)  
(Repeatability changed from R3 to NR)
65. Kinesiology Activities 185, Aikido (1 unit)  
(Repeatability changed from R3 to NR)
66. Kinesiology Activities 292, Advanced Volleyball-Women  
(Repeatability changed from R3 to NR)
67. Kinesiology Aerobic Fitness 140, Walking/Jogging for Fitness (0.5 unit)  
(Repeatability changed from R3 to NR; SLO)
68. Kinesiology Aerobic Fitness 140, Walking/Jogging for Fitness (1unit)  
(Repeatability changed from R3 to NR; SLO)
69. Kinesiology Aerobic Fitness 143, Extreme Fitness (0.5 unit)  
(Repeatability changed from R3 to NR)
70. Kinesiology Aerobic Fitness 143, Extreme Fitness (1 unit)  
(Repeatability changed from R3 to NR)
71. Kinesiology Aerobic Fitness 144, Cross Training (0.5 unit)  
(Repeatability changed from R3 to NR)

72. Kinesiology Aerobic Fitness 144, Cross Training (1 unit)  
(Repeatability changed from R3 to NR)
73. Kinesiology Aerobic Fitness 150, Stretch, Flex and Tone (0.5 unit)  
(Repeatability changed from R3 to NR)
74. Kinesiology Aerobic Fitness 150, Stretch, Flex and Tone (1 unit)  
(Repeatability changed from R3 to NR)
75. Kinesiology Aerobic Fitness 157, Cardio Pump (0.5 unit)  
(Repeatability changed from R3 to NR)
76. Kinesiology Aerobic Fitness 157, Cardio Pump (1 unit)  
(Repeatability changed from R3 to NR)
77. Kinesiology Aerobic Fitness 158, Step Aerobics (0.5 unit)  
(Repeatability changed from R3 to NR)
78. Kinesiology Aerobic Fitness 158, Step Aerobics (1 unit)  
(Repeatability changed from R3 to NR)
79. Kinesiology Intercollegiate Athletics 216, Soccer-Men  
(Course content and Textbook updated)

#### Student Services

80. Special Services N44, Reading Development for the Deaf  
(Repeatability changed from R3 to NR)
81. Special Services N92, Assistive Computer Technology Instruction  
(Repeatability changed from R3 to NR)

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

#### Business

82. Business 106, Culture and International Business - Kiss, Bow or Shake Hands
83. Business 111, International Business Documentation – Beginning
84. Business 120, Principles of Management
85. Business 121, Human Relations and Organizational Behavior
86. Business 127, Introduction to E-Commerce
87. Business 170 Principles of Small Business Management
88. Business 182, Classifying Imports and Clearing US Customs
89. Business 222, Business Writing
90. Management 121, Human Relations and Organizational Behavior
91. Management 135, Human Resource Management
92. Marketing 113, Principles of Marketing
93. Marketing 120, Understanding Consumer Behavior – Getting them to Buy, Buy, Buy
94. Marketing 121, Negotiating - Getting to a Win-Win
95. Marketing 122, Sales Strategies that Build Business Relationships & Increase Sales
96. Marketing 123, Marketing and Technology - Trends and Cutting Edges
97. Marketing 124, Cause Marketing and Public Relations - Doing Well by Doing Good

- 98. Marketing 125, Advertising & Promotion – Get the Word Out & Keep your Customers Buying
- 99. Marketing 126, Distributing Products & Services – Reaching Customers Where They Shop

Counseling

- 100. Counseling 107, The Freshman Experience

Humanities and Social Sciences

- 101. English 233C, Shakespeare's Theatre
- 102. English 233D, Shakespeare's Theatre
- 103. Reading 150, Critical Reading
- 104. Spanish 195A, Advanced Conversational Spanish
- 105. Spanish 195B, Advanced Conversational Spanish

Human Services and Technology

- 106. Human Development 214, Creative Art Experiences for Children
- 107. Manufacturing Technology 188, Machine Technology Survey

Science, Math and Health Science

- 108. Medical Assistant 051B, Advanced Medical Terminology
- 109. Medical Assistant 055, Medical Assistant - Clinical Back Office

#1

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: Accounting 150, Governmental and Nonprofit Accounting  
(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**

Discipline	Accounting
Course Number	150
Course Title	Governmental and Nonprofit Accounting
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course introduces financial accounting concepts as they apply to governmental and not-for-profit entities; federal, state and local governments, school districts, universities, hospitals, religious and social service organizations. Focus is on the principles and procedures of accounting, financial reporting, budgeting and auditing requirements. Suggested preparation: Some prior training in financial accounting.

<b>Budget Unit</b>	<u>15115</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50200 - Accounting</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
Curriculum Office Use Only.	

Department Chair Approval Date: 10/08/12 by: Sheila Shain

Divison Chair Approval Date: 10/18/12 by: Craig Takahashi

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.)

Segment 1: 16 hours. Students will comprehend basic background information pertaining to the government and not-for-profit environment. Student will understand basic theories and operational techniques pertaining to:

1. Fund accounting.
2. Issues of budgeting and control.
3. Recognizing revenue in governmental funds.
4. Recognizing expenditure in governmental funds.

Segment 2: 16 hours. Student will understand and operationalize basic theories and techniques pertaining to accounting for:

1. Capital projects and debt service.
2. Capital assets and investments in marketable securities.
3. Long term obligations.
4. Business-type activities.
5. Fiduciary funds and permanent funds.

Segment 3. 16 hours. Student will comprehend and operationalize various theories and business techniques pertaining to issues of reporting, disclosure, and financial analysis for:

1. Not-for-profit organizations.
2. Health care providers, colleges and universities, and managing for results in government and non-profit environments, and auditing governments and not-for-profit organizations.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

1. -

Outcomes: Effectively communicate governmental and non-profit accounting concepts

Activities: Reading, writing, classroom question and answer



#2

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: Business Seminar 061, Telephone Techniques

(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**

Discipline	Business Seminar
Course Number	061
Course Title	Telephone Techniques
Former Title	
Units	0.2
Lecture Hours	8
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None <u>8</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

How to handle telephone calls efficiently, pleasantly, and with finesse. Includes how to handle problem calls, voice and tone, listening skills, and telephone courtesy.

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	<del>C</del> -Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>P/NP Only</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/04/12 by: Rick ManzanoDivison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Telephone techniques for handling a variety of business calls. 4 hours.

Telephone courtesy. Telephone voice. Problem calls. How to handle a variety of telephone calls relating to a business environment. Rules for telephone courtesy. how to cultivate a pleasant voice. Exercise relating to real situations.

Effective listening skills. 4 hours.

Application of telephone calls to various business situations. Skills for effective listening. use of telephone as applied to various business situations.

## **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

-

#### 3 - Important-sometimes try to achieve

1. - Students will be able to verify the accuracy and availability of informations in an office environment and develop procedures for intro- and inter-office communications.

#### **Thinking and Reasoning**

-

#### 4 - Very important-often try to achieve

1. - Students will be able to identify and analyze current office problems and identify and analyze different organizational models.

#### **Information Management**

-

#### 3 - Important-sometimes try to achieve

1. - Students will be able to compare and contrast different office organizational models and apply them to different situations and utilize up-to-date office communication techniques involving various mediums.

#### **Diversity**

-

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

#3

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: Business Seminar 065A, Word - Beginning

(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**

Discipline	Business Seminar
Course Number	065A
Course Title	Word - Beginning
Former Title	
Units	0.2
Lecture Hours	None <u>8</u>
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None <u>8</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

How to do basic word processing using Microsoft Word. Includes word processing concepts and how to create, edit, format, and print business related documents.

**Budget Unit****Classification Code** Y**Transfer Code** E-Not transferable**Method of Instruction****SAM Priority Code** C - Occupational**Repeatability** - NR - Non-Repeatable: D, F, NC, W**TOPS Code****Topics Course** No**Open Entry/Exit** No**Grading Options** P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/04/12 by: Rick Manzano

Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Introduction to word processing concepts - 2 hours

Documentation creation - 3 hours

Editing/Formatting - 2 hours

Printing - 1 hour

### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

-

3 - Important-sometimes try to achieve

#### **Thinking and Reasoning**

-

#### **Information Management**

-

#### **Diversity**

-

#### **Civic Responsibility**

-

#### **Life Skills**

-

#### **Careers**

-

4 - Very important-often try to achieve

#### **Information Management**

4 - Very important-often try to achieve

#### **Diversity**

1 - Not applicable-never try to achieve

#4

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: Management 040, Professional Development - Exploring Leadership  
(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**

Discipline	Management
Course Number	040
Course Title	Professional Development - Exploring Leadership
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

The purpose of this course is to expose the students to successful leaders and encourage their own leadership potential. Through interaction with top business and community leaders, the student will learn successful leadership strategies, the elements involved in a successful career, and the difference in leadership techniques.

**Budget Unit**

Classification Code	Y
Transfer Code	C-Not transferable
Method of Instruction	10
SAM Priority Code	C - Occupational
Repeatability	NR - Non-Repeatable: D, F, NC, W
TOPS Code	
Topics Course	No
Open Entry/Exit	No
Grading Options	

Curriculum Office Use Only.

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/18/12 by: Craig Takahashi

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.)

1. Segment 1 (2 hours)  
Introduction to leadership; discussion of leadership speakers; assignments and expectations
2. Segment 2 (2.5 hours)  
Leadership speaker. Questions and Answer session or leader interview following interview format
3. Segment 3 (2.5 hours)  
Leadership speaker. Questions and Answer session or leader interview following interview format
4. Segment 4 (2.5 hours)  
Leadership speaker. Questions and Answer session or leader interview following interview format
5. Segment 5 (2.5 hours)  
Leadership speaker. Questions and Answer session or leader interview following interview format
6. Segment 6 (2.5 hours)  
Leadership speaker. Questions and Answer session or leader interview following interview format
7. Segment 7 (2.5 hours)  
Leadership speakers. Questions and Answer session or leader interview following interview format
8. Segment 8 (2.5 hours)  
Leadership speaker. Questions and Answer session or leader interview following interview format
9. Segment 9 (2.5 hours)  
Leadership speaker. Questions and Answer session or leader interview following interview format

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

#5

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:** Management 041, Professional Development - The Business of Show Business

(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**

Discipline	Management
Course Number	041
Course Title	Professional Development - The Business of Show Business
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

The course purpose is to expose the students to successful leadership strategies in various lines of business. Through interaction with top business leaders, the students will learn the complexity and diversity of each line of business and understand the elements involved in creating a successful career path.

<b>Budget Unit</b>	
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
<b>Curriculum Office Use Only.</b>	

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/18/12 by: Craig Takahashi

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.)

1. Segment 1 (2 hours)  
Introduction to various lines of business; discussion of management speakers; assignments and expectations.
2. Segment 2 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format
3. Segment 3 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format
4. Segment 4 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format
5. Segment 5 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format
6. Segment 6 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format
7. Segment 7 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format
8. Segment 8 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format
9. Segment 9 (2.5 hours)  
Management speakers. Questions and Answer session  
Or  
Manager Interview following interview format

**COURSE MATERIALS**

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

**Recommended readings and/or materials:**



#6

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: Management 105, Cooperative Work Experience Education-Occupational  
(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**

Discipline	Management
Course Number	105
Course Title	Cooperative Work Experience Education-Occupational
Former Title	
Units	1 – 4
Lecture Hours	None
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Supervised paid or volunteer experience in student's major including new or expanded responsibilities. One unit credit for each 5 hours worked per week to a maximum of 4 units for 20 hours worked per week each semester. Limitation of 16 units in occupational cooperative education courses. Students must be enrolled in a minimum of 7 units including 4 units for Management 105.

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	40
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatability: D, F, NC, W
<b>TOPS Code</b>	
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
Curriculum Office Use Only.	

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Division Chair Approval Date: 10/18/12 by: Craig Takahashi

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.)

1. Orientation. 1 Week. The student will learn what is required to earn 1-4 units of college credit. Each student will be given state mandated forms to be completed by the student, employer, and instructor.

Enrollment Requirements

A. On the worksite, students must average, for an entire semester, 20 hours work per week to be eligible for 4 units of credit, 15 hours work per week for 3 units of credit, 10 hours work per week for 2 units of credit, or 5 hours work per week for one unit of credit. To be eligible for occupational work experience, the student's job and major must be related. If the job and major are not related, the student is eligible for general work experience.

B. All work experience students must be currently enrolled in 7 units at Santa Ana or Santiago Canyon College to be eligible for credit. These 7 units include the number of units for Cooperative Work Experience Education. Students may be enrolled in only one Cooperative Education class each semester.

2. Create and Complete Objectives. 15 Weeks.

A. The student and on-the-job supervisor will write learning objectives which ensure the student will develop skills in a new aspect of the job which furthers their occupation or educational goals.

B. To earn units of credit the student must complete three work related objectives during each semester. These objectives will include new or expanded responsibilities or learning opportunities beyond those experienced previously.

C. The worksite supervisor and student will discuss the possible avenues of growth for upward mobility on the job. They will determine which new skills will be developed to earn 1-4 units of college credit.

D. The student, working with the supervisor, will create three measurable objectives to meet the required workload of a class with the same number of units offered in the traditional manner.

E. The student will submit the objectives to his/her instructor and discuss the validity for college credit. After several rough drafts have been written and reworked, the final performance objectives will be presented to the Work Experience Coordinator for approval. Three levels of approval are necessary before the final objectives are accepted for college credit.

F. The student will prepare for the instructor's on site visit by completing the timesheet and gathering the necessary information to prove how completion of the objectives will be measured.

Field work at learning station. one semester. The students will learn to benefit from an employer's expertise by employer supervision of student's daily progress in reaching his/her stated objectives.

**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

**KISS, BOW OR SHAKE HANDS, Terri Morrison, Adams Media Corporation, 2006, \$19.95.**

**TRAINING IN INTERPERSONAL SKILLS, Stephen P. Robbins, Phillip L. Hunsaker, 2nd Edition, Prentice Hall, 1996, \$18.95.**

**Other:**

None

#7

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: Marketing 105, Cooperative Work Experience Education-Occupational  
(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**

Discipline	Marketing
Course Number	105
Course Title	Cooperative Work Experience Education-Occupational
Former Title	
Units	1 -- 4
Lecture Hours	None
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Supervised paid or volunteer experience in student's major, including new or expanded responsibilities. One unit credit for each 5 hours worked per week to a maximum of 4 units for 20 hours worked per week each semester. Limitation of 16 units in occupational cooperative education courses. Student must be enrolled in a minimum of 7 units including 4 units for Marketing 105.

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	40
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
Curriculum Office Use Only.	

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Division Chair Approval Date: 10/18/12 by: Craig Takahashi

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.)

1. Orientation. 1 Week. The student will learn what is required to earn 1-4 units of college credit. Each student will be given state mandated forms to be completed by the student, employer, and instructor.

**Enrollment Requirements**

A. On the worksite, students must average, for an entire semester, 20 hours work per week to be eligible for 4 units of credit, 15 hours work per week for 3 units of credit, 10 hours work per week for 2 units of credit, or 5 hours work per week for one unit of credit. To be eligible for occupational work experience, the student's job and major must be related. If the job and major are not related, the student is eligible for general work experience.

B. All work experience students must be currently enrolled in 7 units at Santa Ana or Santiago Canyon College to be eligible for credit. These 7 units include the number of units for Cooperative Work Experience Education. Students may be enrolled in only one Cooperative Education class each semester.

2. Create and Complete Objectives. 15 Weeks.

A. The student and on-the-job supervisor will write learning objectives which ensure the student will develop skills in a new aspect of the job which furthers their occupation or educational goals.

B. To earn units of credit the student must complete three work related objectives during each semester. These objectives will include new or expanded responsibilities or learning opportunities beyond those experienced previously.

C. The worksite supervisor and student will discuss the possible avenues of growth for upward mobility on the job. They will determine which new skills will be developed to earn 1-4 units of college credit.

D. The student, working with the supervisor, will create three measurable objectives to meet the required workload of a class with the same number of units offered in the traditional manner.

E. The student will submit the objectives to his/her instructor and discuss the validity for college credit. After several rough drafts have been written and reworked, the final performance objectives will be presented to the Work Experience Coordinator for approval. Three levels of approval are necessary before the final objectives are accepted for college credit.

F. The student will prepare for the instructors on site visit by completing the timesheet and gathering the necessary information to prove how completion of the objectives will be measured.

Field work at learning station. One semester. The students will learn to benefit from an employer's expertise by employer supervision of student's daily progress in reaching his/her stated objectives.

**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

**KISS, BOW OR SHAKE HANDS, Terri Morrison, Adams Media Corporation, 2006, \$19.95.**

**TRAINING IN INTERPERSONAL SKILLS, Stephen P. Robbins, Phillip L. Hunsaker, 2nd Edition, Prentice Hall, 1996, \$18.95.**

**Other:**

None

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

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: Marketing 112, Principles of Advertising

(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**

Discipline	Marketing
Course Number	112
Course Title	Principles of Advertising
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

None

**CATALOG DESCRIPTION**

An analysis of the principles of advertising as a marketing tool. The use of persuasive techniques about products, services, or ideas. Understanding the use of various media to increase product use, to build brand preference and loyalty, and to communicate information about a product.

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/18/12 by: Craig Takahashi

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.)

Segment 1 - Advertising Perspectives. 2 Weeks. The student will understand the evolution of advertising, the social and legal aspects of advertising, and the advertising business in general.

Segment 2 - Advertising Plans and Strategies. 4 Weeks. The student will identify advertising as part of the marketing mix; understand consumer behavior, market segmentation, advertising research and planning.

Segment 3 - Advertising Creativity. 4 Weeks. The student will understand the importance of creative copywriting, art direction and creative production to include both print media and electronic media.

Segment 4 - Advertising Media. 4 Weeks. The student will explore and understand the various advertising media including print, direct mail, outdoor and sales promotion.

Segment 5 - Special Types of Advertising. 2 Weeks. The student will understand local advertising, corporate advertising and international advertising.

The plan of instruction includes student interaction, group discussions, assignments, and exams that require critical thinking skills and the ability to apply college level concepts, vocabulary, and learning skills.

**COURSE MATERIALS**

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

**Required:**Clow/Black. *INTEGRATED ADVERTISING, PROMOTION AND MARKETING COMMUNICATION*, 3rd ed. Prentice Hall, 2007, ISBN: 9780131866225. \$141.33

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

4 - Very important-often try to achieve

1. -

Students will be able to apply marketing principles to influence the target markets of the organization and involve others in open communication to elicit ideas.

#9

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:**Marketing 114, Professional Selling

(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**

Discipline	Marketing
Course Number	114
Course Title	Professional Selling
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Introductory course in sales covering sales presentations, communication styles, prospecting, closing, and evaluation of selling techniques and practices. Utilizes various methods to improve sales effectiveness. Covers objectives in selling from the perspective of the consumer, business, and society.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
Curriculum Office Use Only.	

 Department Chair Approval Date: 10/07/12 by: Madeline Grant

 Division Chair Approval Date: 10/18/12 by: Craig Takahashi

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 role of selling, opportunities in sales as a career, characteristics of successful sales representatives. 3 Hours. A definition of selling and what makes a professional sales representative. The potential of a career in sales to include both advantages and disadvantages. The qualities and characteristics of successful sales representatives.

Buying behavior. 3 Hours. The reasons why people buy products/services.

Prospecting. 3 Hours. Definition of prospecting, the methods of prospecting, and the reasons for prospecting.

The pre-approach, handling. 6 Hours. Definition and purpose of the pre-approach. Practical experience in making a sales presentation. Definition and purpose of handling objections.

Communication skills. 6 Hours. The importance of effective communication skills, both oral and written.

The sales presentation. 12 Hours.

Group sales presentation. 6 Hours. The practicality of group sales presentations.

Using technology to improve sales. 3 Hours. Use of computer, Internet and multimedia tools to improve sales.

Managing territory and time, follow-up, and building a clientele. 3 Hours. Why time is such an important tool of effective and productive selling. Why follow-up is so important to repeat sales.

Getting the job, commitment, and activity. 3 Hours. The importance of selling one's self. The "nuts and bolts" of selling.

Sales Management. 3 Hours. Career paths in professional sales managing the sales force.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

1. -



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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: Marketing 115, Consumer 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**

Discipline	Marketing
Course Number	115
Course Title	Consumer Behavior
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

The investigation and analysis of why consumers select, purchase, use, and dispose of goods and services to satisfy their personal and household needs.

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	

Curriculum Office Use Only.

 Department Chair Approval Date: 10/07/12 by: Madeline Grant

 Division Chair Approval Date: 10/18/12 by: Craig Takahashi

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.)

**1. Consumer Problem Recognition - 12 Hours.**

The student will understand the nature of consumer decision making, consumer problem recognition that leads to motivation, target identification, and product development to solve the consumer's problems.

**2. Consumer Search for Information - 12 Hours.**

The student will understand the importance of consumer search, use of demographics, consumer attitudes, how cultural values guide consumer search, how distribution strategy and promotion influences consumer search.

**3. Consumer Evaluation and Decision Making - 12 Hours.**

The student will understand the consumer decision theories, the consumer evaluation of alternatives, how price and service affect consumer decisions, and international consumer decisions.

**4. Consumer Assessment of Purchase - 12 Hours.**

The student will understand how consumers check on purchase results, consumer loyalty, what are consumer actions when dissatisfied, market changes and business use of consumer research.

The plan of instruction includes student interaction, group discussions, assignments, and exams that require critical thinking skills and the ability to apply college level concepts, vocabulary, and learning skills.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

1. -

Students will be able to apply marketing principles to influence the target markets of the organization. They will also be able to clarify information within the organization and involve others in open communication to elicit ideas.

**Thinking and Reasoning**

1. - Students will be able to recognize and identify problems faced in the marketing environment. They

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:** Kinesiology Activities N70, Basic Activities

(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**

Discipline	Kinesiology Activities
Course Number	N70
Course Title	Basic Activities
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction and practice in the fundamentals and strategies of both traditional and non-traditional physical activities. May be repeated.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

 Curriculum Office Use Only.

 Department Chair Approval Date: ~~11/10/16/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

 Division Chair Approval Date: ~~11/10/16/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

 Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~
**COURSE CONTENT**

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

#### Learning Activity

1. Students will improve their level of fitness (16 hours)
2. Students will demonstrate knowledge of the basic techniques and rules of a variety of physical activities through practice, game situations and written evaluations (10 hours).
3. Students will demonstrate knowledge and understanding of the basic rules of a variety of physical activities by properly applying concepts and rules in physical skill evaluations and game situations (8 hours).
4. Students will understand systems of play, various offensive and defensive strategies and their applications in practices and games (8 hours)
5. Students will learn to work cooperatively in team situations (6 hours)

#### I. Course overview

- A. Class expectations
- B. Safety and decorum
- C. Skill and fitness evaluation

#### II. Training and conditioning

- A. Warm-up
- B. Fitness principles
- C. Stretching techniques
- D. Physical training

#### III. Explanation, demonstration, and practice of skills in the following physical activities:

- A. Soccer
- B. Frisbee
- C. Softball/baseball
- D. Flag football

#### IV. Concepts regarding each of the activities:

- A. History

first

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

last

#19

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Kinesiology Adapted Activities N15, Adapted Senior 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**

Discipline	Kinesiology Adapted Activities
Course Number	N15
Course Title	Adapted Senior Fitness
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**None **Corequisite**

Adapted Kinesiology Medical Release Form required.

**CATALOG DESCRIPTION**

A conditioning program designed for senior citizens based on sound principles of aerobic training, flexibility and muscle endurance for seniors.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83580 - Adapted Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Avic Bridges~~ Jodi Coffman  
 Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

## COURSE CONTENT

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

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of physical fitness (4 hours);
  1. Discussion of definitions of fitness.
  2. Presentation of types of senior exercise programs in the community.
  3. Relationship between exercise and the components health and fitness.
  4. Discuss the need to shift exercise focus from chronic disease prevention to strength building and maintenance of functional abilities with advancing age.
  5. Selection of appropriate community-based activities.
  6. Fitness center etiquette and safety concerns.
  7. Orientation to classroom flow.
2. Individual Exercise Plan (2 hours);
  1. Build student intake file including but not limited to; medical release, student information sheet, and the advised consent forms.
  2. Conduct student interviews including facilitating the goal setting process.
3. Assessment of fitness. (2 hours) Examples include:
  1. Anthropometrics.
  2. Body Composition Analysis: Bod-Pod, Skinfolds, Bio-electrical Impedance.
  3. Senior Fitness Test (Rikli, R., 2011).
4. Design individualized plan and introduce the F.I.T.T principle (2 hours);
  1. Create individual exercise plan.
  2. Discuss recommended exercises and contra-indications with each student.
  3. Demonstrate proper biomechanics of selected exercises and discuss safe and appropriate training principles.
  4. Discuss the functions of the heart and the impact of exercise on its' efficiency.
  5. Identify the 8 major muscle groups and their role in performance of activities of daily living.
5. Workout design and participation (20 hours);
  1. Motor skills acquisition and practice.
    1. Warm-up and acclimation to the water.
    2. Balance and stability training.
    3. Gait & mobility training.
    4. Core training and corrective exercise for spinal care.
    5. Resistance & cardiovascular training modalities.
    6. Stretching and cool-down.
  2. Adapt programs to accommodate student's needs.
    1. Modified exercises.
    2. Modified seated and standing body positions.
    3. Modified equipment.
    4. Performance with and without assistance.
6. Activity Monitoring & Overload (2 hours);
  1. Borg's Rate of Perceived Exertion (RPE) scale.
    1. Selection of appropriate resistance for strength training.
    2. Determination of aerobic exercise zone.
  2. Pre-exercise & post-exercise monitoring of chronic conditions.
  3. Maintain an accurate workout chart.

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:**Kinesiology Adapted Activities 206, Adapted Tennis

(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**

Discipline	Kinesiology Adapted Activities
Course Number	206
Course Title	Adapted Tennis
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None **Corequisite**

Adapted Kinesiology Medical Release Form required.

**CATALOG DESCRIPTION**

Instruction and practice in the fundamental skills of tennis to meet the individual needs of students with disabilities.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83580 - Adapted Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Avic Bridges~~ Jodi Coffman  
 Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

## COURSE CONTENT

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

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of playing tennis (4 hours);
  1. Definitions of the components of fitness and sport.
  2. Recreational versus competitive tennis and access to opportunities within the local community.
  3. Relationship between regular tennis participation and the components of health and fitness.
  4. Athletic etiquette and safety concerns with singles and doubles tennis.
  5. Orientation to classroom flow.
2. Individual Exercise Plan (2 hours);
  1. Build student intake file including but not limited to; medical release, student information sheet, and the advised consent forms.
  2. Conduct student interviews including facilitating the goal setting process.
3. Assessment of fitness according to the needs & goals of the student. (2 hours) Examples include:
  1. Muscular endurance tests: Canadian Crunch, Sit-to-Stand, 30-second Bicep Curl.
  2. Cardiovascular endurance tests: 6-min Walk.
  3. Body Composition Analysis: Bod-Pod, Skinfolds, Bio-electrical Impedance.
  4. Flexibility test: Sit and Reach, various Range of Motion (ROM).
  5. Tennis skills assessment; proper grip, ready position, forehand and backhand shots, lob and smash shots, and gait & mobility tests.
4. Design individualized plan (2 hours);
  1. Create and discuss individual drills and activities as necessary to meet the individual needs of each student.
  2. Demonstrate proper biomechanics of selected tennis skills and discuss safe and appropriate training principles.
  3. Discuss singles and doubles play strategies.
  4. Identify key muscles to success in tennis performance and discuss strength & speed exercises to enhance performance.
5. Workout design and participation (20 hours);
  1. Motor skills acquisition and practice.
    1. Warm-up.
    2. Proper forehand and backhand grip.
    3. Footwork for various shots and optimal movement about the court.
    4. The serve and service return techniques.
    5. The underhand lob, dropshot, and drive.
    6. The overhead drive, smash, and dropshot.
    7. Drills and games for improved tennis performance.
    8. Singles and doubles play.
    9. Cool-down.
  2. Adapt programs to accommodate student's needs.
    1. Modified rules and strategies of the game.
    2. Modified body position.
    3. Modified equipment.
    4. Performance with and without assistance.
6. Performance Monitoring & Improvement (2 hours);
  1. Borg's Rate of Perceived Exertion (RPE) scale.
  2. Setting the pace of the game by selection of various shots.
  3. Anticipating shots by understanding the opponents body language and spin on the tennis ball.



114

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:**Kinesiology Adapted Activities 220, Adapted Tai Chi

(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**

Discipline	Kinesiology Adapted Activities
Course Number	220
Course Title	Adapted Tai Chi
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

 None **Corequisite**

Adapted Kinesiology Medical Release Form required.

**CATALOG DESCRIPTION**

Exercise designed for the physically disabled and set to music either in a standing or seated position to improve breathing, balance and muscle tone.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83580 - Adapted Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

 Department Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Avic Bridges~~ Jodi Coffman  
 Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

## COURSE CONTENT

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

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of Tai Chi (4 hours);
  1. History of the art of Tai Chi.
  2. Explain the benefits of Tai Chi philosophy on improving quality of life.
  3. Relationship between regular Tai Chi participation and the components of health and fitness.
  4. Distinguish between Tai Chi for health versus self-defense martial arts.
  5. Safety and accident prevention for the Martial Arts.
  6. Orientation to the classroom structure.
2. Individual Exercise Plan (2 hours);
  1. Build student intake file including but not limited to; medical release, student information sheet, and the advised consent forms.
  2. Conduct student interviews including facilitating the goal setting process.
3. Assessment of fitness according to the needs & goals of the student. (2 hours) Examples include:
  1. Body Composition Analysis: Bod-Pod, Skinfolds, Bio-electrical Impedance.
  2. Flexibility test: Sit and Reach, various Range of Motion (ROM) tests.
  3. Balance and stability. MCTSIB test, single-leg and tandom stance
4. Design individualized plan (2 hours);
  1. Create and discuss individual movement & posture modifications necessary to meet the individual needs of each student.
  2. Demonstrate proper movement patterns.
5. Workout design and participation (20 hours);
  1. Basic activities in a Tai Chi session.
    1. Warm-up.
    2. Breathing techniques to improve lung capacity.
    3. Basic skills of the 24-Movement form of Tai Chi.
    4. Relaxation techniques for improving memory and concentraion.
6. Adapt programs to accommodate student's needs.
  1. Modified body position.
  2. Modified equipment.
  3. Performance with and without assistance.
7. Performance Monitoring & Improvement (2 hours);
  1. Borg's Rate of Perceived Exertion (RPE) scale.

## COURSE MATERIALS

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

**Required:**Chuen, L.K. *Chi Kung: Way of Power*, ed. Champaign, IL: Human Kinetics, 2003, ISBN: 978073604480. Regular Price: \$19.95

**Recommended readings and/or materials:**

None

Other:

#15

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:Kinesiology Aerobic Fitness 155, Aerobics

(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	155
Course Title	Aerobics
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Aerobic exercises, strength routines and stretching activities set to music designed to improve cardiovascular endurance and enhance muscular strength and flexibility.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	<del>A-Transferable to both UC and CSU</del>
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/27/16/11-12~~ by: ~~Myron Brown~~ Jodi CoffmanDivison Chair Approval Date: ~~09/10/29/16/11-12~~ by: ~~Avic Bridges~~ Jodi CoffmanCurriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~**COURSE CONTENT**

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

1. Orientation to aerobic concepts and class policies. (2 hours)
2. Introduce basic concepts throughout semester that include: muscular strength, endurance, cardiopulmonary endurance, stretching and nutrition. (8 hours)
3. Participation in 20-40 minutes of aerobic activity and stretching routines during the semester. (16 hours)
4. Discussion of all the resistive exercise principles and how the overload principle applies aerobic activities. (2 hours)
5. Introduction to basic choreography concepts and utilizing music with correct beats per minute. (4 hours)

Students will learn how to compose a fitness program for their self that help promote a healthy lifestyle. In addition, students will learn how to and the importance of taking their heart rate.

#### **COURSE MATERIALS**

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

**Required:**Sharkey, B. *Fitness and Health*, 6 ed. Champaign: Human Kinetics, 2007, ISBN: 9780736056144. 30.95

#### **Recommended readings and/or materials:**

None

#### **Other:**

Aerobic shoes or crosstraining shoes. Exercise shorts and a T-shirt

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

3 - Important-sometimes try to achieve

1. -

Students will hear verbal instruction from instructor and incorporate routines into their workout.

#16

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: Kinesiology Aerobic Fitness 155, Aerobics

(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	155
Course Title	Aerobics
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Aerobic exercises, strength routines and stretching activities set to music designed to improve cardiovascular endurance and enhance muscular strength and flexibility.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/27/16/11/12~~ by: ~~Myron Brown~~ Jodi Coffman

Division Chair Approval Date: ~~09/10/29/16/11/12~~ by: ~~Avic Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

1. Orientation to aerobic concepts and class policies (2 hours)
2. Introduce basic concepts throughout semester that include: muscular strength, endurance, cardiopulmonary endurance, stretching and nutrition (8 hours)
3. Participation in 20 -40 minutes of aerobic activity and stretching routines during the semester (20 hours)
4. Discussion of all the resistive exercises principles and how the overload principle applies aerobic activities (6 hours)
5. Introduction to basic choreography concepts and utilizing music with correct beats per minute (12 hour)

Students will learn how to compose a fitness program for their self that help promote a healthy lifestyle. In addition, students will learn how to and the importance of taking their heart rate.

### **COURSE MATERIALS**

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

**Required:** Sharkey, B. *Fitness and Health*, 6 ed. Champaign: Human Kinetics, 2007, ISBN: 9780736056144. 30.95

### **Recommended readings and/or materials:**

None

### **Other:**

Aerobic shoes or crosstraining shoes. Exercise shorts and a T-shirt

### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

3 - Important-sometimes try to achieve

1. -

Students will hear verbal instruction from instructor and incorporate routines into their workout

#### **Thinking and Reasoning**

#17

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

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Kinesiology Intercollegiate Athletics 205, Golf-Men

(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**

Discipline	Kinesiology Intercollegiate Athletics
Course Number	205
Course Title	Golf-Men
Former Title	
Units	3
Lecture Hours	None
Laboratory Hours	162
Arranged Hours	None
Total Semester Contact Hours	162

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A high-level, competitive program for student athletes with exceptional golf talent. Students must meet C.O.A. eligibility requirements and pass a health screening prior to intercollegiate competition.

<b>Budget Unit</b>	15440
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83550 - Intercollegiate Athletics
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/21/16/11-12 by: Myron Brown Jodi Coffman

Division Chair Approval Date: 10/21/16/11-12 by: Myron Brown Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

Learning Activity: Each learning outcome will be stressed throughout the semester. (85 hours)

Physical conditioning for competition: Students will learn the need for proper fitness and how to prevent injuries. (15 hours)

Mental conditioning for competition: Students will improve mental attitude (toughness) needed for competition (10 hours)

Skill development Students will learn proper habits and skills execution and selection of clubs. (15 hours)

Rules, etiquette and strategies Students will learn how to use the rules and etiquette to employ proper strategies (5 hours)

Competition: Students will learn how to perform under stress (22 hours)

Evaluation: Ability to evaluate one's performance during the season (5 hours)

Career: Students will learn about possible job opportunities (5 hours)

#### I. Orientation

- a. Overview
- b. Safety
- c. Skill evaluation

#### II. The game of golf

- a. History
- b. Rules
- c. Terminology
- d. Etiquette

#### III. Training and Conditioning

- a. Warm-up
- b. Fitness principles
- c. Physical training

#### IV. Explanation, Demonstration and Practice of the following skills

- a. Grip, stance, alignment
- b. Chipping
- c. Pitching
- d. Putting
- e. Full swing
- f. Strategy

### **COURSE MATERIALS**

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

**Required:**Nance, Virginia . *Golf*, ed. McGraw Hill, 1998, ISBN: 0697345486.

### **Recommended readings and/or materials:**

**None**



218

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: Kinesiology Intercollegiate Athletics 208, Track and Field-Men  
(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**

Discipline	Kinesiology Intercollegiate Athletics
Course Number	208
Course Title	Track and Field-Men
Former Title	
Units	3
Lecture Hours	None
Laboratory Hours	162
Arranged Hours	None
Total Semester Contact Hours	162

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

The program provides competition with conference colleges as well as with other California community colleges.

<b>Budget Unit</b>	15440
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	83550 - Intercollegiate Athletics
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/09/16/11-12 by: ~~Myron~~ Brown Jodi Coffman

Division Chair Approval Date: 10/09/16/11-12 by: ~~Myron~~ Brown Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

1. Physical conditioning for competition: students will obtain proper fitness level and learn how to prevent injuries - 30 hours.
2. Mental conditioning for competition: Students will obtain skills and techniques for positive mental attitude - 30 hours.
3. Skill development and execution: students will learn proper habits and skills through drills and competition situations - 32 hours.
4. Rules, regulations and strategies: students will learn the rules, regulations and strategies of track and field and apply them to competition situations - 30 hours.
5. Competition and performing under stress: students will learn how to perform under stress - 30 hours.
6. Performance evaluation: students will learn how to evaluation performance during the season of competition - 10 hours.

### **COURSE MATERIALS**

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

**Required:**Doherty, K. *Track and Field Omnibook*, ed. Track and Field News, 2007, ISBN: 0-911520-73-2.

**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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

3 - Important-sometimes try to achieve

1. Listening and Speaking - The learner will listen actively and respectfully to examples of why goal setting is important. Various handouts will be used to help students understand effective communication.

#### **Thinking and Reasoning**

3 - Important-sometimes try to achieve

1. Creative Thinking - The learner will use creative thinking to formulate original ideas about the tactics and strategies of competition. Critical thinking, problem solving techniques will be used to demonstrate application of proper biomechanics.

#### **Information Management**

2 - Unimportant-rarely try to achieve

1. Information Competency - The learner will read academic scholarly journals on track and field. Students will use the internet and appropriate websites to research meet results from throughout the world.

#### **Diversity**

#19

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:Kinesiology Intercollegiate Athletics 215, Tennis-Women

(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**

Discipline	Kinesiology Intercollegiate Athletics
Course Number	215
Course Title	Tennis-Women
Former Title	
Units	3
Lecture Hours	None
Laboratory Hours	162
Arranged Hours	None
Total Semester Contact Hours	162

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A high level competitive program for women students with exceptional tennis talent. This program provides competition with conference colleges as well as with other California community colleges.

<b>Budget Unit</b>	15440
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83550 - Intercollegiate Athletics
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/16/11~~ by: Jodi CoffmanDivison Chair Approval Date: ~~10/16/11~~ by: Jodi CoffmanCurriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~**COURSE CONTENT**

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

1. Orientation, pre-testing Understand the behavioral objectives and daily outcome goals of an intercollegiate tennis team. (10 hrs.) 2. Skill analysis (forehand, backhand, Identify the key technical aspects of the fundamental tennis skills. volley, serve, overhand smash) (60 hrs.) 3. Tennis rules Define the essential rules of tennis according to the USTA. Singles and doubles play Identify the rules, etiquette, court strategies, and terminology (verbal and visual) for singles and doubles play. (10 hrs.) 4. Sport specific physical fitness Identify the sport specific exercise techniques for cardiovascular endurance, muscle strength and endurance, and power training as they relate to tennis. Intercollegiate competition Understand the competitive implications of individual skill development, rule knowledge, physical fitness, singles and double play, and daily practice as they relate to team performance and improvement. (76 hrs.) 5. Knowledge and Performance Skill test. ( 6 hrs.)

### **COURSE MATERIALS**

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

**Required:**Gallwey, W.T.. *The Inner Game of Tennis*, Latest ed. New York: Random House, 2008, ISBN: 0679778318. \$12.00

**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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

3 - Important-sometimes try to achieve

1. -

The student-athlete will listen to verbal instructions and coaching, respond to questions verbally, listen and verbally communicate with teammates daily in practice and competition.

#### **Thinking and Reasoning**

3 - Important-sometimes try to achieve

1. -

The student-athlete will problem solve during practice and competition; verbally explaining and physically demonstrating their conclusions.

220

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: Kinesiology Intercollegiate Athletics 222, Badminton-Women  
(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**

Discipline	Kinesiology Intercollegiate Athletics
Course Number	222
Course Title	Badminton-Women
Former Title	
Units	3
Lecture Hours	None
Laboratory Hours	162
Arranged Hours	None
Total Semester Contact Hours	162

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A high-level, competitive program for women students with exceptional badminton talent. The program provides competition with conference colleges as well as with other California Community Colleges.

<b>Budget Unit</b>	15440
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83550 - Intercollegiate Athletics
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/22/16/11-12 by: Myron Brown, Jodi Coffman

Division Chair Approval Date: 10/22/16/11-12 by: Myron Brown, Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

Student athletes will go through an orientation consisting of eligibility process, school and team rules, conference rules, and expectations. 2 hours.

Course will consist of fundamental drills, strategic game play, and conference play.

Fundamental drills will consist of footwork, racket skills, shot proficiency (drop, clear, high lob, smash, and serve), and cardiovascular fitness. 120 hours.

Strategic game play will be covered and will be put into game play in intercollegiate matches. 40 hours

### **COURSE MATERIALS**

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

**Required:**sunny kim. *Badminton Today*, ed. Brooks Cole, 2010, ISBN: 0534552331.

**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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

##### **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will be able to actively listen and respond to collegiate level coaching. Individual sports have specific language and ways of communication. Communication is vital to safety of athlete and student success.

##### **Thinking and Reasoning**

4 - Very important-often try to achieve

1. Creative Thinking - Creative thinking and reasoning under timed, competitive situations will be instructed on a daily basis.

##### **Information Management**

1 - Not applicable-never try to achieve

##### **Diversity**

5 - Essential-always try to achieve

1. Social - Following the College Mission Statement, students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.

#21

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: Special Services N62, Assessment of Learning Potential testing  
(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**

Discipline	Special Services
Course Number	N62
Course Title	Assessment of Learning Potential <u>testing</u>
Former Title	
Units	0.2
Lecture Hours	3
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Designed to assess the learning potential, learning deficits and basic skill levels of students referred to the Learning Disabilities Program. Not applicable to associate degree.

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	493030 - Learning Skills, Handicapped
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	
Curriculum Office Use Only.	

Department Chair Approval Date: 10/25/12 by: Sandy Morris

Divison Chair Approval Date: 10/25/12 by: Monica Collins

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 Chancellor's Office of the California Community Colleges has prescribed a standardized eligibility process for those students requesting learning disabilities services.

According to the Title V regulations which govern the California Community Colleges, in accordance with the State Education Code and State and Federal legislative guidelines, the definition of a learning disability is as follows:

*Learning disability in California Community College adults is a persistent condition of presumed neurological dysfunction which may also exist with other disabling conditions. This dysfunction continues despite instruction in standard classroom situations. Learning disabled adults, a heterogeneous group, have these common attributes:*

- a) average to above average intellectual ability*
- b) severe processing deficit(s)*
- c) severe aptitude-achievement discrepancy(ies)*
- d) measured achievement in an instructional or employment setting.*

There are six assessment components that must be considered in determining eligibility for learning disabilities services. Each component relates to a facet of the learning disabilities definition. The figure below describes each eligibility component and illustrates the successive steps to be followed in the LD identification process. The process begins with the initial referral and intake screening. It progresses through the four LD eligibility assessment components, in which specific criteria must be met. The process culminates with a determination of eligibility for LD programs and services and recommendations for educational adjustments.

Components of the eligibility process include: Intake screening, testing of measured achievement and ability level, assessing for processing deficit and aptitude-achievement discrepancy, and then an eligibility recommendation.

The intake screening (time will vary by individual student 1-3 hours) includes an explanation of the Learning Disability Program and Services, discussion of the assessment procedure, consent form explained and signed, review of educational background, personal information and records. The student will learn about the LD program's services, functions, expectations, and other general information. The student will also gain an awareness of learning disabilities and the assessment process used to determine a specific learning disability.

The assessment process time will vary depending upon the assessment needs of individual students (generally 2-9 hours). It includes the assessment of intellectual functioning and learning potential (includes assessment of possible organic problems), and general achievement and basic skill levels and diagnosis of specific problem areas. Through the assessment process students will become knowledgeable about their strengths and weaknesses. Several areas of cognitive and achievement functioning will be assessed. The cognitive areas include: verbal comprehension, perceptual organizational skills, visual processing speed, and auditory working memory. Academic areas assessed include a variety of reading tests, math tests, written language tests, and oral language tests.



#22

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: Special Services 072A, Learning Strategies

(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**

Discipline	Special Services
Course Number	072A
Course Title	Learning Strategies
Former Title	
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

Designed to teach students the strategies, study skills, and other compensatory techniques necessary for them to realize their full academic potential. (Same as Study Skills 072A.)

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	493032 - Lrng Skills/Learning Disabled
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
Curriculum Office Use Only.	

Department Chair Approval Date: 10/23/12 by: Monica CollinsDivison Chair Approval Date: 10/24/12 by: Monica Collins

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.)

**OVERVIEW OF LEARNING THEORY, ORGANIZATIONAL SKILLS AND READING STRATEGIES.** 2 Weeks. **USING EFFECTIVE NOTETAKING TECHNIQUES.** 7 Weeks. • Making notes from textbooks • Listening and taking lecture notes • Learning a variety of notetaking systems **STRENGTHING TEST-TAKING SKILLS.** 7 Weeks. • Developing strategies for objective tests • Developing strategies for recall, math, and essay tests This plan incorporates critical thinking skills as well as the ability to apply college-level concepts, vocabulary and learning skills. Students will be able to define and clarify the central issues of each learning strategy and identify appropriate questions to ask. They will also be able to determine the relevance of the strategies as applied to their successful completion of college classes and individual educational and career goals. In-class and homework assignments will give students the opportunity to compare and contrast, problem solve, and analyze 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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

1. - Lecture Demonstration of specific skills Small group discussion Use of visual aids such as videos and overhead projector Explanation of library facilities and technology by library staff

#### **Thinking and Reasoning**

#### **Information Management**

#### **Diversity**

#### **Civic Responsibility**

#### **Life Skills**

#### **Careers**

### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

#23

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: Special Services 072B, Learning Strategies

(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**

Discipline	Special Services
Course Number	072B
Course Title	Learning Strategies
Former Title	
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Designed to teach students additional strategies, study skills, and other compensatory techniques necessary for them to realize their full academic potential. (Same as Study Skills 072B.)

**Budget Unit**

<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	493032 - Lrng Skills/Learning Disabled
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No

**Grading Options**

Curriculum Office Use Only.

Department Chair Approval Date: 10/23/12 by: Monica CollinsDivison Chair Approval Date: 10/24/12 by: Monica Collins

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 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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

**Thinking and Reasoning**

**Information Management**

**Diversity**

**Civic Responsibility**

**Life Skills**

**Careers**

### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

### **WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

### **STANDARDS OF ACHIEVEMENT**

List graded activities.

**How will student learning be assessed? (Multiple measures must be used.)**

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

last

#24

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Accounting 114, Intermediate Income Taxes - Partnerships and LLCs  
(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**

Discipline	Accounting
Course Number	114
Course Title	Intermediate Income Taxes - Partnerships and LLCs
Former Title	
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

Prerequisite  
None

**CATALOG DESCRIPTION**

This course covers income tax theory, concepts and regulations relating to partnerships. The course includes the federal and California tax systems and income taxation relating to partnerships and other forms of business such as LLCs as well as basic tax research and ethical implications. This course ~~qualifies for~~ may be repeatable as continuing education for professional certification.

<b>Budget Unit</b>	15115
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	50200 - Accounting
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/11/08/11-12~~ by: ~~Jimhee Trone~~ Sheila Shain

Divison Chair Approval Date: ~~11/10/07/18/11-12~~ by: Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

**COURSE CONTENT**

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

- 2.0 hours - Introduction to partnerships
- 0.5 hours - Definition and Overview of Partnerships
- 2.5 hours - Tax implications of partnerships
- 1.5 hours - Partnership elections & Partnership income & reporting income
- 1.0 hours - Basis for partnership interest
- 1.0 hours - Internet tax research
- 2.0 hours - Publication 541, Form 1065, Form 1065 Instructions, Form 8832.
- 1.0 hours - From California website: [www.ftb.ca.gov](http://www.ftb.ca.gov): Form 565
- 1.5 hours - FTB instruction 565
- 2.0 hours - Special Partnership Issues
- 0.5 hours - Special partnership issues & Nonliquidating distributions & Section 751.
- 3.5 hours - Additional partnership issues covered, including 1) Terminating partnership interest and 2). Adjustment of basis;
- 3.0 hours - Special forms of partnerships such as LLCs, LLPs, etc.
- 3.0 hours - Advanced LLC topics
- 3.0 hours - Additional advanced topics including 1). Tax shelters & limited partnerships; 2). Publicly traded partnerships; 3). LLCs, LLPs, LLLPs and 4). Electing large partnerships.
- 2.0 hours - Form 568 and instructions from FTB website
- 2.0 hours - Ethical implications.

## COURSE MATERIALS

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

**Required:** Andersen, Pope, Kramer. *PH's Federal Taxation, Corporations, Partnerships, Estates & Trusts*, 2012 ed. Prentice Hall, 2012, ISBN: 0132754193. \$150

**Recommended readings and/or materials:**

1. **The Tax Book**, [www.thetaxbook.com](http://www.thetaxbook.com), 12-31-2012 2. Various commercial tax preparation software. 2012 ed. (Examples include Turbo Tax, Tax Act.) 3. Various IRS and FTB forms, instructions & publications will be used such as FTB Form 100 and IRS Form 1120S.

The above materials are recommended but not required. All forms/publications from the IRS & FTB are available online for free.

**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 )

## STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

~~1. Personal Growth - 1. Students will learn how and when to perform research/ file tax returns and/or seek additional professional help. 2. Students will experience the value of enablement gained through knowledge. 3. Students will gain the understanding of empowerment gained by tackling and conquering difficult issues and topics.~~

#28

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: Business 100, Fundamentals of Business

(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**

Discipline	Business
Course Number	100
Course Title	Fundamentals of Business
Former Title	<del>Introduction to Inn</del>
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

An introduction to the basic fundamentals of business. A survey of marketing, management, production, accounting, finance, and economics and how they interrelate in the business environment.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	<del>A</del> <u>B</u> -Transferable to both <del>UC</del> and CSU <u>only</u>
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50100 - Business and Commerce, General
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/2009/++12 by: Madeline Grant

Divison Chair Approval Date: ++10/0822/++12 by: Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: ~~11/21/2011~~

### **COURSE CONTENT**

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

Segment 1: Introduction to Business Economic Environment. 6 hours.

An understanding of trends affecting business, world economic systems, economic issues affecting business.

Segment 2: Business Formation and Structure. 6 hours.

An understanding of forms of business ownership, starting a business, franchising.

Segment 3: Marketing. 6 hours.

An understanding of marketing principles, product development and pricing, distribution, promotion, research.

Segment 4: Management. 9 hours.

An understanding of leadership, organizing, controlling, planning, computers.

Segment 5: Human Resource Management. 6 hours.

An understanding of motivating employees, staffing, unions, compensation.

Segment 6: Accounting and Finance. 9 hours.

An understanding of accounting fundamentals, financial management, stocks and bonds, financial institutions.

Segment 7: Production, Ethics, International Business. 6 hours.

An understanding of risk management, ethics-based management, international business.

### **COURSE MATERIALS**

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

**Required:**Collins, K.. *Exploring Business*, 2nd ed. Flatworld Knowledge, 2009, ISBN: 978-0-9820430. Free online

**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 )



#26

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: Business 110, Export Pricing, Quotations and Terms of Trade  
(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**

Discipline	Business
Course Number	110
Course Title	Export Pricing, Quotations and Terms of Trade
Former Title	<del>Capstone Business S</del>
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

Learn how to respond to trade inquiries. Learn international trade terms of sale, international pricing and supply chain management. Learn how to calculate landed costs and export pricing.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

1. Components of Export Transaction - 2 hours  
Roles of parties involved in export transactions
2. Responding to Trade Inquiries - 2 hours  
Communication techniques to secure an international order
3. International Terms of Trade - 3 hours  
Incoterms
4. Calculating Landed Costs - 2 hours  
Costs associated with landing goods abroad and necessary calculations
5. Export Price Quotes - 3 hours  
Calculating prices and creating quotes
6. Proforma Invoices - 2 hours  
Completing documents
7. Supply Chain Management - 2 hours  
Lead times, costs and issues associated with Supply Chain Management in the global market

### COURSE MATERIALS

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

Required:Hinkelman, Edward. *International Trade Documentation*, 1st ed. Oakland, CA: World Trade Press, 2002, ISBN: 1885073593. 24.95

### 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 )

### STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

1. Social - Students will utilize global business perspectives for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. 2. Environmental - Students will learn the impact of global social, economic and political structures as they relate to the legal environment of international business.
1. Civic Responsibility - Students will understand the responsibilities of conducting themselves in an ethical manner and how this relates to business, political and social structures in other countries.
1. Creative Expression - Students will learn to communicate with individuals in a business situation from different countries and the need for clear, concise and effective communication. 2. Aesthetic Appreciation - None.
3. Personal Growth - Students will learn that their personal and cultural background provides valuable experience in international business growth.
1. Skills - Students will learn about careers in International Trade, and International Logistics.

#27  
last

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: Business 113, International Transportation

(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**

Discipline	Business
Course Number	113
Course Title	International Transportation
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn how to ship products internationally and develop a transportation strategy. Includes transportation terminology, the role of the freight forwarder, transportation documentation, freight cost calculations, major ports of the world and distribution issues.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

<u>Segment</u>	<u>Time</u>	<u>What Students Learn</u>
1. Freight Forwarder Role of a freight forwarder.	2 hrs	<u>Forwarder - 2 hrs</u>
2. International Air Freight Costs and uses.	2 hrs	<u>Costs-Freight - 2 hrs</u>
3. International Ocean Freight Costs and uses.	2 hrs	<u>Costs-Freight - 2 hrs</u>
4. Multi-modal Transportation Costs and uses.	2 hrs	<u>Costs-Transportation - 2 hrs</u>
5. Transportation Documentation Requirements and information required.	2 hrs	<u>Documentation - 2 hrs</u>
6. Freight Cost Calculations How to calculate freight cost for different modes of transportation.	2 hrs	<u>Calculations - 2 hrs</u>
7. Major Ports of the World Geographic locations and regulations.	2 hrs	<u>World - 2 hrs</u>
8. Foreign Trade Zones, Costs, issues and opportunities.	2 hrs	<u>- 2 hrs</u> <u>Distribution-Distribution &amp; Warehousing</u>

**COURSE MATERIALS**

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

Required:Hinkelman, Edward. *International Trade Documentation*, 1st ed. Oakland, CA: World Trade Press, 2002, ISBN: 9780975315309. 24.95**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - A. Creative Thinking: Students will learn to apply the materials presented for different global systems. They will solve problems based on the course content and how it applies to the current global business environment.~~

~~B. Critical Thinking:~~

~~1. - A. Social: Students will utilize global business perspectives for problem-solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds.~~

~~1. - Students will understand the responsibilities of conducting themselves in an ethical manner and how this relates to business, political and social structures in other countries:~~

~~1. - A. Creative Expression: Students will learn to communicate with individuals in a business situation~~

#28

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: Business 114, International Documentation and Supply Chain Management  
(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**

Discipline	Business	
Course Number	114	
Course Title	International Documentation and Supply Chain Management	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>16</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

International documents for product inspection, health/agricultural registrations and hazardous materials shipments. Utilizes actual documents, software and resources necessary to effectively complete documentation. Introduces the need for supply chain management and inventory control.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	<del>D-C</del> - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

SegmentTime      What Students Learn

## 1. Health and

agriculture      4 hrs      Governmentagriculture - 4 hrsGovernment and private regulations for transporting food/animals

## 2. Hazardous

materials      4 hrs      Specialmaterials - 4 hrsSpecial documents needed to transport hazardous materials

## 3. S.G.S.

Inspections      4 hrsInspections - 4 hrsHow do inspect products for verifications

## 4. Supply Chain Management &amp;

4 hrs      SupplyInventory Mgmt Techniques - 4 hrsSupply Chain Management Techniques costs and vocabulary.Inventory      Inventory Management Techniques:**COURSE MATERIALS**

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

Required:Hinkelman, Edward. *International Trade Documentation*, 1st ed. Oakland, CA: World Trade Press, 2002, ISBN: 9780975315309. 24.95**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 )

#29

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: Business 125, Introduction to International Business

(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**

Discipline	Business
Course Number	125
Course Title	Introduction to International Business
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A survey course previewing international marketing, finance, law and logistics. Includes how a company decides to go global and how products are made, transported and sold around the world.

<b>Budget Unit</b>	<del>0270</del>	<u>15170</u>
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	10	
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	50600 - Business Management	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	Letter Grade or P/NP	

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Madeline GrantDivison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

<u>Segment</u>	<u>Time</u>
<b>What Students Learn</b>	
1. Why Go <del>Global</del> <u>Global</u> Opportunities for companies to go global	<del>3 hrs</del> <u>3 hrs</u>
2. International Management Management issues in international business	<del>3 hrs</del> <u>hrs</u>
3. Business <del>Plan</del> <u>Plan</u> Adapting the business plan for global growth	<del>3 hrs</del> <u>3 hrs</u>
4. Market <del>Research</del> <u>Research</u> How and where to get international research	<del>3 hrs</del> <u>hrs</u>
5. Global <del>Distribution</del> <u>Distribution</u> International channels of distribution and agreements	<del>3 hrs</del> <u>3 hrs</u>
6. <del>Cultural</del> <u>Cultural</u> Components of culture & its affect on business	<del>3 hrs</del> <u>3 hrs</u>
7. International <del>Marketing</del> <u>Marketing</u> 4 P's of international marketing	<del>6 hrs</del> <u>6 hrs</u>
8. International <del>Finance</del> <u>Finance</u> Payment Terms and Foreign Exchange	<del>3 hrs</del> <u>3 hrs</u>
9. International <del>Legal Environment</del> <u>Legal Environment</u> Contract, Trade Agreements and International Law	<del>3 hrs</del> <u>3 hrs</u>
10. International Logistics Transportation Options and Incoterms	<del>3 hrs</del> <u>hrs</u>
11. International Business <del>On-Line</del> <u>Line</u> On-Line opportunities for business and research	<del>3 hrs</del> <u>3 hrs</u>
12. How to <del>Import</del> <u>Import</u> Sourcing, Classifying and Costing Imported Products	<del>3 hrs</del> <u>3 hrs</u>
13. Regional Country Studies How to conduct market studies	<del>6 hrs</del> <u>6 hrs</u>
14. Jobs, Careers & <del>Higher Education</del> <u>Higher Education</u> International Business opportunities	<del>3 hrs</del> <u>3 hrs</u>

### **COURSE MATERIALS**

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

**Required:** Foley, James. *The Global Entrepreneur*, 2nd ed. Dearborn: Jamric Press International, 2004, ISBN: 9780975315309. 29.95

**Recommended readings and/or materials:**



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

### Assignments (32 hours)

1. Textbook/Material Reading: 10 hrs
2. Class Assignments/Activities: 12 hrs
3. Internet Research: 10 hrs

### **STANDARDS OF ACHIEVEMENT**

List graded activities.

- A. 3(three) Multiple Choice Quizzes created to test the materials presented in a fashion similar to that which is used on the NASBITE CGBP exam (national credential).
- 
- B. Class Participation – preparation of current events, class materials and applicable problems.
- 
- C. 1(one) international market evaluation project that will utilize the international marketing concepts learned in the course.

### **How will student learning be assessed? (Multiple measures must be used.)**

Student work will be assessed for:

- Technical merit according to professor's and departmental rubrics
- Mastery of course content
- Written communication skills reflecting college standards
- Verbal communication skills reflecting college standards
- Class participation based on frequency and content

#### Grade Scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

#### **SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Business 141, The Globalization of Marketing

(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**

Discipline	Business
Course Number	141

Course Title	The Globalization of Marketing
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn how to adapt marketing techniques to international markets, how to develop marketing strategies, and how to target markets based on the cultural, political and economic environments. Learn how to create forecasts and budgets for international markets.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

<u>Segment</u>	<u>Time</u>	
<u>What Students Learn</u>		
1. Introduction to International	4 hrs <del>4 hrs</del>	
4 P's of Marketing-Product, Price, <del>Place</del> <u>Place &amp; Promotion</u>		Marketing
2. Cultural Environment	2 hrs <del>Cultural hrs</del>	
<u>Cultural Characteristics and how they affect international</u>		
<u>marketing international marketing.</u>		
3. Political Environment	2 hrs <del>Political hrs</del>	
<u>Political Characteristics and how they affect international</u>		<u>marketing international marketing.</u>

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

Student work will be assessed for:

- Technical merit according to professor's and departmental rubrics
- Mastery of course content
- Written communication skills reflecting college standards
- Verbal communication skills reflecting college standards
- Class participation based on frequency and content

Grading Scale:  
 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Business 142, International Market Research and Planning  
 (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**

Discipline	Business
Course Number	142
Course Title	International Market Research and Planning
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

Prerequisite  
 None

**CATALOG DESCRIPTION**

How to research international markets for opportunities using the Internet, government and private resources as well as in-market surveys. Includes the development of international marketing strategies and the analysis of domestic and international markets for import and export opportunities.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational

**Repeatability** NR - Non-Repeatable: D, F, NC, W  
**TOPS Code** 50800 - International Business & Trade  
**Topics Course** No  
**Open Entry/Exit** No  
**Grading Options** Letter Grade or P/NP  
 Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Madeline Grant  
 Division Chair Approval Date: 10/22/12 by: Craig Takahashi  
 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.)

	<u>Segment</u>	<u>Time</u>
<u>What Students Learn</u>		
1. Market Research Formats Primary vs Secondary research techniques. research.	4 hrs Primary Formats 4 hrs	4 hrs Costs and reliability of
2. Government Resources US & Foreign Government resources for research.	4 hrs US Resources 4 hrs	4 hrs Costs & availability.
3. Private Resources Private sources for research. Costs & availability.	4 hrs Private Resources 4 hrs	4 hrs
4. Applying Research to Marketing Strategy Utilizing data to determine viability of target market product/service.	4 hrs Utilizing Strategy 4 hrs	4 hrs for distribution of

### COURSE MATERIALS

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

**Required:** Terpstra, foley, Sarathy. International Marketing, 10th ed. Chicago: Naper Publishing, 2012, ISBN: 9780981729350.

**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 )

### STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

#32

first

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

last

**How will student learning be assessed? (Multiple measures must be used.)**

~~Student~~

Student work will be assessed for:

· Technical merit according to professor's and departmental rubrics

-

· Mastery of course

**content**

-

content

· Written communication skills reflecting college

**standards**

-

standards

· Verbal communication skills reflecting college standards

-

· Class participation based on frequency and content

-

Grading Scale:

90% - 100% = A

80% - 89% = B

70% - 79% = C

60% - 69% = D

Below 60% = F

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Business 143, Packaging, Pricing and Promoting Products/Services for Export

(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**

Discipline	Business
Course Number	143
Course Title	Packaging, Pricing and Promoting Products/Services for Export
Former Title	Promoting Products and Services for Export
Units	1

Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Understand international market requirements. Learn to adapt products and services to meet international market needs. Create competitive price structures. Implement exciting promotion and advertising plans. Learn how to entice international customers to buy U.S. products and services.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

<u>Segment</u>	<u>Time</u>	<u>What Students Learn</u>
1. Adapting Product/Service to the Local Market	4 hrs	Strategies used to sell products in overseas markets while maintaining profitability.
2. Pricing Strategies	4 hrs	Pricing Strategies based on local market conditions.
3. Promotional Strategies	4 hrs	Promotion Strategies based on local market conditions.
4. Complying with Government Regulations	4 hrs	Government regulations related to pricing packaging and promotion of products/services.

#33

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: Business 145, Channels of Distribution in International Markets  
(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**

Discipline	Business
Course Number	145
Course Title	Channels of Distribution in International Markets
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Learn alternate methods for distributing products in international markets. How to use distributors and agents. Learn channels of distribution for different industries and different countries. Adapt distribution strategies to maintain product quality, positioning and competitive price structure.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

<u>Segment</u>	<u>Time</u>	
<u>What Students Learn</u>		
1. Market Entry Strategies	4 hrs <del>Alternative hrs</del>	
<u>Alternative strategies for market entry</u>		
2. Channels of Distribution	4 hrs <del>Available hrs</del>	
<u>Available channels of distribution, market differences and</u> _____ <u>product/service opportunities.</u>		
3. Contracts & Agreements	2 hrs <del>hrs</del>	
<u>Contents and terms to negotiate with distributors, brokers,</u> _____ <u>agents agents, customers.</u>		
4. International Franchising	2 hrs <del>hrs</del>	
<u>Products/Services available for franchising.</u> _____ <u>Costs Costs, Risks &amp; Opportunities.</u>		
5. International Licensing	2 hrs <del>hrs</del>	
<u>Products/Services available for licensing.</u> _____ <u>Costs Costs, Risk &amp; Opportunities.</u>		
6. Global Distribution	2 hrs <del>Transformation hrs</del>	
<u>Transformation of channels of distribution and supply chain</u> _____ <u>management management</u> issues.		

**COURSE MATERIALS**

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

Required: Terpstra, Foley, Sarathy. *International Marketing*, 10th ed. Chicago: Naper Publishing, 2012, ISBN: 9780981729350. 79.99**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - A. Social: Students will utilize global business perspectives for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. B. Environmental: Students will learn the impact of global social, economic and political structures as they relate to the legal environment of international business.~~

~~1. - Students will learn how to distribute products in international markets, how to establish relationships with distributors, agents and the brokers.~~

~~1. - A. Creative Expression: Students will learn to communicate with individuals in a business situation from different countries and the need for clear, concise and effective communication. B. Aesthetic Appreciation: None. C. Personal Growth: Students will learn that their personal and cultural background provides valuable experience in international business growth.~~



#31

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

**Assignments (32 hours)**

1. Textbook/Material Reading: 10 hrs
2. Class Assignments/Activities: 12 hrs
3. Internet Research: 10 hrs

**STANDARDS OF ACHIEVEMENT**

List graded activities.

- A. 3(three) Multiple Choice Quizzes created to test the materials presented in a fashion similar to that which is used on the NASBITE CGBP exam (national credential).
- B. Class Participation – preparation of current events, class materials and applicable problems.
- C. 1(one) Comprehensive Practical Exam that will apply the concepts learned to an international financial transaction.

**How will student learning be assessed? (Multiple measures must be used.)**

Student work will be assessed for:

- Technical merit according to professor's and departmental rubrics
- Mastery of course content
- Written communication skills reflecting college standards
- Verbal communication skills reflecting college standards
- Class participation based on frequency and content

**Grading Scale:**

- 90% - 100% = A  
 80% - 89% = B  
 70% - 79% = C  
 60% - 69% = D  
 Below 60% = F

**SANTA ANA COLLEGE COURSE OUTLINE**  
 DISCIPLINE, NUMBER, TITLE: Business 180, Finding and Evaluating Products for Import  
 (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**

Discipline	Business
Course Number	180
Course Title	Finding and Evaluating Products for Import
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Evaluate the potential of an import business. Contact vendors and source products. Determine import classification, tariffs and taxes and calculate landed costs to import into the U.S.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

<u>Segment</u>	<u>Time</u>	<u>What Students Learn</u>
1. Evaluate companies outsource and import - 2 hrs	2 hrs	Why companies should or should not import <u>Evaluating why</u>
2. Identifying Products to Import	2 hrs	Identify country of origin for products <u>Import - 2 hrs</u>
3. Contacting & Qualifying Vendors and product and pricing information	2 hrs	Resource for finding vendors and how to request <u>Vendors - 2 hrs</u>
4. Classifying Products	3 hrs	Utilize Products using the Harmonized Tariff Schedule - <u>3 hrs</u>
5. Determining Tariffs & Taxes	Taxes - 2 hrs	US Customs Tariffs, Quotas and Embargos
6. Calculating Landed Costs and products	Costs - 3 hrs	Incoterms and other costs associated with landing in the US
7. Clearing US Customs and process of clearing US Customs - 2 hrs.	2 hrs	Required documents and procedures to clear US Customs <u>The</u>

**COURSE MATERIALS**

#135

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: Engineering 051, Basic Technical Drawing

(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**

Discipline	Engineering	
Course Number	051	
Course Title	Basic Technical Drawing	
Former Title		
Units	3	
Lecture Hours	32	
Laboratory Hours	64	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>96</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Principles of mechanical drawing including projections, views, dimensions, and conventions, utilizing sketches and computer drafting program. Designed for students with no prior mechanical drawing experience. Suggested preparation: Engineering 183 (may be taken concurrently).

<b>Budget Unit</b>	<u>15150</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>95300 - Drafting Technology</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

 Department Chair Approval Date: 05/27/12 by: Craig Takahashi

 Division Chair Approval Date: 10/08/12 by: Craig Takahashi

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.)

1. ~~Hand lettering, sketching (lines, arcs, basic shapes) (3 hours)~~2. ~~Drawing basics - basic layout, scale (2 hrs)~~  
Introduction - drafting tools, good design,
2. (2 hrs) Drawing Basics - hand sketches, lettering, sheet formats, line types (3 hours)3. ~~Geometry & shape description - rules for drawing lines, surface types, projection theory (3 hours)~~4. ~~Orthographic views, scale~~
3. (2 hrs) Basic Geometry & Shape Description - geometry of shapes, projection theory, geometric relations, surface types, line rules
4. (2 hrs) Orthographic Views - orthographic projection, 1st/3rd angle projection, foreshortening, practice (3 hours)
5. ~~CAD basics (3 hours)~~6. ~~Basics of dimensioning/tolerancing (3 hours)~~7. ~~Manufacturing processes - mill, lathe, molding, casting (2 hours)~~8. ~~Other views - auxiliary, sections (2 hrs)~~9. ~~Dimensioning - complete dimensioning rules, dimension layout (baseline, chain, direct) (2 hours)~~10. ~~Tolerancing/assemblies (2 hrs)~~  
Orthographic Views II - practice, intro to CAD
6. (2 hrs) Exam 1
7. (2 hrs) Orthographic Views III - more practice, harder parts
8. (2 hrs) Basic dimensioning, View Selection - terminology,
9. (2 hrs) Dimensioning I - complete dimensioning, dimension layout,
10. (2 hrs) Dimensioning II - manufacturing processes, dimensioning rules
11. (2 hrs) Exam 2
12. (2 hrs) Other Views - auxiliary, section, & detail views
13. (2 hrs) Tolerancing/Assemblies/Annotations/Features - tolerance forms, fits, assembly drawings, bill of materials (2 hours)11. ~~Annotations/features - centerlines, breaks, symbols, notes~~
14. (2 hours)12. Threads (hrs) Fasteners, Threads, Holes - thread types, callouts, fasteners
15. (2 hours)13. Project - design project/drawing (2 hours)hrs) Pictorials, CAD - axonometric, oblique, perspective
16. (2 hrs) Final Exam

(Note: all topics include instruction in related computer drafting skills)

Plus ~~48~~ 64 hours of directed assignments on computer and hand drafting.

**COURSE MATERIALS**

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

**Required:** Jensen. *Engineering Drawing & Design*, 7 ed. McGraw-Hill, 2007, ISBN: 978-007352151. 120

**Recommended readings and/or materials:** ~~None~~ **Other:** ~~None~~

**student edition of CAD software**

**Other:**

Pencil, paper, triangle, ruler, t-square, drafting board

**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 )

#36

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: Entrepreneurship 100, Introduction to Innovation and Entrepreneurship  
(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**

Discipline	Entrepreneurship	
Course Number	100	
Course Title	Introduction to Innovation and Entrepreneurship	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn that venture creation is a process. Explore the types of ventures one can create and explore venture stories. Discover an overview of the entrepreneurial process. Learn to see opportunities. Discover the resources necessary to turn a dream into a business.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurshp
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One: Venture creation is a process. (4 hours) The entrepreneurial individual.

Phase Two: Types of ventures one can create, ie., social entrepreneurship, engineers as entrepreneurs, family entrepreneurs, life-style entrepreneurs, franchising etc., and explore their stories. (4 hours)

Phase Three: See and search for opportunities. (5 hours)

Phase Four: Discover the resources necessary to turn a dream into a business. (5 hours)

Phase Five: How to think about, mitigate and manage risk. (5 hours)

Phase Six: Explore the role the Internet can play in businesses. (5 hours)

Phase Seven: Protect ideas, trademarks and names. (5 hours)

Phase Eight: Learn how to approach growth. (5 hours)

Phase Nine: Where to get information to organize a new business (5 hours)

Phase Ten: Determine value and structure deals (5 hours)

**COURSE MATERIALS**

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

**Required:** Mariotti, S.. *The Young Entrepreneur's Guide to Starting & Running a Business*, 2nd ed. Three Rivers Press, 2000, ISBN: 9780812933062. 19.00

**Recommended readings and/or materials:**

**Social Entrepreneurship, Arthur Brooks, Prentice Hall, 2009. \$26**

**Entrepreneurial Family Firms, Frank Hoy, Prentice Hall, 2009 \$32**

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

1. - A. Listening & Speaking:

#37

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: Entrepreneurship 101, Entrepreneurs and Success

(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**

Discipline	Entrepreneurship	
Course Number	101	
Course Title	Entrepreneurs and Success	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>16</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn the psychology of becoming a successful entrepreneur. Discover how to find your flow and stay on course. Learn the habits of highly successful entrepreneurs. Discover how cutting-edge communication, design and technology are 21st century drivers of success.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurship
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/28/12 by: Madeline GrantDivision Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One: Introduction of the importance of soft skills for entrepreneurs. (4 hours) Entrepreneurship as a personal journey. What are the personal skills necessary for success? Look at the skills that make a “successful student” and a “struggling student.” Where is each student? What is the meaning of success? What are the eight elements to be “on course” and how do they relate to each student as an entrepreneur? How do these student skills translate into entrepreneurial skills?

Phase Two: Explore the concept of flow. (4 hours) What does it mean to “find your flow?” What is an optimal experience? What is each student good at? How do you create flow experiences and what are flow experiences? How can students connect to their business flows?

Phase Three: What are the personal attributes necessary for a successful entrepreneur in the 21<sup>st</sup> century? (4 hours) Discover how learning to cooperate using technology, combined with visual and design skills are critically important. Learn how “right brain” skills are becoming the most important skills of the 21<sup>st</sup> century. Learn that the MFA may be the new MBA.

Phase Four: Learn the seven habits of highly successful people. (4 hours) Learn the eighth habit. Apply the habits to each student. Develop personal plans.

**COURSE MATERIALS**

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

**Recommended readings and/or materials:****On Course materials**

Wayne Dyer books and tapes

Napoleon Hill

Copy This, Paul Orfalea, Workman Publishing, 2005. (The story of Kinko’s)

Flow: The Psychology of Optimal Experience, Michael Csikszentmihalyi, Harper and Row, 1990.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - A. Listening & Speaking: Students will listen to lectures and participate in class and group discussions. They will synthesize information from lectures in order to clearly and concisely participate in discussions. They will learn to orally present their business ideas. B. Reading & Writing: Students will learn the topic content and vocabulary associated with the course by completing the text, handout and case study~~



#38

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: Entrepreneurship 102, Entrepreneurial Ideas and Creativity  
(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**

Discipline	Entrepreneurship	
Course Number	102	
Course Title	Entrepreneurial Ideas and Creativity	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>16</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Discover that business creativity is a process that can be learned. Practice the process of searching for new business ideas using proven methods. Turn your creativity into business ideas.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurshp
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/28/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One - How to get more ideas. (4 hours) The process of learning the four modes of thinking:

Mode 1-Memory Recall

Mode 2-Missing Combinations

Mode 3-Contingent Serendipity and Unrelated Novelty

Mode 4-Sagacity and Judgment. Creativity is a process, a search.

Phase Two - How to recognize a good idea. (4 hours) Everything new and novel is not a good idea. A good idea is not just one that is different and imaginative. The difference between domain specific thinking and general thinking.

Phase Three - The difference between an idea and an opportunity. (4 hours) The first steps to turning an idea into an opportunity. Good opportunities in an information-rich age. If you have such a good idea, why haven't we seen it before?

Phase Four - The OPERA method - Open Resource Assembly process. (4 hours) Ideas as assembled resources. Creativity and life experiences. Judging ideas and judging opportunities. The creation - evaluation - competition process.

### COURSE MATERIALS

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

**Required:**Beam, Lisa. *The Creative Entrepreneur*, ed. Quarry Books, 2008, ISBN: 9781592534593.

**Recommended readings and/or materials:**

**THE BACK OF THE NAPKIN: SOLVING PROBLEMS AND SELLING IDEAS WITH PICTURES, Dan Roam, 2008**

**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 )

### STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

~~1. - A. Listening & Speaking: Students will listen to lectures and participate in class and group discussions. They will synthesize information from lectures in order to clearly and concisely participate in discussions. They will learn to orally present their business ideas.B. Reading & Writing: Students will learn the topic content and vocabulary associated with the course by completing the text, handout and case study reading assignments. They will be able to express this terminology and its usage in the written assignments.~~

~~1. - A. Creative Thinking – Students will learn to apply the materials presented for different entrepreneurial situations. They will solve problems based on the course content and how it applies to the current business environment. They will create their own scenarios based on their own specific information.B: Critical Thinking: Students will learn to make sound business decisions utilizing different scenarios and~~

#39

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: Entrepreneurship 104, Business Models

(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**

Discipline	Entrepreneurship	
Course Number	104	
Course Title	Business Models	
Former Title		
Units	2	
Lecture Hours	32	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Learn what a business model is and learn if a business model will make money. Discover how to filter business opportunities. Learn how to project whether business opportunities can be scalable, can target identifiable markets, and can achieve profitability.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurship
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

 Department Chair Approval Date: 09/28/12 by: Madeline Grant

 Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase 1: How will the firm create value? 6 hours. This first question is concerned with the value offering of the firm. It includes the particular products or services being sold, the nature of the product/service mix, and the relative depth breadth of this mix.

Phase 2: For whom will the firm create value? 5 hours. This question focuses on the nature and scope of the market in which the firm will compete. Of importance is whether the firm will principally sell to consumers (b-to-c), businesses (b-to-b), or both, and where it falls in the value chain.

Phase 3: What is the firm's internal source of advantage? 5 hours. The term core competency is used to capture an internal capability or set of skills that enables the firm to provide a particular benefit to customers.

Phase 4: How will the firm differentiate itself? 5 hours. Depending on how they are applied, core competencies can enable the firm to differentiate itself, or produce something perceived to be unique in the marketplace.

Phase 5: How will the firm make money? 5 hours. A core element of the firm's business model is its economic model. The economic model provides a consistent vehicle for earning profits.

Phase 6: What are the entrepreneur's time, scope and size ambitions? 6 hours. The business model must also capture the entrepreneur's objectives and ambitions.

**COURSE MATERIALS**

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

**Required:** Osterwalder, Andrew. *Business Model Generation*, ed. Wiley, 2010, ISBN: 978-047087641.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - **A. Listening & Speaking**. Students will listen to lectures and participate in class and group discussions. They will synthesize information from lectures in order to clearly and concisely participate in discussions. They will learn to orally present their business ideas. **B. Reading & Writing**. Students will learn the topic content and vocabulary associated with the course by completing the text, handout and case study reading assignments. They will be able to express this terminology and its usage in the written assignments.~~

~~1. - **A. Creative Thinking** – Students will learn to apply the materials presented for different entrepreneurial situations. They will solve problems based on the course content and how it applies to the~~

#40

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: Entrepreneurship 105, Social Media, Bootstrapping, and Market Validation  
(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**

Discipline	Entrepreneurship
Course Number	105
Course Title	Social Media, Bootstrapping, and Market Validation
Former Title	Market Validation
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn the latest Social Media & Bootstrap Marketing strategies & techniques. Discover how to do more with marketing while spending less. Learn what you need to know about your customer and your market by designing a sound research strategy. Discover how to implement a market validation strategy.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurship
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/09/11~~ 11/28/12 by: Madeline Grant

Division Chair Approval Date: ~~11/10/11~~ 11/22/12 by: Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

**COURSE CONTENT**

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

Phase One: Secondary Market Research for a business opportunity. 7 hours. Key question, Is the opportunity viable? Research competitors and potential customers. Read industry press, acquire reports from analyst groups. Quantitative questionnaires.

Phase Two: Quantified Market Research for a business opportunity. 6 hours. Structured Questionnaires. What is the customer need or pain? Construct hypothesis about prospective markets. Gather data to prove or disprove your hypothesis. Isolate the searing "pain" of the customer using a "heat map." Work with affinity groups, trade publications, user groups, trade shows.

Phase Three: Quality Influencers. 6 hours. Envision the solution for a business opportunity. Face to face meetings with those people knowledgeable about a "space" and that also are articulate. These people are found from previous market research. Work with personal contacts and thought leaders.

Phase Four: Leverage Influencers. 6 hours. Establish credibility for a business opportunity. Interviews with well know thought-leaders. Consulting firms are often appropriate for this stage of research. At this stage, decreased quantity and increased quality of information. Decreasing structure of questions, more conversations.

Phase Five: What marketing strategies will work best to reach customers with the most paint for a business opportunity? 7 hours. How to reach customers by paying very little. Viral marketing and social network marketing.

**COURSE MATERIALS**

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

**Required:** Solomon, Micheal. *Social Media Marketing*, ed. Prentice Hall, 2012, ISBN: 978-013255179.

**Recommended readings and/or materials:**

**Rethinking Marketing: The Entrepreneurial Imperative** by Minet Schindehutte, Michael Morris, and Leyland Pitt (Paperback - Jan 12, 2008) ISBN: 0-13-239389-1 \$41

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

1. - ~~A. Listening & Speaking: Students will listen to lectures and participate in class and group~~

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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: Entrepreneurship 106, Building an Entrepreneurial Team  
(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**

Discipline	Entrepreneurship	
Course Number	106	
Course Title	Building an Entrepreneurial Team	
Former Title		
Units	2	
Lecture Hours	32	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn how to create a network of principals, advisors, collaborators, managers, attorneys, accountants, and employees to build a successful business team. Explore how to organize your company and your business for day-to-day operations. Issues in hiring people and outsourcing.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR</del> - Repeatability <del>x3</del> - Non-Repeatability: D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurship
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One: Principals. 4 hours. Who are the people that you want to own the business with? What are your skills and what are the complementary skills you will need? Who do you know, who do you trust, who do you need? Where to find key principals Compensation and Equity.

Phase Two: Advisors. 4 hours. Advisors are key individuals, who may or may not be owners. They are your "brain trust" and they give a new venture valuable information and credibility. Who are they, where do you find them and how do you motivate them?

Phase Three: Collaborators. 4 hours. 21<sup>st</sup> Century business is often driven by unique collaborations. Who do you compete with and Who can you collaborate with? What are the forms of collaboration? Intellectual Property issues.

Phase Four: Managers. 4 hours. Who will you get to manage the day-to-day operations of your business? Where do you find good Managers and how will you compensate them?

Phase Five: Attorneys. 3 hours. What makes a good attorney for an entrepreneurial venture? How to find and compensate Attorneys. When do you need attorneys?

Phase Six: Accountants. 3 hours. In-house accountants vs. outside CPA firms. Analysis of cost/benefit of both models.

Phase Seven: Employees. 3 hours. How to find and attract talented employees. How to keep them happy. Hiring issues.

Phase Eight: Forms of Ownership. 4 hours. Corporations and LLC's and limited liability companies around the world.

Phase Nine: Basic organization charts for entrepreneurs. 3 hours.

**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

**The Culture of Colaboration, Maximizing Time, Talent and Tools to Create Value in the GlobalEconomy, Evan Rosen, Red Ape Publishing, 2007. ISBN: 09774617-0-X \$29.95**

**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 )

**STUDENT LEARNING OUTCOMES**



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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: Entrepreneurship 107, Money, Finance and Accounting for Entrepreneurs  
(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**

Discipline	Entrepreneurship	
Course Number	107	
Course Title	Money, Finance and Accounting for Entrepreneurs	
Former Title		
Units	2	
Lecture Hours	32	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn how entrepreneurial finance works - where, when and how to get financing debt, equity, bootstraps, angels and venture capitalists. Determine how much you need, when and how to get it. Learn the critical importance of leveraging resources. Learn that cash flow is critical to entrepreneurs. Learn what you really need to know about bookkeeping and accounting and how to use numbers to make smarter decisions.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3</del> Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurshp
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/28/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One: Financial Statement: Financial Statement Analysis - break-even analysis, measuring growth, gross and net margins. 4 hours.

Phase Two: Cash Flow Management: Forecasts, Accounts Receivable and Accounts Payable, The cash gap, working capital. 5 hours.

Phase Three: Valuation: Key factors influencing valuation. Valuation methods. Multiples of gross margin, asset valuation. 5 hours.

Phase Four: Raising Capital: Value-Added Investors. Sources of capital. The investment is in the entrepreneur. 5 hours.

Phase Five: Debt Financing: Types of debt. Sources of debt. SBA loans. Long-term deals. 5 hours.

Phase Six: Equity Financing: Types. Sources. Private Placements. Private Equity firms. International Private Equity firms. IPO's. 4 hours.

Phase Seven: 4 hours.

**COURSE MATERIALS**

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

**Required:** Cornwall, Jeffery. *Bootstrapping*, ed. Prentice Hall, 2009, ISBN: 978-013604425.

**Recommended readings and/or materials:**

**Finance for Non financial Managers, 2ed., Robert Cooke, Mc-Graw-Hill, 2004. ISBN: 0-07-142546-2 \$28.95**

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - A. Listening & Speaking. Students will listen to lectures and participate in class and group discussions. They will synthesize information from lectures in order to clearly and concisely participate in discussions. They will learn to orally present their business ideas. B. Reading & Writing. Students will learn the topic content and vocabulary associated with the course by completing the text, handout and case study~~

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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: Entrepreneurship 108, Business Plans for Entrepreneurs  
(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**

Discipline	Entrepreneurship	
Course Number	108	
Course Title	Business Plans for Entrepreneurs	
Former Title		
Units	2	
Lecture Hours	32	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn to complete an effective and useful business plan with elements such as a company overview, customer pain, solution, competition, team, business model and financials. Learn the difference audiences for a business plan.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurshp
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/28/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One: Learn the difference audiences for a business plan. Business plan as a sales tool and a tool for financing. Business plan as a predictor – need for flexibility. 4 hours.

Phase Two: Traditional business plans vs. effective business plans 4 hours.

Phase Three: Company Overview: Executive summary, description of the business. History, mission statement, status. 4. hours.

Phase Four: Customer Pain: What is the problem that the customer has? How do you know the customer has this problem? How have you validated the market? 3 hours.

Phase Five: Solution: How does your product or service solve the problem of the customer? 3 hours.

Phase Six: Competition: Who is your competition and why will you be better? 3 hours.

Phase Seven: Team: Principals, Advisors, Collaborators, Employees, Managers Who is on your team and why can they operate as an effective business? Backgrounds and experiences. 4 hours.

Phase Eight: Business Model: How and for whom will the venture create value? How will it differentiate itself? How will it make money? Marketing strategy. 3 hours.

Phase Nine: Financials: Sources of debt and equity financing. Source and use of funds. Assumption sheet. Pro Forma Financial Statements. 4 hours.

**COURSE MATERIALS**

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

**Required:**McKeever, Mike. *How to Write a Business Plan*, 6th ed. Nolo Press, 2002, ISBN: 0873378636.

**Recommended readings and/or materials:**

**How to Write a Business Plan**, Mike McKeever, Nolo Press, 2003. ISBN-13: 9781413309089 \$34.99

**The ABC's of Writing Winning Business Plans**, Garrett Sutton, Warner Business Books, 2005. ISBN: 0446550477 \$22.95

**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 )

**STUDENT LEARNING OUTCOMES**

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: Entrepreneurship 109, Powerful Presentations

(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**

Discipline	Entrepreneurship	
Course Number	109	
Course Title	Powerful Presentations	
Former Title		
Units	2	
Lecture Hours	32	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Learn how to collaborate and translate business plans into powerful sales tools using cutting- edge technology to create presentations using video, animation, visuals, stories and simulations. Discover how to bring business dreams alive.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurshp
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/28/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One: Learn the power of global collaboration. How wikis can be used to create global teams. 3 hours.

Phase Two: What makes for a powerful presentation – Simple, unexpected, concrete, credible, emotional and stories. 4 hours.

Phase Three: Business plan as a powerful sales tools. Simple rules of selling. 4 hours.

Phase Four: Using cutting-edge technology to create powerful presentations. 4 hours.

Phase Five: Using video to make powerful presentations. 3 hours.

Phase Six: Using simple animation to make power point presentations move. 3 hours.

Phase Seven: Using visuals to create pecha kucha power points. 4 hours.

Phase Eight: The power of stories in business. 3 hours.

Phase Nine: How simple simulations can make powerful sales tools. 4 hours.

**COURSE MATERIALS**

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

**Required:** Gallo, Carmine. *Presentation Secrets of Steve Jobs*, ed. Mc-Graw Hill, 2009, ISBN: 978-007163608.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - A. Creative Thinking=~~

~~1. =~~

~~Students will learn about the different resources for entrepreneurs, both from within traditional business areas and from other specialized fields. Students will learn to filter information for its competency and for its relevancy to particular business situations and opportunities.~~

~~1. - A. Social: Students will utilize global business networks for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. They will~~

#45

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: Entrepreneurship 111, Capstone Entrepreneurial Case Studies  
(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**

Discipline	Entrepreneurship	
Course Number	111	
Course Title	Capstone Entrepreneurial Case Studies	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Discuss complex entrepreneurial business cases in a highly interactive environment. Translate complex business cases into critical incidents. Translate critical incidents into simulations. Learn to analyze entrepreneurial problems and solutions.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50640 - Small Business/Entrepreneurshp
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/28/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase One: Introduction to case studies. How to read a case study. 7 hours.

Phase Two: How to “prepare” a case study. 7 hours.

Phase Three: Harvard Business School case studies. 7 hours.

Phase Four: Stanford Business School entrepreneurial case studies. 7 hours.

Phase Five: Translation of case studies into critical incidents 7 hours.

Phase Six: Translation of critical incidents into simple simulations with decision points 7 hours.

Phase Seven: Visualization of critical incidents and simulations – story, characters and design. 6 hours.

**COURSE MATERIALS**

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

**Required:** Finkle, Todd. *Lessons Learned from Leading Entrepreneurs*, ed. Finkle and Associates, 2011, ISBN: 978-061552277.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - **A. Listening & Speaking**: Students will listen to lectures and participate in class and group discussions. They will synthesize information from lectures in order to clearly and concisely participate in discussions. They will learn to orally present their business ideas. **B. Reading & Writing**: Students will learn the topic content and vocabulary associated with the course by completing the text, handout and case study reading assignments. They will be able to express this terminology and its usage in the written assignments.~~

~~1. - **A. Creative Thinking**—Students will learn to apply the materials presented for different entrepreneurial situations. They will solve problems based on the course content and how it applies to the current business environment. They will create their own scenarios based on their own specific information. **B. Critical Thinking**: Students will learn to make sound business decisions utilizing different scenarios and business structures as they relate to specific information provided within the course. They will learn to analyze unique business opportunities.~~

~~1. -~~

~~Students will learn about the different resources for entrepreneurs, both from within traditional business areas and from other specialized fields. Students will learn to filter information for its competency and for its relevancy to particular business situations and opportunities.~~

~~1. - **A. Social**: Students will utilize global business networks for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. They will~~



#46

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: Management 120, Principles of Management

(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**

Discipline	Management
Course Number	120
Course Title	Principles of Management
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Principles, methods, and procedures essential to the successful management of human and financial resources. Planning, decision making, staffing, directing, motivating, leading, communicating, controlling and the application of managerial skills. (Same as Business 120.)

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50600 - Business Management</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi  
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.)

### **Introduction** - 9 hours.

Background of management, theories and people.

### **Planning** - 9 hours.

Objectives, MBO, planning process, policies, decisions, planning for people and organizations.

### **Organizing** - 9 hours.

Formal organization, structures, charts, authority and responsibility, coordination, chain of command, unity of command, span of control, staffing.

### **Directing/Influencing** - 12 hours.

Leadership factors, communications in management, problems in communications, motivation and leadership theories, job enrichment, people versus task, situation and style. Understanding employee needs. Hierarchy. Group dynamics. Interpersonal relations. Motivation theories.

### **Controlling** - 9 hours.

Concepts of controls, measuring performance, standards, feedback, performance appraisal pay, management systems, discipline, financial controls.

## COURSE MATERIALS

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

Required: ~~Chuck Williams~~ Carpenter, M. *MANAGEMENT*, 3th ed. McGraw Hill, 2010, ISBN: 9780538743525. \$54.95, Bauer, T., Erdogan, B., *Principles of Management*, v1.1 ed. San Francisco: Flat World Knowledge, Inc., 2011, ISBN: 978-1-4533-27. Free online

### **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 )

## **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

1. - Students will be able to develop the communication, information, and reasoning skills necessary to improve the work environment, increase productivity, and enhance career opportunities.

**Communication Skills**

#47

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: Management 122, Business Communications

(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**

Discipline	Management	
Course Number	122	
Course Title	Business Communications	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Overview of oral and written communication skills used in business; emphasizes guidelines for improving writing and speaking skills, common solutions to common communication problems, ethical issues facing business communicators today, instructions on how to identify areas of legal vulnerability, and tested techniques for communicating successfully in today's high-tech, international business environment. Suggested preparation: English 061 or English for Multi-lingual Students 112 or American College English 116.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50600 - Business Management</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 11/09/11 by: Madeline GrantDivison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Foundations of Business Communications. 6 Hours.

Communicating successfully in an organization; Understanding Business Communications. Reports and Proposals. Using Reports and Proposals as Business Tools.

The Writing Process. 9 Hours.

Planning Business messages; organizing and composing business messages; revising business messages. Reports and Proposals. Gathering and interpreting information.

Letters, Memos, and Other Brief Messages. 12 Hours.

Writing direct requests, writing routine, good-news, and goodwill messages; Writing bad news messages; writing persuasive messages. Reports and Proposals. Developing visual aids.

Employment Messages. 9 Hours.

Writing resumes and application letters; interviewing for employment and following up. Reports and Proposals. Writing reports and proposals.

Oral Communications. 6 Hours.

Listening, interviewing, and conducting meetings. Reports and Proposals. Completing formal reports and proposals. Oral presentation on report.

Intercultural Communication and Business Technology. 6 Hours.

Communicating interculturally and internationally; communicating through business technology; oral presentations continued.

The exams, oral presentations, class discussions, and written assignments will require the student to analyze, define and clarify, evaluate, explain, and to apply management/business communication theory, principles and knowledge.

### **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)~~Recommended readings and/or materials: ELEMENTS OF STYLE, Allyn and Bacon, 3rd edition, Strunk, White and White, 1998, ISBN: 0205191584 COMMUNICATION FOR THE WORKPLACE-AN INTEGRATED LANGUAGE APPROACH, Ettinger, Peretto, 2nd Edition, Prentice Hall, 2001, ISBN: 0-13-082668-5~~

Required: McLean, S.. *Business Communication for Success*, 1st ed. Flatworld Knowledge, 2010, ISBN: 978-0-9823618. Free online

#### **Recommended readings and/or materials:**

None

**Other:**

None

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

#48

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:** Management 125, Organizational Leadership

(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**

Discipline	Management	
Course Number	125	
Course Title	Organizational Leadership	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

An examination of the universal principles of leadership. Covers the many approaches to leadership, the role of gender and diversity, and leadership ethics. Designed to build repeatable and transferable leadership skills for today's organizational environment.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50600 - Business Management</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

 Department Chair Approval Date: 10/07/12 by: Madeline Grant

 Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Segment 1 (14 hours)

Introduction to leadership; discuss leadership project; selection of leadership project topic; group formation; project thesis statements; the dynamics of work teams; the trait approach to leadership; the style approach; McGregor's X, Y leadership theory; assessment of personal leadership styles.

Segment 2 (12 hours)

Examination of the characteristics of the following approaches to leadership; situational, contingency theory, path-goal, and leader-member exchange; selection of the appropriate style based on the individual's development level; strategies to increase personal and professional productivity; techniques to improve time management; development of a personal mission statement.

Segment 3 (14 hours)

Understanding diversity in the work environment; the three common approaches to diversity; Diversity Maturity and Core Diversity skills; understanding decision making processes; the psychodynamic approach; how personality styles affect group dynamics; personality assessment; transformational leadership; understanding change agent strategies; leadership ethics.

Segment 4 (8 hours)

Project presentations and evaluations.

**COURSE MATERIALS**

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

**Required:** Ketchen, D., Short, J.. *Mastering Strategic Management*, v1.0 ed. San Francisco: Flat World Knowledge, Inc., 2011, ISBN: 978-1-4533-32. Free online

**Recommended readings and/or materials:****Class handouts and articles.****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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

1.

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: Counseling 114, Careers in Teaching

(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**

Discipline	Counseling	
Course Number	114	
Course Title	Careers in Teaching	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>16</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Introduction to the teaching profession, culturally diverse student populations, career ladders and options, academic preparation, experience, and credentials required for employment, utilizing career assessments, principles of goal setting, and exposure to teaching environments and teaching professionals, ~~students~~. Students will formulate a career objective and develop an educational plan. (Same as Human Development 114.)

<b>Budget Unit</b>	<u>15320</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	493010 - Guidance
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>
Curriculum Office Use Only.	

 Department Chair Approval Date: 10/11/12 by:Reymundo Robledo

 Divison Chair Approval Date: 10/12/12 by:Dennis Gilmour

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.)

Critical thinking skills and the application of "college level" concepts, vocabulary ~~and~~ and learning skills are required throughout the instructional plan. Students are expected to synthesize and analyze written and lecture information, evaluate information presented by guest speakers, critique findings in the fieldwork research project, and formulate career goals.

**INTRODUCTION TO THE TEACHING PROFESSION - 4 hrs**

1. The history of teaching, current challenges, and professional responsibilities of teachers.
2. Career options and career ladders available.
3. Academic preparation ~~and~~ and credentials requirements.
4. Financial aid resources available to future teachers.

**CULTURAL DIVERSITY - 1 hr**

1. The student will learn about changing demographics and culturally diverse student populations and how they impact educational institutions ~~and~~ and the teaching profession.

**ASSESSMENT AND INTERPRETATION - 2 hrs**

1. The student will participate in assessment and interpretation of ~~skills, abilities, values, interests, and~~ and personality.
2. Students will use assesment information to assist in the selection of a career goal.

**INFORMATION SOURCES - 3 hrs**

1. The student will learn to use ~~RSCCD's Career Planning Centers~~ the SAC Center for Teacher Education and other available sources to investigate career options and preferences. Currently employed teachers/instructors from different grade and education levels will be invited as guest speakers to discuss current trends in the teaching profession.

**FIELDWORK RESEARCH REPORTS - 2 hrs**

1. The student will present an oral report to the class following the completion of a fieldwork project (~~visitation to a four-year university~~ Service Learning in K-12 school setting, school site visitation, and/or an interview with a teaching professional).

**DECISION MAKING AND GOAL SETTING - 2 hrs**

1. A step-by-step decision-making model will be used to understand internal and external obstacles that influence decision making and the development of short-and long-term goals.

**INFORMATION INTEGRATION AND CAREER/EDUCATIONAL PLANNING - 2 hrs**

1. Integrating the knowledge learned in the course, the student will develop short- and long-term career goals and submit an academic/educational plan for achieving his/her goals.

**COURSE MATERIALS**

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

Required:Esquith, Rafe. *There Are No Shortcuts*, 1st ed. New York: Random House, 2003, ISBN: 0-375-42202-1. \$15.00

**Recommended readings and/or materials:**

None



#50

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Music 168, Stylistic Interpretation of Piano Repertoire

(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**

Discipline	Music	
Course Number	168	
Course Title	Stylistic Interpretation of Piano Repertoire	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	16	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**~~Prerequisite Music 164B:~~MUS 164B with a minimum grade of C**CATALOG DESCRIPTION**

Style characteristics of Baroque, Classical, Romantic and 20th Century music studied through representative piano compositions. Students learn to play expressively within currently accepted performance practices for each period. Not for beginners.

<b>Budget Unit</b>	<u>15535</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R</del> <u>NR</u> - <del>Repeatable</del> <del>x</del> <u>Non-Repeatable</u> : D, F, NC, W
<b>TOPS Code</b>	100400 - Music
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/13/12 by: Brian KehlenbachDivison Chair Approval Date: 10/04/12 by: Eve Kikawa

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.)

### **Music 168 Content**

The student must learn to perform physical actions to demonstrate in sound the mental concept derived from reading the score. This complex skill involves correct music reading skills development of musical concepts based on reading the score, and the ability to match performance to concept. To do this requires critical thinking at both verbal and non-verbal levels.

**1. 1 lec.** Introduction to style elements in music:

Dynamics, ornaments, phrasing, articulation, representative pedaling.

Presentation of style elements from Baroque Period and assignment of representative piano piece.

- a. Students learn basic elements of keyboard style for performance of Baroque, Classic, Romantic, and 20th Century compositions.
- b. Students learn how to apply basic elements of style to performance of compositions.
- c. Students learn how to listen critically to another's performance and make constructive suggestions.

**2. 2 lec.** Students play for class and instructor gives critique of progress and makes suggestions for improvement.

Instructor models supportive technique as necessary. By playing regularly for class members as well as instructor, students have an opportunity to improve quality by reducing performance anxiety.

**3. 1 lec.** Instructor evaluation of Baroque piece.

**4. 1 lec.** Presentation of style elements of Classic Period and assignment of representative piano piece.

**5. 2 lec.** Students play for class and instructor gives critique off progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.

**6. 1 lec.** Instructor evaluation of Classic piece.

**7. 1 lec.** Presentation of style elements of Romantic Period and assignment of representative piano piece.

**8. 2 lec.** Students play for class and instructor gives critique of progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.

**9. 1 lec.** Instructor evaluation of Romantic piece.

**10. 1 lec.** Presentation of style elements of 20th Century and assignment of representative piano piece.

**11. 2 lec.** Students play for class and instructor gives critique of progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.

**12. 1 lec.** Instructor evaluation of 20th century piece.

### **Final Written Exam**

**NOTE:** 16 lab hours: Instructor will assign work to be completed in the Music Lab, N-119. Students may use computer music lessons or listen to recorded performances assigned by instructor. Self-paced materials will be assigned on an individual basis. Students must pass achievement levels at end of semester.

#51

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: Anthropology 101, Introduction to Physical Anthropology  
(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**

Discipline	Anthropology	
Course Number	101	
Course Title	Introduction to Physical Anthropology	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

An introduction to humankind's place in nature, including evolutionary theory, principles of genetics, primate evolution and behavior, fossil evidence for human evolution, human biology and variation, growth and adaptability, and biomedical anthropology. Includes practical application of biological anthropology to human problems.

<b>Budget Unit</b>	<u>15610</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	220200 - Anthropology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>
Curriculum Office Use Only.	

Department Chair Approval Date: 04/18/12 by: Sandra Wood

Division Chair Approval Date: 10/25/12 by: Kristen Guzman

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.)

Physical anthropology is a technical and diverse course requiring a variety of critical thinking skills. Anthropology as a discipline is based on comparison and contrast. The historical development and application of the scientific method is a central theme of the course. Students learn to distinguish correlation from cause and effect. Students are expected to identify and examine the evidence for human evolution, and critique the validity of various theories of human origins, variation and human nature. They will learn to differentiate between fact and opinion and evaluate the accuracy of information presented. Students will ~~learn how to apply the material learned in~~ apply concepts from class to issues and policies facing humankind and the future of our species.

Unit One

Anthropology and Science -- 3 hours

The discipline and perspective of anthropology.

The scope and objectives of biological anthropology.

Science and the scientific method.

The language, paradigms and methods of biological anthropology.

Reconstructing evolutionary histories.

Origins and Evolution of Cells and Earliest Animals -- 3 hours

Origins of the earth and the origins of life.

Continental drift and the effects on fossil and living species.

The evolution of prokaryote and eukaryote cells; the evolution of organelles.

The evolution of DNA, DNA repair and sexual reproduction.

DNA replication and protein synthesis.

Cellular division: mitosis and meiosis.

The Five Kingdoms and the earliest animals.

Evolution and Natural Selection -- 3 hours

Pre-Darwinian contributions to evolution (Malthus, Lyell, Lamarch, etc.)

Darwin's evidence for evolution and the theory of natural selection

Contributions of Alfred Russell Wallace.

Mendelian genetics

Cytogenetics

Mutations and genetic variation

Population, Species and Evolution -- 3 hours

Populations, gene pools and population genetics

Mechanisms of evolution: mutation, inbreeding, migration and genetic drift

Micro-evolution and macro-evolution

Speciation

Evolution and behavior

Unit Two

Stages of Vertebrate Evolution -- 3 hours

Taxonomy and systematics

Morphology, embryology, and paleontology

Origins and distinguishing traits of chordates

Origins and distinguishing traits of vertebrates

First vertebrates: jaw-less fish, bony fish, fish with jaws

Origins and distinguishing traits of amphibians and reptiles

#52

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: Psychology 140, Introduction to Psychology of Adulthood and Aging  
(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**

Discipline	Psychology	
Course Number	140	
Course Title	Introduction to Psychology of Adulthood and Aging	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Examines psychological and related biological and social changes that occur in adulthood and old age and how these changes vary with ethnicity, gender and social class. Topics include longevity, health, successful aging, intimate and family relationships and mental disorders of adulthood. Designed to help students understand their own and others' aging and to familiarize them with issues in the field of gerontology.

<b>Budget Unit</b>	<u>15670</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	200100 - Psychology, General
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 05/24/12 by: Fernando Ortiz

Division Chair Approval Date: 10/03/12 by: Kristen Guzman

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.)

In the introduction to the course students will examine the common research methods in the field of developmental psychology as well as the strengths and limitations of each of the methods. As the results of research in gerontology are discussed in the remainder of the course, students will be encouraged to demonstrate their skills in critical thinking by evaluating the methodology and the conclusions of the studies in classroom discussions and written exams and analyzing their case study/service learning experiences in terms of the course concepts.

**INTRODUCTION (6 hours)** - How a person's experience of aging is affected by stereotypes and ageism. Baltes' lifespan developmental approach. The distinction between different measures of age, including chronological, functional, biological, psychological and sociocultural age. Ethnic and gender differences in the experience of aging.

**RESEARCH METHODS (3 hours)** - The distinction between cross-sectional, longitudinal and sequential research designs and the strengths and limitations of each. How to use the Internet to research information on aging.

**LONGEVITY AND PHYSIOLOGICAL AGING (6 hours)** - The theories and research related to longevity. Gender and ethnic influences on longevity patterns. Examine changes in physical appearance, sensory and motor functioning and sexual and reproductive function, distinguishing between primary (optimal, disease-free) and secondary (disease- or disuse-related) aging. How physiological changes may or may not result in changes in a person's psychological age (the person's behavior, identity and self-esteem) and the application of this understanding to the work of service providers for the elderly.

**HEALTH AND BODY SYSTEMS (6 hours)** - Distinguish between primary and secondary aging in the skeletal, cardiovascular, respiratory, immune and nervous systems. How lifestyle and the history and context of a person's life (including gender, ethnicity and social class) influence health and disease.

**MENTAL HEALTH (3 hours)** - Explore several theories of stress, and how these theories offer insights into ways a person may experience the challenges of the aging process and more effectively cope with stress. The application of these insights to the work of service providers for older adults. Different ways of defining *successful* aging. Comparing the incidence of various mental disorders in young and older adults and the factors that contribute to the development of these disorders.

**DEALING WITH DEATH AND BEREAVEMENT (3 hours)** - How the experience of dying and death has changed in the twentieth century. The needs of dying patients. The nature of hospice care and how it meets dying persons' needs. Stages in the grief process. The distinction between active and passive euthanasia.

**MEMORY (3 hours)** - Examine the types of memory processes most affected and those least affected by aging. Explore what value forgetting might have.

**MATURE THOUGHT, WISDOM AND MORAL INTELLIGENCE (3 hours)** - The nature of post-formal thought and how this type of thinking develops. Explore different views of wisdom and how wisdom is related to age. Distinguish between Kohlberg's and Gilligan's theories of moral development.

**EDUCATION, WORK, LEISURE AND RETIREMENT (3 hours)** - Factors influencing occupational choice. Changes in occupational patterns in society today. The relationships between age and job performance. Barriers to employment for minority elders. Causes and effects of job-related stress. Developmental changes in leisure patterns. Factors related to adjustment in retirement.

**INTIMATE RELATIONSHIPS (3 hours)** - Developmental changes in friendship and romantic relationships in adulthood. Changes in sexual behavior and attitudes during the twentieth century. Recent trends in family life.

#53

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: Psychology 157, Introduction to Child Psychology

(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**

Discipline	Psychology	
Course Number	157	
Course Title	Introduction to Child Psychology	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Survey of human development from conception through adolescence. Covers major theories of development (cognition, perception, language, personality, social, etc.) and their application to parenting, teaching, and other interactions with children. (No credit if student has taken Human Development 107.)

<b>Budget Unit</b>	<u>15660</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	200100 - Psychology, General
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/30/11 by: Fernando OrtizDivision Chair Approval Date: 10/25/12 by: Kristen Guzman

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.)

Frequent class discussions will be directed toward the development of critical thinking skills including analysis, comparison and contrast, evaluation, integration and synthesis.

**MAJOR THEORISTS AND THE SCIENTIFIC METHOD. 6 hours.**

Students will discuss and differentiate among the basic concepts of major theorists (Piaget, Freud, Erikson, Bandura, Skinner, Vygotsky) and describe the steps in the scientific method and articulate the ethics of research with children.

**HEREDITY AND PRENATAL DEVELOPMENT AND BIRTH. ~~9~~ 6 hours.**

Students will identify, define and employ the basic vocabulary of child psychology, and child development; determine the possibilities of genotype/phenotype outcomes; describe the most common genetic and chromosomal abnormalities; analyze the factors affecting prenatal development in relation to timing of development; identify specific teratogens and their impact; describe the normal birth process and the variations, problems and solutions that can occur; and incorporate cross-cultural perspectives on birth patterns.

**PHYSICAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT IN THE FIRST TWO YEARS. 9 hours.**

Students will describe the characteristics of all areas of development in the first two years; apply theoretical material (Piaget, Erikson, etc.) to observation of child in a real setting; identify steps in language development; and state and apply general concepts that underlie effective parenting and teaching of infants and toddlers.

**PRE-SCHOOL YEARS (2-5 years old): PHYSICAL, COGNITIVE, PSYCHOSOCIAL DEVELOPMENT; ERIKSON, PIAGET, FREUD AND VYGOTSKY. 9 hours.**

Students will describe the basic physical, cognitive and psychosocial characteristics; analyze observation records for examples of developmental characteristics; and identify requirements for a quality preschool experience.

**THE SCHOOL YEARS (6-11 years old): PHYSICAL, COGNITIVE AND PSYCHOSOCIAL DEVELOPMENT; PARENTING SIBLING RIVALRY, ABNORMALITIES. 9 hours.**

Students will learn the concepts of child growth and development in the school-age period of age 6 through age 11 years and apply the understandings to the issues of this stage including disabilities, peer group relationships, family structure and impact of poverty.

**ADOLESCENCE (12-18 years old): PHYSICAL, SOCIAL AND COGNITIVE DEVELOPMENT. 9 hours.**

Students will describe the major developmental characteristics of youth, age 12 through age 18 years; and apply these understandings to the issues of this stage, including puberty, schools and learning, the development of identity and the special problems of drug use, delinquency and adolescent suicide.

**COURSE MATERIALS**

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

**Required:**Rathus, Spencer A.. *CDEV*, 1st ed. Wadsworth, 2010, ISBN: 0-495-90553-4. \$79.00

**Recommended readings and/or materials:**

None.

Other:



#54

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: Criminal Justice Academies 009B, Fitness for Law Enforcement  
(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**

Discipline	Criminal Justice Academies	
Course Number	009B	
Course Title	Fitness for Law Enforcement	
Former Title		
Units	0.1 – 0.3	
Lecture Hours	None	
Laboratory Hours	4 – 16	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>4 – 16</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Training designed specifically for law enforcement and those with an interest in entering law enforcement.

<b>Budget Unit</b>	<u>15712</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	C-Not transferable	
<b>Method of Instruction</b>	20	
<b>SAM Priority Code</b>	<del>D-C</del> - Possible-Occupational	
<b>Repeatability</b>	<del>R3</del> - Repeatable x3	<u>LMT - Legally Mandated Training</u>
<b>TOPS Code</b>	<del>210500 - Administration of Justice</del>	<u>210550 - Police Academy</u>
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	<u>Yes</u>
<b>Grading Options</b>	<u>P/NP Only</u>	

Curriculum Office Use Only.

Department Chair Approval Date: 10/08/12 by: John Finch

Divison Chair Approval Date: 10/14/12 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.)

This course provides students with supplemental learning assistance for the Basic Police Academy, CJA 100A

**Physical Conditioning Lab 2-12 hours**

How to stretch properly and exercises that are best suited for a law enforcement career ~~Nutrition Lab 2-4 hours~~

**Lifetime Fitness 1-2 hours**

Information on health eating and the needs of the human body

**Academy Protocol 1-2 hours**

How to lead exercise sessions and count off individual exercises consistent with OCSD Academy sessions

**COURSE MATERIALS**

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

**Recommended readings and/or materials: None**

**Physical training gear**

**Other: None**

Handout provided to students on the first day

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - Each student will be required to use logic and reasoning skills as they apply learned skills.~~

**Communication Skills**

-

3 - Important-sometimes try to achieve

~~1. Reading and Writing - Students will demonstrate active listening and contribute to class discussion.~~

**Thinking and Reasoning**

-

**Information Management**

-

**Diversity**

-

**Civic Responsibility**

-

**Life Skills**

-

**Careers**

#55

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Criminal Justice Academies 021, P.C. 832, Laws of Arrest  
(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**

Discipline	Criminal Justice Academies
Course Number	021
Course Title	P.C. 832, Laws of Arrest
Former Title	
Units	0.8
Lecture Hours	None
Laboratory Hours	40
Arranged Hours	None
Total Semester Contact Hours	None <u>40</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

This course of instruction will provide the student with a basic knowledge of law enforcement. The course will cover history of law enforcement, arrest, and search and seizure laws. The course is P.O.S.T. certified.

<b>Budget Unit</b>	<u>15712</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	<del>D-C</del> - Possible Occupational
<b>Repeatability</b>	<del>R3</del> - Repeatable x3 <u>LMT - Legally Mandated Training</u>
<b>TOPS Code</b>	<del>210500 - Administration of Justice</del> <u>210550 - Police Academy</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>P/NP Only</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/08/12 by: John Finch  
 Divison Chair Approval Date: 10/14/12 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.)

**INTRODUCTION - ~~LAB 0.5 HOURS~~ 1 HOUR**

Goals and objectives

**PROFESSIONAL ORIENTATION - ~~LEC 4.0~~ LAB 5 HOURS**

History and foundation of law enforcement. Powers of arrest, constitutional and case law.

**LAWS OF ARREST - ~~LEC 10.0~~ LAB 12 HOURS**

Laws, case decisions and scope of searches.

**INVESTIGATIONS - ~~LEC~~ LAB 4 ~~0~~ HOURS**

What information is necessary and how to prepare a report.

**USE OF FORCE - ~~LEC~~ LAB 2 ~~0~~ HOURS**

What force can be used, when and how, case law.

**DECISION MAKING - ~~LEC 3.0~~ LAB 4 HOURS**

Rules to follow, department policy, laws of arrest.

**COMMUNICATION - ~~LEC~~ LAB 6 ~~0~~ HOURS**

Both written and oral communication skills, dealing with the difficult client, verbal judo.

**COMMUNITY RELATIONS - ~~LEC 3.0~~ LAB 4 HOURS**

How to deal with the community, community needs, COPS concepts.

**TESTING - ~~LEC 1.5~~ LAB 2 HOURS**

P.O.S.T. mandated test for certification.

**TOTAL ~~LECTURE~~ LAB HOURS 40.0**

**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

None

Other: None

California Commission Peace Officer Standards and Training – POST 832 PC Workbook – provided to students on CD-Rom at No Charge

832 Manual produced and provided by SAC Instructor Randy Davis – No Charge to students

**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 )

#56

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: Human Development 107, Child Growth and Development (DS1)  
(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**

Discipline	Human Development
Course Number	107
Course Title	Child Growth and Development (DS1)
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	<del>None</del> <u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course examines the major physical, psychosocial, and cognitive/language developmental milestones for children, from conception through adolescence. Using developmental theories and research methodologies, course emphasis will be on typical and atypical development, maturational processes and environmental factors. Students will also observe children, evaluate individual differences and analyze characteristics of development at various stages.

<b>Budget Unit</b>	<u>15717</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	<del>A</del> <u>B</u> -Transferable to both <del>UC</del> and CSU <u>only</u>
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	130500 - Child Devlpmnt/Early Care/Educ
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 08/29/12 by: Gwen Morgan-BeazellDivison Chair Approval Date: 10/14/12 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.)

**Discuss and write about theories of child development, describe ways in which developmental domains are continuous and inter-related, demonstrate knowledge of major developmental stages and explain sources of developmental change and reasons for disturbances in the developmental process (6 hours)**

- Introduction to developmental perspective
- Major current and historical theoretical frameworks of child development
- Nature vs. Nurture
- Stages of Development

**Demonstrate knowledge of current research findings as they apply to child development and explain how bias can influence the research process (3 hours)**

- Investigative research methods: interviews, surveys, observation; documentation, analysis, presentation of findings. Including questions of ethics, bias, and validity of research
- Heredity and genetics
- Conception and prenatal development
- Birth: physiology, psychology, social and cultural influences

**Describe objective techniques and skills when observing behavior in children of different ages of different cultures and backgrounds, describe the importance of the early years and the effects of interaction between the individual and her/his environment and understand the role of family in facilitating children's development (12 hrs)**

- Environmental Influences
- Contemporary social issues that impact children's development
- The role and influence of family and caregivers
- The role and influence cultural and societal impacts

**Outline the role of teachers and other professionals in facilitating children's development, recognize the role of play and its relationship to development at various stages and identify and describe risk factors that impact families and child at each major developmental stage (15 hrs)**

- Development (including but not limited to physical, social/emotional, cognitive, language, special needs, risk factors, and care and education at each level)
  - o Infant and toddler development
  - o Play-years development
  - o Middle childhood development
  - o Adolescent development

**Understands that there is a process of bilingual development in children at various stages and describe biological and environmental factors influencing the development of identity and self-esteem in children of all ages (9 hours).**

- Bilingual development and theories of language learning and bilingualism
- Gender roles; childhood and adolescent sexuality

**Understand how to use the library and internet for journal and book reviews (3 hours).**

### **COURSE MATERIALS**

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

**Required:***Berger, V. Teh Developing Person Through Childhood and Adolescence*, 9th ed. Worth Publishers, 2012, ISBN: 13-978-1-4292.

**Recommended readings and/or materials:**

457

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: Human Development 231, Developing Language and Literacy in Young Children

(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**

Discipline	Human Development
Course Number	231
Course Title	Developing Language and Literacy in Young Children
Former Title	Developing First and Second Language and Literacy in Young Children
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	<del>None</del>

48**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Designed to introduce students to basic concepts of the first and second language acquisition and literacy in young children including classroom applications.

<b>Budget Unit</b>	<u>15717</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	<del>C</del> B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	130540 - Preschool Age Child
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>
Curriculum Office Use Only.	

Department Chair Approval Date: 08/01/12 by: Gwen Morgan-Bezell

Division Chair Approval Date: 09/25/12 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.)

**LANGUAGE AS CRITICAL TO TRANSMISSION OF CULTURE/FAMILY VALUES - LEC 3 HOURS**

Analyze the relationship between language and culture in general and within the family in particular.

**HOW CHILDREN DEVELOP A FIRST LANGUAGE - LEC 6 HOURS**

Review and demonstrate familiarity with steps in the acquisition of a first language. Be able to illustrate connections between early brain development and language. Demonstrate the role of listening and speaking in language competency, story telling, phonemic awareness and extended conversation in play and routines.

**HOW CHILDREN DEVELOP A SECOND LANGUAGE/BILINGUALISM IN YOUNG CHILDREN - LEC 6 HOURS**

Differentiate the needs of a child's first and second language acquisition. Identify the challenges of English language learners and become familiar with relevant resources.

**CURRENT RESEARCH AND POLICY CONCERNING EARLY LITERACY - LEC 3 HOURS**

Be familiar with position statement of International Reading Association/National Association for the Education of Young Children and state preschool standards for language and literacy.

**CHILDREN'S EARLY LITERACY DEVELOPMENT/PRE-LITERACY - LEC 6 HOURS**

Analyze the relationship between oral language and literacy. Evaluate myths concerning early literacy through research and observation. Reflect up the complex process of early literacy to choose age appropriate activities.

**ASSESSMENT OF EARLY LANGUAGE AND LITERACY - LEC 6 HOURS**

Reflect upon the critical relationship between the role of child assessment and curriculum planning. Become familiar with multiple types of assessment including portfolio, observation and checklist. Be familiar with state Desired Results: Developmental Profile (DRDP) and the current assessment tools in use related to oral language and pre-literacy.

**CREATING A LITERACY ENVIRONMENT - LEC 3 HOURS**

Identify through observation items in early childhood classrooms that support the development of literacy. Be able to choose appropriate amount and placement of print models and books as support in learning areas. Develop an early literacy environment with personal connection to classroom population including special needs of second language learners. Use the literacy portion of the Early Childhood Environmental Rating Scale (ECERS).

**PRE-LITERACY IN RELATION TO READING - LEC 6 HOURS**

Be familiar with the continuum of early reading development in young children. Plan age appropriate activities to support literacy including the alphabet and books. Choose and demonstrate effective presentation of books to groups of young children.

**PRE-LITERACY IN RELATION TO WRITING - LEC 6 HOURS**

Articulate the stages of writing development in young children and identify and demonstrate age appropriate writing activities including drawing, writing and dictation. Integrate early writing activities in all classroom learning areas.

**PARENT/SCHOOL PARTNERSHIPS - LEC 3 HOURS**

Conceptualize relationship and critical role of parents in all areas of language and literacy development of their child. Identify methods and tools to maintain effective communication between parent and school.



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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Kinesiology Activities 130, Golf

(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**

Discipline	Kinesiology Activities
Course Number	130
Course Title	Golf
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Fundamentals of golf: grip, stance, swing, alignment and swing. Emphasis on the short game utilizing short irons and putters.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/21/16/11-12 by: ~~Myron Brown~~ Jodi CoffmanDivison Chair Approval Date: 10/21/16/11-12 by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

1. Terminology, etiquette and history of the sport: students will improve their vocabulary, communication and sportsmanship and will learn how the game originated (2 hours)
  2. Grip, stance and alignment: students will learn the importance of fundamentals before the ball is hit (5 hours)
  3. Chipping: students will demonstrate proficiency on how, when, where and why to chip. (5 hours)
  4. Putting: students will demonstrate proficiency on how, when, where and why to put. (4 hours)
  5. Pitching: students will demonstrate proficiency on how, when, where and why to pitch. (3 hours)
  6. Rules, safety and injury precautions: students will learn the rules. They will also learn how injuries occur and their prevention (2 hours)
  7. Full swing: students will demonstrate proficiency on how, when, where and why the full swings (5 hours)
  8. Strategy: students will demonstrate proficiency in determining which shots to use and which club to play (6 hours)
- I. Orientation
    - a. Overview
    - b. Safety
    - c. Skill evaluation
  - II. The game of golf
    - a. History
    - b. Terminology
    - c. Rules
    - d. Etiquette
  - III. Training and Conditioning
    - a. Warm-up
    - b. Fitness principles
    - c. Physical training
  - IV. Explanation, demonstration and practice of the following skills
    - a. Grip, stance, alignment
    - b. Chipping
    - c. Pitching
    - d. Putting
    - e. Full swing
    - f. Strategy

#### **COURSE MATERIALS**

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

**Required:** Nance Craig Davies, Virginia Vince DiSaia . *Golf Anatomy*, 1st ed. McGraw Hill, 1998 New York: Human Kinetics, 2010, ISBN: 0697345486978073608434. 19.95

**Recommended readings and/or materials:**

#159

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Kinesiology Activities 132, Golf-Playing Lesson  
(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**

Discipline	Kinesiology Activities
Course Number	132
Course Title	Golf-Playing Lesson
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

The class will focus on playing lessons and applying advanced golf techniques on a regulation golf course.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR</del> - Repeatability <del>x3</del> Non-Repeatability: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/16/11-12 by: ~~Myron~~ Brown Jodi Coffman  
 Division Chair Approval Date: 10/09/16/11-12 by: ~~Myron~~ Brown Jodi Coffman  
 Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

1. Students will improve their fitness level. 5 hours
  2. Students will demonstrate proficiency in putting, chipping, short irons, mid irons, long irons, sand shots, long metals, and driving off the tee. 15 hours
  3. Students will demonstrate knowledge and understanding of the basic rules of golf by properly applying the rules in a match situation. 5 hours
  4. Students will understand and analyze basic course management strategies and incorporate them into match situations. 15 hours
  5. Students will work cooperatively as a group. 8 hours
- I. Course Orientation
    - a. Overview
    - b. Safety
    - c. Skill evaluation
  - II. Training and Conditioning
    - a. Warm-up
    - b. Fitness Principles
    - c. Physical Training
  - III. Explanation, Demonstration, and Practice the following skills
    - a. Putting
    - b. Chipping
    - c. Short irons
    - d. Mid irons
    - e. Long irons
    - f. Sand shots
    - g. Long metals
    - h. Driving off the tee
  - IV. The game of golf
    - a. History
    - b. Rules
    - c. Terminology
    - d. Etiquette
  - V. Course Management
    - a. Selection of equipment
    - b. Scouting the course
    - c. Strategy for the course
    - d. Trouble shots

## **COURSE MATERIALS**

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

**Required:** Nicklaus, J. *Golf My Way: The Classic, Revised*, ed. Simon & Schuster, 2005, ISBN: 978-074326712.

**Recommended readings and/or materials:**

#60

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: Kinesiology Activities 140, Karate

(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**

Discipline	Kinesiology Activities
Course Number	140
Course Title	Karate
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course is designed to offer instruction in the Japanese art of Karate for beginning level students. Basic movements such as stances, blocking, kicking and striking are taught.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2224/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Division Chair Approval Date: ~~09/10/2925/11-12~~ by: ~~Avie Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

I. History of martial arts (8 hours)

II. Philosophy of martial arts

III. Stretching and Conditioning

IV. Kihon training (basic techniques)

V. Kata or forms (Pinan Nidan)

VI. Kumite or fighting

A. (8 hours)

1. Course orientation and demonstration
2. Brief introduction and history of Karate
3. Use of Japanese words and terminology
4. Introduction of stretching and conditioning
5. Introduction of blocks
6. Introduction of hand and arm strikes
7. Introduction of foot and leg strikes
8. Introduction of Form One (Pinan Nidan)
9. Introduction of fighting application
10. Introduction to self-defense control techniques

B. (8 hours)

11. Review and refine A
12. Expand level of complexity for basic techniques
13. Finalize steps and pattern to Form One
14. Introduce Three Point Fighting
15. Expand level of complexity for self-defense control techniques
16. Examination #1

C. (8 hours)

17. Review and refine Part 1 and Part 2

#61

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:Kinesiology Activities 140, Karate

(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**

Discipline	Kinesiology Activities
Course Number	140
Course Title	Karate
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course is designed to offer instruction in the Japanese art of Karate for beginning level students. Basic movements such as stances, blocking, kicking and striking are taught.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR</del> - Repeatability <del>x3</del> Non-Repeatability: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2224/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Division Chair Approval Date: ~~09/10/2925/11-12~~ by: ~~Avie Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

I. History of martial arts

II. Philosophy of martial arts

III. Stretching and Conditioning

IV. Kihon training (basic techniques)

V. Kata or forms (Pinan Nidan)

VI. Kumite or fighting

A. (16 hours)

1. Course orientation and demonstration
2. Brief introduction and history of Karate
3. Use of Japanese words and terminology
4. Introduction of stretching and conditioning
5. Introduction of blocks
6. Introduction of hand and arm strikes
7. Introduction of foot and leg strikes
8. Introduction of Form One (Pinan Nidan)
9. Introduction of fighting application
10. Introduction to self-defense control techniques

B. (16 hours)

11. Review and refine A
12. Expand level of complexity for basic techniques
13. Finalize steps and pattern to Form One
14. Introduce Three Point Fighting
15. Expand level of complexity for self-defense control techniques
16. Examination #1

C. (16 hours)

17. Review and refine Part 1 and Part 2



#162

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:Kinesiology Activities 155, Self-Defense

(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**

Discipline	Kinesiology Activities
Course Number	155
Course Title	Self-Defense
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in personal safety and self-protection including the effective use of hands, knees, elbows, feet, and the mind. Proficiency with everyday objects as weapons and defense against common street weapons is also stressed.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~01/10/1924~~/12 by:Jodi CoffmanDivison Chair Approval Date: ~~01/10/1925~~/12 by:Jodi CoffmanCurriculum and Instruction Council Chair Approval Date: ~~01/30/2012~~

**COURSE CONTENT**

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

1. SELF DEFENSE AGAINST ONE ASSAILANT (8 hours) a. Brief history of the martial arts b. The legalities of self-defense c. Introduction to conditioning of striking surfaces d. The zone theory of fighting, blocking and selecting targets e. Intro to basic kicks, strikes, elbow hits, knee and head butts f. Intro to breathing, throws, chokes, falls, rolls and escapes g. Stretching & overall conditioning for martial arts training h. Intro to mental development (self empowerment theories) i. Psychological theories applied to victomology j. Intro to basic street weapons (gun, club, knife fighting) k. Intro to various styles of martial arts and their comparative strengths and weaknesses applied to street self defense l. Theories of physics applied to the generation of power m. Selecting equipment for home training n. Testimonials by survivors, victims or law enforcement types 2. SELF DEFENSE AGAINST 2 ASSAILANTS (8 hours) a. Review of level 1 from above b. Exercises in bi-directional defense. c. Combination kicks and throws 3. SELF DEFENSE AGAINST 3 ASSAILANTS (8 hours) A. Review of levels 1 and 2 B. Exercises in tri-directional defense C. Escapes and counter-attacks d. Some light free-sparring to develop flow and expertise 4. SELF DEFENSE AGAINST 4 OR MORE ASSAILANTS (8 hours) a. Exercises in Quadra- directional and multi- opponent defense b. Some light free-sparring to develop evasive footwork and multi-dimensional awareness c. Study of personally relevant self-defense topics (self-defense against medical or psychiatric patients, special police and/or military procedures. Critical thinking is attained through the development of awareness of potential dangers in the environment, the evaluation of the student's lifestyle for risky behaviors and situations and the kicking visualtion of a number of potential solutions to dangerous situations. The student is also required to calculate the necessity and manner of avoiding certain potentially dangerous situations. Critical thinking is also developed through self-monitoring of how the body moves and the self-evaluation of personal techniques (with the goal of technical perfection i.e. the ideal, safe, powerful execution of each move through the proper range-of-motion. Critical Thinking is also attained through the learning of consumer awareness theories while conducting field research which includes the evaluation of comparative martial arts instruction, modern American commercial fitness theory and many styles of self-defense training. Students will sharpen their skills by wiring reports on such topics as marital arts supply store visitation, tournaments an various studios and teaching facilities. Students will compare and contrast various fitness products and services and develop a working knowledge of the vocabulary of the martial arts field, the credentialing process and relative instructor competencies. Studies will also discuss East vs. West psychology, Zen theory, and Eastern vs. Western styles of martial arts. Students will provide feedback of each other's performance as well as small group work in the more advance classes.

**COURSE MATERIALS**

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

Required: Neide, J.L. *Teaching Self-defense in Secondary Physical Education*, ed. Champaign, IL: Human Kinetics, 2009, ISBN: 9780736074865. \$23.00

**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 )

#63

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:Kinesiology Activities 155, Self-Defense

(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**

Discipline	Kinesiology Activities
Course Number	155
Course Title	Self-Defense
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in personal safety and self-protection including the effective use of hands, knees, elbows, feet, and the mind. Proficiency with everyday objects such as weapons and defense against common street weapons is also stressed. May be repeated.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/2024/11-12 by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: 10/2025/11-12 by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

**1. SELF DEFENSE AGAINST ONE ASSAILANT (12 hours)-a**

- a. Brief history of the martial arts
- b. The legalities of self-defense
- c. Introduction to conditioning of striking surfaces
- d. The zone theory of fighting, blocking and selecting targets
- e. Intro to basic kicks, strikes, elbow hits, knee and head butts
- f. Intro to breathing, throws, chokes, falls, rolls and escapes
- g. Stretching & overall conditioning for martial arts training
- h. Intro to mental development (self empowerment theories)
- i. Psychological theories applied to victomology
- j. Intro to basic street weapons (gun, club, knife fighting)
- k. Intro to various styles of martial arts and their comparative strengths and weaknesses applied to street self defense
- l. Theories of physics applied to the generation of power
- m. Selecting equipment for home training
- n. Testimonials by survivors, victims or law enforcement types

**2. SELF DEFENSE AGAINST 2 ASSAILANTS (12 hours)**

- a. Review of level 1 from above
- b. Exercises in bi-directional defense.
- c. Combination kicks and throws

**3. SELF DEFENSE AGAINST 3 ASSAILANTS (12 hours)**

- A. Review of levels 1 and 2
- B. Exercises in tri-directional defense
- C. Escapes and counter-attacks
- d. Some light free-sparring to develop flow and expertise

**4. SELF DEFENSE AGAINST 4 OR MORE ASSAILANTS (12 hours)**

- a. Exercises in Quadra- directional and multi- opponent defense
- b. Some light free-sparring to develop evasive footwork and multi-dimensional awareness
- c. Study of personally revenant self-defense topics (self-defense against medical or psychiatric patients, special police and/or military procedures. Critical thinking is attained through the development of awareness of potential dangers in the environment, the evaluation of the student's lifestyle for risky behaviors and situations and the kicking visualtion of a number of potential solutions to dangerous situations. The student is also required to calculate the necessity and manner of avoiding certain potentially dangerous situations. Critical thinking is also developed through self-monitoring of how the body moves and the self-evaluation of personal techniques (with the goal of technical perfection i.e. the ideal, safe, powerful execution of each move through the proper range-of-motion. Critical Thinking is also attained through the learning of consumer awareness theories while conducting field research which includes the evaluation of comparative martial arts instruction, modern American commercial fitness theory and many styles of self-defense training. Students will sharpen their skills by wiring reports on such topics as marital arts supply store visitation, tournaments an various studios and teaching facilities. Students will compare and contrast various fitness products and services and develop a working knowledge of the vocabulary of the martial arts field, the credentialing process and relative instructor competencies. Studies will also discuss East vs. West psychology, Zen theory, and Eastern vs. Western styles of martial arts. Students will provide feedback of each other's performance as well as small group work in the more advance classes.

**COURSE MATERIALS**

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

#64

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: Kinesiology Activities 185, Aikido

(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**

Discipline	Kinesiology Activities
Course Number	185
Course Title	Aikido
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Aikido is a traditional Japanese martial art and effective means of self-defense. It is a non-aggressive, non-competitive martial art that offers superior physical conditioning, coordination, focus, and balance. The class is a survey of traditional Aikido mental, physical and ethical training. Students will examine the concepts of environmental awareness, personal responsibility, etiquette, and ethical use of force.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only
Curriculum Office Use Only.	

Department Chair Approval Date: ~~09/10/27/24/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/29/25/11-12~~ by: ~~Avie Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of Aikido (8 hours);
  1. History of the art of Japanese culture and etiquette.
  2. Explanation of Aikido as one of the martial arts sub-disciplines.
  3. Discuss the benefits of Aikido philosophy on improving quality of life.
  4. Relationship between regular Tai Chi participation and the components of health and fitness.
  5. Distinguish between Aikido for fitness versus self-defense martial arts.
  6. Safety and accident prevention for the martial arts.
  7. Martial arts etiquette.
2. Workout design and participation (24 hours)
  1. Warm-up.
  2. Aikido Basic Movements;
    1. Basic stance and postures.
    2. Centering and concentration techniques.
    3. Pivots.
    4. Hand grasps.
  3. Practical techniques against various types of attacks;
    1. Step-in throws.
    2. Breath throws.
    3. One hand grasp rotary throw.
    4. Front strikes.
    5. Free style practice of techniques in response to spontaneous attacks.
  4. Break-fall techniques to prevent injury from falling;
    1. Sitting method and knee walking.
    2. Forward and backward break falls.

**COURSE MATERIALS**

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

**Required:** Shifflett, C.M. *Aikido, Exercises for Teaching and Learning*, 2nd ed. Sewickley, PA: Round Earth Publishing, 2009, ISBN: 9781583942178. Regular Price: \$13.57

**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 )

**STUDENT LEARNING OUTCOMES**

#65

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:**Kinesiology Activities 185, Aikido

(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**

Discipline	Kinesiology Activities
Course Number	185
Course Title	Aikido
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Aikido is a traditional Japanese martial art and effective means of self-defense. It is a non-aggressive, non-competitive martial art that offers superior physical conditioning, coordination, focus, and balance. The class is a survey of traditional Aikido mental, physical and ethical training. Students will examine the concepts of environmental awareness, personal responsibility, etiquette, and ethical use of force.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only
Curriculum Office Use Only.	

 Department Chair Approval Date: ~~09/10/2724/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

 Divison Chair Approval Date: ~~09/10/2925/11-12~~ by: ~~Avie Bridges~~ Jodi Coffman

 Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of Aikido (8 hours);
  1. History of the art of Japanese culture and etiquette.
  2. Explanation of Aikido as one of the martial arts sub-disciplines.
  3. Discuss the benefits of Aikido philosophy on improving quality of life.
  4. Relationship between regular Tai Chi participation and the components of health and fitness.
  5. Distinguish between Aikido for fitness versus self-defense martial arts.
  6. Safety and accident prevention for the martial arts.
  7. Martial arts etiquette.
2. Workout design and participation (40 hours)
  1. Warm-up.
  2. Aikido Basic Movements;
    1. Basic stance and postures.
    2. Centering and concentration techniques.
    3. Pivots.
    4. Hand grasps.
  3. Practical techniques against various types of attacks;
    1. Step-in throws.
    2. Breath throws.
    3. One hand grasp rotary throw.
    4. Front strikes.
    5. Free style practice of techniques in response to spontaneous attacks.
  4. Break-fall techniques to prevent injury from falling;
    1. Sitting method and knee walking.
    2. Forward and backward break falls.

**COURSE MATERIALS**

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

**Required:** Shifflett, C.M. *Aikido, Exercises for Teaching and Training*, 2nd ed. Sewickley, PA: Round Earth Publishing, 2009, ISBN: 9781583942178. Regular Price: \$13.57

**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 )

**STUDENT LEARNING OUTCOMES**



#66

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: Kinesiology Activities 292, Advanced Volleyball-Women  
(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**

Discipline	Kinesiology Activities
Course Number	292
Course Title	Advanced Volleyball-Women
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

An advanced volleyball course designed for female athletes who have intercollegiate, USA club, or varsity high school volleyball experience. Emphasis will be placed on advanced technical skill development, offensive and defensive systems analysis, and sport specific physical assessment and conditioning activities.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR</del> - <del>Repeatable</del> <del>x3</del> <u>Non-Repeatable: D, F, NC, W</u>
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/~~16~~/~~11~~12 by: ~~Myron Brown~~ Jodi Coffman

Division Chair Approval Date: 10/~~16~~/~~11~~12 by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~11/07/2011~~

**COURSE CONTENT**

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

Orientation/pre-testing(1 hrs), Skill Analysis- Forearm pass(1 hrs), Serving(1 hrs), Setting(1 hrs), Blocking (1 hrs), Hitting(1 hrs), Volleyball Rules(1 hrs), Team play-Reception(1 hrs), Mid-term(1 hrs), Team Play- 4-2/6-2 Offense(1 hrs), 5-1 Offense(1 hrs), Rotational Defense(1 hrs), Read Defense(1 hrs), Attack Offense(1 hrs), Post-testing(1 hrs), Final Exam/tournament play(17 hrs).

Students will learn critical thinking skills through skill analysis and team play. Communication skills will be developed through team play.

**COURSE MATERIALS**

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

**Required:** ~~Jon Hastings. Karch Kiraly's Championship Volleyball~~ USA Volleyball. Volleyball Systems & Strategies, 1st ed. New York: Firestone Human Kinetics Publishers, ~~1996~~ 2009, ISBN: ~~0-684-81466-8~~. ~~\$159780736074957~~. \$24.95

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

5 - Essential-always try to achieve

1. - Students will listen attentively to verbal instructions and explanations while observing and participating in demonstrations and drills.

**Thinking and Reasoning**

4 - Very important-often try to achieve

1. - Students will develop skills and knowledge to analyze situations during games and competition to make strategic adjustments as necessary.

**Information Management**

~~4~~ 2 - ~~Very important~~ Unimportant - ~~often~~ rarely try to achieve

1. Information Competency - Enhanced course management through website and blackboard interaction

**Diversity**

#67

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: Kinesiology Aerobic Fitness 140, Walking/Jogging for 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**

Discipline	Kinesiology Aerobic Fitness
Course Number	140
Course Title	Walking/Jogging for Fitness
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course will emphasize cardiovascular walking/jogging for health and fitness for men and women who are interested in instruction and practice in cardiovascular conditioning. The walking/jogging class is designed to decrease the risk of coronary heart disorders by increasing heart efficiency, vital lung capacity, and the knowledge of each through aerobic and anaerobic conditioning.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: ~~11/10/1722/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~11/10/1729/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

**COURSE CONTENT**

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

Exercise principles are applied throughout the entire semester combined with lecture, demonstration and video information. Students are expected to learn how to compose a fitness program for their self that help support a healthy lifestyle. Daily exercise with the instructor leading, assisting and correcting the student.

Weeks 1-4: (8 hours): 1. Benefits of fitness walking/jogging. 2. Getting equipped 3. Introducing basic concepts regarding to muscular strength, endurance, stretching and nutrition. 4. Beginning workout programs based on Cooper's one and half mile test.

Weeks 5-10: (12 hours): 1. Procedures for monitoring heart rate. 2. Using a daily log for speed and distance. 3. Nutrition for walking/jogging. 4. Fitness components of cardiovascular endurance, muscular strength, endurance, and flexibility.

Weeks 11-16: (12 hours): 1. Cross training 2. Interval training 3. Progressive training 4. Creative fitness Programs.

**COURSE MATERIALS**

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

Required: Iknojan, Therese. *Walking Fast*, ed. Human Kinetics Publishing Co., 1998, ISBN: 0-88011-611-7. 20.00 Hawkins, Jerald and Hawkins, Sandra. *Walking for Fun and Fitness*, 4th ed. Belmont: Wadsworth, 2011, ISBN: 9870495558569. \$26.73

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

3 - Important-sometimes try to achieve

1. -

Students will hear verbal instruction from the instructor and incorporate routines into their workout.

**Thinking and Reasoning**

3 - Important-sometimes try to achieve

1. - Thinking and reasoning skills are very important when setting up fitness activities and programs that will benefit and prevent injuries to the students.

**Information Management**

1 - Not applicable-never try to achieve

**Diversity**

#68

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: Kinesiology Aerobic Fitness 140, Walking/Jogging for 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

Discipline	Kinesiology Aerobic Fitness
Course Number	140
Course Title	Walking/Jogging for Fitness
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### PREREQUISITE(S)

#### Prerequisite

None

### CATALOG DESCRIPTION

This course will emphasize cardiovascular walking/jogging for health and fitness for men and women who are interested in instruction and practice in cardiovascular conditioning. The walking/jogging class is designed to decrease the risk of coronary heart disorders by increasing heart efficiency, vital lung capacity, and the knowledge of each through aerobic and anaerobic conditioning.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: ~~09/10/27/22/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/29/11-12~~ by: ~~Avic Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

Exercise principles are applied throughout the entire semester combined with lecture, demonstration and video information. Students are expected to learn how to compose a fitness program for their self that help support a healthy lifestyle. Daily exercise with the instructor leading, assisting and correcting the student.

Weeks 1-4: (8 hours): 1. Benefits of fitness walking/jogging. 2. Getting equipped 3. Introducing basic concepts regarding to muscular strength, endurance, stretching and nutrition. 4. Beginning workout programs based on Cooper's one and half mile test.

Weeks 5-10: (20 hours): 1. Procedures for monitoring heart rate. 2. Using a daily log for speed and distance. 3. Nutrition for walking/jogging. 4. Fitness components of cardiovascular endurance, muscular strength, endurance, and flexibility.

Weeks 11-16: (20 hours): 1. Cross training 2. Interval training 3. Progressive training 4. Creative fitness Programs.

**COURSE MATERIALS**

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

**Required:** Hawkins, Jerald and Hawkins, Sandra. *Walking for Fun and Fitness*, 4th ed. Belmont: Wadsworth, 2011, ISBN: 9780495558569. \$26.73

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

3 - Important-sometimes try to achieve

1. -

Students will hear verbal instruction from instructor and incorporate routines into their workout.

**Thinking and Reasoning**

3 - Important-sometimes try to achieve

1. -

Thinking and reasoning skills are very important when setting up fitness activities and programs that will benefit and prevent injuries to the students.

#69

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:Kinesiology Aerobic Fitness 143, Extreme 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**

Discipline	Kinesiology Aerobic Fitness
Course Number	143
Course Title	Extreme Fitness
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in overall fitness development. The program develops overall fitness and challenges students to perform aerobic, anaerobic, strength, plyometric and agility exercises to their individual highest level. It uses a variety of environments (i.e. beach, strength lab, track, field, etc).

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/27/16/11-12~~ by: ~~Myron Brown~~ Jodi CoffmanDivison Chair Approval Date: ~~10/26/16/11-12~~ by: ~~Myron Brown~~ Jodi CoffmanCurriculum and Instruction Council Chair Approval Date: ~~11/21/2011~~

**COURSE CONTENT**

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

**1- Intro to class: Overall fitness and nutrition (6 hours)**

Students learn, through lectures, the basis of cardiovascular fitness. Instruction in overall fitness development. The program develops overall fitness and challenges students to perform aerobic, anaerobic, strength, plyometric and agility exercises to their individual highest level. It uses a variety of environments (i.e. beach, strength lab, track, field, etc.).

**2- Anaerobic fitness development (6 Hours)**

Students learn to develop anaerobic fitness using speed interval training. Students are expected to perform anaerobically in a variety of tasks, such as obstacle courses and races.

**3- Agility development (6 hours)**

Students increase their agility through plyometric, balancing and speed development exercises.

**4- Strength development (6 Hours)**

Students develop their total body muscle strength through weight training as well as a variety of core strengthening exercises. Students apply their acquired strength to a variety of competitive exercises, such as obstacle courses, climbing activities, races, etc.

**5- Discipline development (6 hours)**

Students learn to carry out instructions in an organized, timely manner.

**6- Competition (2 hours)**

Students will be placed in teams in order to apply all learned material to gain competitive advantage within he class. A reward system will be incorporated.

**COURSE MATERIALS**



#70

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:Kinesiology Aerobic Fitness 143, Extreme 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**

Discipline	Kinesiology Aerobic Fitness
Course Number	143
Course Title	Extreme Fitness
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in overall fitness development. The program develops overall fitness and challenges students to perform aerobic, anaerobic, strength, plyometric and agility exercises to their individual highest level. It uses a variety of environments (i.e. beach, strength lab, track, field, etc).

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/27/16/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~10/26/16/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~11/21/2011~~

**COURSE CONTENT**

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

Students learn the fundamentals of fitness, and to develop their aerobic and anaerobic conditioning levels through a variety of exercises. Students are exposed to overall fitness development through the use of endurance, speed, strength, plyometric and agility training. Students are challenged to perform at their individual highest levels.

**1- Intro to class: Overall fitness and nutrition (6 hours)**

Students learn, through lectures, the basis of cardiovascular fitness. Instruction in overall fitness development. The program develops overall fitness and challenges students to perform aerobic, anaerobic, strength, plyometric and agility exercises to their individual highest level. It uses a variety of environments (i.e. beach, strength lab, track, field, etc.).

**2- Anaerobic fitness development (10 Hours)**

Students learn to develop anaerobic fitness using speed interval training. Students are expected to perform anaerobically in a variety of tasks, such as obstacle courses and races.

**3- Agility development (8 hours)**

Students increase their agility through plyometric, balancing and speed development exercises.

**4- Strength development (8 Hours)**

Students develop their total body muscle strength through weight training as well as a variety of core strengthening exercises. Students apply their acquired strength to a variety of competitive exercises, such as obstacle courses, climbing activities, races, etc.

**5- Discipline development (8 hours)**

Students learn to carry out instructions in an organized, timely manner.

**6- Competition (8 hours)**

Students will be placed in teams in order to apply all learned material to gain competitive advantage within he class. A reward system will be incorporated.

**COURSE MATERIALS**

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

**Required:** Bailey Hutchinson, Covers. *The Ultimate Fit or Fat, Alex. Which comes first, Cardio or Weights?*, 1st ed. New York: Houghton Mifflin HarperCollins, 1999/2011, ISBN: 0-618-00204-9-9780062007537. \$14.99

**Recommended readings and/or materials: None**

**Tennis Shoes, Sweats or exercise shorts and T-shirt.**

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

#71

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: Kinesiology Aerobic Fitness 144, Cross Training  
(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	144
Course Title	Cross Training
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This class will be comprised of aerobic classes designed to introduce the student to the concept of cross training and trying different work-outs. The class will be divided into four sections, cardio boxing, step aerobics, weight training and flexibility work-outs.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2725/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/2925/11-12~~ by: ~~Arvic Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

variety of class formats. In addition, cross-training allows for maximum fitness benefits.

**Cardio-boxing (8 hours)**

To improve cardiovascular fitness by a combination of boxing, martial arts and aerobic combinations. The student will learn: proper exercise technique, correct warm-up and cool down, proper breathing, a series of martial art moves and boxing techniques.

**Step aerobics (8 hours)**

A cardiovascular work-out using a combination of a step with raisers on the end. This class is designed to introduce the student to a choreographed aerobic routine using equipment.

**Weight training (8 hours)**

This section will incorporate muscle strength and muscle endurance y toning, tightening and working the individual muscle groups.

**Flexibility (8 hours)**

This section is designed to develop a flexible physique as well as promote lifetime education and stress reducing skills through stretching and flexibility exercises.

**COURSE MATERIALS**

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

**Required:**Hutchinson, Alex. *Which comes first, Cardio or Weights?*, 1st ed. New York: HarperCollins, 2011, ISBN: 9780062007537. \$14.99

**Recommended readings and/or materials:** ~~**Body by Jake: Total Body Workout, Jake Steinfeld. 1994**~~

**Tennis Shoes, Sweats or exercise shorts and T-shirt.**

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

2 - Unimportant-rarely try to achieve

1. - Students will learn to communicate with instructor and fellow students in order to work together on partner exercises.

Instructor will demonstrate physical movements and techniques to successfully complete all formats of the class

**Thinking and Reasoning**

2 - Unimportant-rarely try to achieve

1. - Students will learn to analyze and discern the correct way to execute movements for safety and avoid injury.

492

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: Kinesiology Aerobic Fitness 144, Cross Training  
(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	144
Course Title	Cross Training
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This class will be comprised of aerobic classes designed to introduce the student to the concept of cross training and trying different work-outs. The class will be divided into four sections, cardio boxing, step aerobics, weight training and flexibility work-outs.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2725/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/2925/11-12~~ by: ~~Avic Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

The purpose of this course is to introduce the student to the concept of cross-training and to let them experience a variety of class formats. In addition, cross-training allows for maximum fitness benefits.

**Cardio-boxing (12 hours)**

To improve cardiovascular fitness by a combination of boxing, martial arts and aerobic combinations. The student will learn: proper exercise technique, correct warm-up and cool down, proper breathing, a series of martial art moves and boxing techniques.

**Step aerobics (12 hours)**

A cardiovascular work-out using a combination of a step with raisers on the end. This class is designed to introduce the student to a choreographed aerobic routine using equipment.

**Weight training (12 hours)**

This section will incorporate muscle strength and muscle endurance y toning, tightening and working the individual muscle groups.

**Flexibility (12 hours)**

This section is designed to develop a flexible physique as well as promote lifetime education and stress reducing skills through stretching and flexibility exercises.

**COURSE MATERIALS**

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

**Required:**Hutchinson, Alex. *Which comes first, Cardio or Weights?*, 1st ed. New York: HarperCollins, 2011, ISBN: 9780062007537. \$14.99

**Recommended readings and/or materials:**

**Fit or Fat. Covert Bailey. 1990**

**Body for Life. Bill Davis. 1995**

**Tennis Shoes, Sweats or exercise shorts and T-shirt.**

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

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: Kinesiology Aerobic Fitness 150, Stretch, Flex and Tone  
(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

Discipline	Kinesiology Aerobic Fitness
Course Number	150
Course Title	Stretch, Flex and Tone
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### PREREQUISITE(S)

#### Prerequisite

None

### CATALOG DESCRIPTION

A combination of stretching and toning exercises to increase strength, flexibility, and overall body fitness.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR</del> - Repeatability <del>x3</del> Non-Repeatability: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/27/17/11~~12 by: ~~Myron Brown~~ Jodi Coffman

Division Chair Approval Date: ~~09/10/29/17/11~~12 by: ~~Avie Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

### COURSE CONTENT

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

Exercise principles are applied throughout the entire semester combined with lecture and information. Daily exercise with the instructor leading, assisting and correcting the student.

1. Orientation, safety. (3 hours)
2. An overview of various exercises and their values and contributions to an overall physical fitness. (3 hours)
3. Cardiovascular, aerobic, and callisthenic exercises. (8 hours)
4. Pre-and post-physical fitness testing. (3 hours)
5. Methods of individualizing fitness programs. (1 hours)
6. Concepts of nutrition and weight loss/maintenance. (3 hours)
7. Discussion of individual problems in relation to strength, fitness and flexibility. (1 hours)
8. Advanced exercises for muscular strength, endurance, cardiovascular efficiency, and flexibility and stress reduction. (10 hours)

### **COURSE MATERIALS**

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

**Required:**Sharkey, B.. *Fitness Illustrated*, ed. Champaign: Human Kinetics, 2011, ISBN: 9780736081580. 21.95

### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

2 - Unimportant-rarely try to achieve

1. - Exercises will be learned by doing them with the instructor demonstrating, correcting, and assisting. There will be discussion periods with question and answer sessions.

#### **Thinking and Reasoning**

2 - Unimportant-rarely try to achieve

1. - The concepts of physical fitness and how they relate to maintaining a healthy lifestyle will be covered. Students will assess which and how these concepts apply to their individual lives

#### **Information Management**

1 - Not applicable-never try to achieve

#### **Diversity**

3 - Important-sometimes try to achieve



#74

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: Kinesiology Aerobic Fitness 150, Stretch, Flex and Tone  
(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	150
Course Title	Stretch, Flex and Tone
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

A combination of stretching and toning exercises to increase strength, flexibility, and overall body fitness.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/27/17/11/12~~ by: ~~Myron Brown~~ Jodi Coffman  
 Division Chair Approval Date: ~~09/10/29/17/11/12~~ by: ~~Avie Bridges~~ Jodi Coffman  
 Curriculum and Instruction Council Chair Approval Date: ~~11/21/2011~~

**COURSE CONTENT**

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

Exercise principles are applied throughout the entire semester combined with lecture and information. Daily exercise with the instructor leading, assisting and correcting the student.

1. Orientation,safety. (4 hours)
2. An overview of various exercises and their values and contributions to an overall physical fitness. (8 hours)
3. Cardiovascular, aerobic, and callisthenic exercises. (10 hours)
4. Pre-and post-physical fitness testing. (3 hours)
5. Methods of individualizing fitness programs. (2 hours)
6. Concepts of nutrition and weight loss/maintenance. (4 hours)
7. Discussion of individual problems in relation to strength, fitness and flexibility. (4 hours)
8. Advanced exercises for muscular strength, endurance, cardiovascular efficiency, and flexibility and stress reduction. (13 hours)

#### **COURSE MATERIALS**

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

**Required:**Sharkey, B.. *Fitness Illustrated*, ed. Champaign: Human Kinetics, 2011, ISBN: 9780736081580.  
21.95

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

##### **Communication Skills**

2 - Unimportant-rarely try to achieve

1. - Exercises will be learned by doing them with the instructor demonstrating, correcting, and assisting. There will be discussion periods with question and answer sessions.

##### **Thinking and Reasoning**

2 - Unimportant-rarely try to achieve

#75

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: Kinesiology Aerobic Fitness 157, Cardio Pump

(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	157
Course Title	Cardio Pump
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in overall fitness development. This class is designed to incorporate weight lifting into a cardio routine. It develops strength and endurance of all major muscle groups using routines performed to music.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/20/16/11-12~~ by: ~~Myron Brown~~ Jodi CoffmanDivison Chair Approval Date: ~~10/21/16/11-12~~ by: ~~Myron Brown~~ Jodi CoffmanCurriculum and Instruction Council Chair Approval Date: ~~11/21/2011~~**COURSE CONTENT**

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

**Intro: (4 hours)**

Basic nutrition and hydration information

Important factors to develop optimal fitness level

Weight training

Cardiovascular Conditioning

Nutrition

Energy systems

**Warm-up: (4 hours)**

Set position:

Correct posture

Warm-up of all major muscle groups

**Training: (24 hours)**

A variety of weight equipment will be used to target the development of each muscle group. Light weight training systems, consisting of bars and weight plates, hand held plates and barbells will be used.

Legs/Squats:

Exercises will target the quadriceps, gluteals and hamstrings muscles.

Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

Chest:

Exercises will target the pectoral, deltoid and triceps muscles.

Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

Back:

Exercises will target the latissimus dorsai, trapezius and deltoid muscles.

Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

Triceps:

Exercises will target the triceps muscles

Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

Biceps:

Exercises will target the biceps muscles

Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

**COURSE MATERIALS**

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

**Required:**O'Donnell, R.. *The Ultimate Fitness Boxing & Kickboxing Workout*, 1 ed. Victoria: Trafford , 2005, ISBN: 1-4120-6451-1. 19.95

**Recommended readings and/or materials:**

**Hand-outs**

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**SANTA ANA COLLEGE COURSE OUTLINE**
**DISCIPLINE, NUMBER, TITLE:**Kinesiology Aerobic Fitness 157, Cardio Pump

(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	157
Course Title	Cardio Pump
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in overall fitness development. This class is designed to incorporate weight lifting into a cardio routine. It develops strength and endurance of all major muscle groups using routines performed to music.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3</del> NR - Repeatabe <del>x3</del> Non-Repeatabe: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

 Department Chair Approval Date: ~~01/10/2016~~/12 by:Jodi Coffman

 Divison Chair Approval Date: ~~01/10/2016~~/12 by:Jodi Coffman

 Curriculum and Instruction Council Chair Approval Date: ~~01/30/2012~~
**COURSE CONTENT**

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

**Intro: (8 hours)**

Basic nutrition and hydration information  
 Important factors to develop optimal fitness level  
     Weight training  
     Cardiovascular Conditioning  
     Nutrition  
     Energy systems

**Warm-up: (8 hours)**

Set position:  
     Correct posture  
 Warm-up of all major muscle groups

**Training: (32 hours)**

A variety of weight equipment will be used to target the development of each muscle group. Light weight training systems, consisting of bars and weight plates, hand held plates and barbells will be used.

**Legs/Squats:**

Exercises will target the quadriceps, gluteals and hamstrings muscles.  
 Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

**Chest:**

Exercises will target the pectoral, deltoid and triceps muscles.  
 Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

**Back:**

Exercises will target the latisimus dorsai, trapezius and deltoid muscles.  
 Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

**Triceps:**

Exercises will target the triceps muscles  
 Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

**Biceps:**

Exercises will target the biceps muscles  
 Exercises are repeated at varied speeds to ensure muscle strengthening and calorie burning.

**COURSE MATERIALS**

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

**Required:**O'Donnell, R.. *The Ultimate Fitness Boxing & Kickboxing Workout*, 1 ed. Trafford, 2005, ISBN: 1-4120-6451-1. 19.95

**Recommended readings and/or materials:**

**Hand-outs**

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: Kinesiology Aerobic Fitness 158, Step Aerobics

(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	158
Course Title	Step Aerobics
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

An aerobic exercise program that improves flexibility, aerobic conditioning, muscular strength and endurance by utilizing a platform for stepping up and down. Includes a variety of stepping routines and upper body strength training exercises in controlled rhythmic patterns set to music. A complete high intensity low-impact balanced aerobic activity suited to accommodate students in all fitness levels.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

 Department Chair Approval Date: 10/13/16/11-12 by: ~~Myron Brown~~ Jodi Coffman

 Division Chair Approval Date: 10/13/16/11-12 by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 12/05/2011

**COURSE CONTENT**

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

**BEGINNING WEEKS (8 Hours)**

1. Safety precautions to observe while utilizing the STEP and general class policies.
2. Introduce basic concepts of aerobic endurance and intensity based on height of platform. Emphasis on basic concepts throughout the semester
3. Introduction to the eight basic steps.

**BEGINNING/INTERMEDIATE (8 hours)**

1. Review of basic concepts. Review of aerobic endurance and intensity
2. Participation in non-stop stepping and post stretching routines. Aerobic activity intensifies
3. Relation of aerobic stepping to basic concepts of endurance and intensity. Emphasis on cardiovascular fitness.

**INTERMEDIATE/ADVANCED (8 hours)**

1. Review of basic/intermediate steps
2. Introduction of hand and arm exercises to coordinate with STEP patterns. Expand upon coordinating with arm movements.
3. Discussion of overload principle. Demonstration of all the resistive exercises and how overload principle applies.

**ADVANCED (8 hours)**

1. Review beginning/intermediate steps
2. Advanced concepts related to cardiovascular fitness, muscular strength and flexibility. Expand upon concepts taught in beginning and intermediate.

**COURSE MATERIALS**

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

**Required:** Sharkey, Gaskill. *Fitness @ Health*, 6th ed. New York: Human Kinetics, 2007, ISBN: 97807-3605614. \$30.95

**Recommended readings and/or materials:**

**West's Nutritional Analysis**

**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 )



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: Kinesiology Aerobic Fitness 158, Step Aerobics

(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**

Discipline	Kinesiology Aerobic Fitness
Course Number	158
Course Title	Step Aerobics
Former Title	
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

An aerobic exercise program that improves flexibility, aerobic conditioning, muscular strength and endurance by utilizing a platform for stepping up and down. Includes a variety of stepping routines and upper body strength training exercises in controlled rhythmic patterns set to music. A complete high intensity low-impact balanced aerobic activity suited to accommodate students in all fitness levels.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR</del> - <del>Repeatable</del> x3-Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/13/16/11-12 by: ~~Myron~~ ~~Brown~~ Jodi CoffmanDivison Chair Approval Date: 10/13/16/11-12 by: ~~Myron~~ ~~Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 12/05/2011

**COURSE CONTENT**

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

**BEGINNING WEEKS (12 Hours)**

1. Safety precautions to observe while utilizing the STEP and general class policies.
2. Introduce basic concepts of the aerobic endurance and intensity based on height of platform. Emphasis on basic concepts throughout semester
3. Introduction to the eight basic steps.

**BEGINNING/INTERMEDIATE (12 hours)**

1. Review of basic concepts. Review of aerobic endurance and intensity
2. Participation in non-stop stepping and post stretching routines. Aerobic activity intensifies
3. Relation of aerobic stepping to basic concepts of endurance and intensity. Emphasis on cardiovascular fitness.

**INTERMEDIATE/ADVANCED (12 hours)**

1. Review of basic/intermediate steps
2. Introduction of hand and arm exercises to coordinate with STEP patterns. Expand upon coordinating with arm movements.
3. Discussion of overload principle. Demonstration of all the resistive exercises and how overload principle applies.

**ADVANCED (12 hours)**

1. Review beginning/intermediate steps
2. Advanced concepts related to cardiovascular fitness, muscular strength and flexibility. Expand upon concepts taught in beginning and intermediate.

**COURSE MATERIALS**

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

**Required:** Sharkey, Gaskill. *Fitness @ Health*, 6th ed. New York: Human Kinetics, 2007, ISBN: 97807-3605614. \$30.95

**Recommended readings and/or materials:**

**West's Nutritional Analysis**

**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 )

#79

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: Kinesiology Intercollegiate Athletics 216, Soccer-Men

(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**

Discipline	Kinesiology Intercollegiate Athletics
Course Number	216
Course Title	Soccer-Men
Former Title	
Units	3
Lecture Hours	None
Laboratory Hours	162
Arranged Hours	None
Total Semester Contact Hours	162

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A competitive program for student-athletes. A class in which emphasis is placed on advanced technical and tactical skill development, offensive and defensive systems analysis, sport specific physical fitness, and intercollegiate and conference competition. Students must meet California Community College Athletic Association eligibility requirements and pass a health screening prior to competition.

<b>Budget Unit</b>	15440
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	83550 - Intercollegiate Athletics
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/07/16/11-12 by: ~~Myron Brown~~ Jodi CoffmanDivison Chair Approval Date: 10/07/16/11-12 by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 10/24/2011

**COURSE CONTENT**

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

~~COURSE CONTENT (Include major topics of the course, time required, and what the student is expected to learn.) Orientation, pre-testing Understand the behavioral objectives and daily outcome goals of an intercollegiate tennis team. Skill analysis (forehand, backhand, Identify the key technical aspects of the fundamental tennis skills. volley, serve, overhand smash) Tennis rules Define the essential rules of tennis according to the USTA. Singles play Identify the rules, etiquette, court strategies, and terminology (verbal and visual) for singles play. Doubles play Identify the rules, etiquette, court strategies, and terminology (verbal and visual) for doubles play. Sport specific physical fitness Identify the sport specific exercise techniques for cardiovascular endurance, muscle strength and endurance, and power training as they relate to tennis. Intercollegiate competition Understand the competitive implications of individual skill development, rule knowledge, physical fitness, singles and double play, and daily practice as they relate to team performance and improvement.~~

Orientation - Understand the behavioral objectives and daily outcome goals of an intercollegiate soccer team. (11 hours).

Skill analysis - Identify the key technical aspects of the fundamental skills (ground pass, collecting, shooting, passing in the air). (11 hours).

Soccer rules - Define the essential rules of the game according to FIFA guidelines. (10 hours).

Offensive play - (Team offensive systems, attack terminology) - identify the various formations of play and when to use each, and attack terminology. (20 hours).

Defensive play - (Team defensive systems of play, defensive stances) - Identify and analyze the team defensive systems. (20 hours).

Sport specific physical fitness - Identify soccer specific exercises for cardiovascular, muscle strength, muscle endurance, and power training as they relate to soccer. (20 hours).

Intercollegiate competition - Understand the competitive implications of individual skill development, rule knowledge, physical fitness, team offense and defense, and daily practice as they relate to team performance and improvement. (70 hours).

**COURSE MATERIALS**

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

~~Required:HoweMartin, Bobby. Soccer: How to Play the Game-The Official Playing and Coaching Manual of the United States Soccer FederationJay. The Best of Soccer Journal, latest ed. England: Universe, 1999Indianapolis: National Soccer Coaches Association, 2011, ISBN: 07893033889781841260001. \$29 \$15.9516~~

**Recommended readings and/or materials:**

None

Other:

# 80

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: Special Services N44, Reading Development for the Deaf  
(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**

Discipline	Special Services
Course Number	N44
Course Title	Reading Development for the Deaf
Former Title	
Units	0.5 – 3
Lecture Hours	8 – 48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None <u>8 – 48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Student must be eligible for DSPS services from Deaf and Hard of Hearing Program and Services.

**CATALOG DESCRIPTION**

Reading comprehension development for the deaf or hard of hearing students. Includes assessment of current skills and the development of an individualized program of study with the goal upon completion of enrolling in the College's reading course sequence. Not applicable to associate degree.

<b>Budget Unit</b>	<u>19525</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	493030 - Learning Skills, Handicapped
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/23/12 by: Monica Collins

Divison Chair Approval Date: 10/24/12 by: Monica Collins  
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.)

**Pre-testing:** To determine the individual's present level of reading comprehension by assessing the student's current knowledge, linguistic competence and ability to use a variety of cognitive and meta-cognitive processes. 3 hours.

**Individualized Plan of Action (IPA):** Based on pre-testing assessment, appropriate goals will be developed between student and instructor for the skill development that needs to take place during the semester. 1 hour.

**Vocabulary Skills Development:** As outlined in the student's IPA, the student will have vocabulary introduced, practiced for memorization and practical application in other activities throughout the length of the course (using spoken/signed discourse, reading assignments and practice). 12 hours.

**Reading Comprehension:** As outlined in the student's IPA, reading comprehension will be improved by utilizing and expanding on the student's ability to apply current knowledge to the reading task as well as increase vocabulary, understanding of English syntax, and the use of figurative language. Reading will be practiced through the utilization of a comprehensive reading program designed for deaf and hard of hearing learners, supplemented by selected reading level appropriate classical literature. 18 hours.

**Writing Skills Development:** As outlined in the student's IPA, the student will develop periodic book reports summarizing reading activities. The reports will include character development, setting description, plot summary, conflict and resolution. 12 hours.

**Post-testing:** Measure improvement of reading comprehension skills by comparison to pre-test results and goals achieved on the student's IPA. 2 hours.

### **COURSE MATERIALS**

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

**Recommended readings and/or materials:**

**To be determined by the instructor based upon student's IPA.**

**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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#81

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: Special Services N92, Assistive Computer Technology Instruction  
(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**

Discipline	Special Services	
Course Number	N92	
Course Title	Assistive Computer Technology Instruction	
Former Title		
Units	0.5 – 2	
Lecture Hours	16	
Laboratory Hours	24	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>40</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course is intended for students with disabilities. Emphasis is on mastering appropriate assistive computer technologies and to provide instruction in Windows, Microsoft Office and Internet/E-Mail access. Not applicable to associate degree.

<b>Budget Unit</b>	<u>19525</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	493030 - Learning Skills, Handicapped
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	<u>P/NP Only</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/24/12 by: Monica Collins

Division Chair Approval Date: 10/24/12 by: Monica Collins

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.)

1. EVALUATION: 2 to 4 hours - Each student will be evaluated for his/her functional limitations, skills and abilities for appropriate selection of assistive computer technology (ies).
2. ASSISTIVE TECHNOLOGY INSTRUCTION: 18 hours - Each student will be trained individually and/or in a small group regarding the skills of utilizing his/her Assistive Computer Technology.
3. COMPUTER PROGRAM INSTRUCTION: 18 hours - Each student will understand the basic computer components (hardware) and the basic knowledge and command structure of selected software applications (Windows, MS Office and Internet/E-Mail access).
4. ASSESSMENT: 2 hours - Upon completion of the class, each student will be able to submit final proofed copies of academic tasks using his/her assigned assistive computer technology.

**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

~~None~~ ~~Other:~~ None

**Instructor generated training materials based on appropriate Assistive Technology.**

**Other:**

Each student will be required to furnish a USB Memory Storage Device of not less than 1GB for personal data storage.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

-

4 - Very important-often try to achieve

1. -

A. Listening and Speaking - Students will actively listen to or read (applies to Deaf and Hard of Hearing) the lecture material presented. Students will be required to recall and explain the lecture material presented when asked by the instructor.

B. Reading and Writing - Students will analytically read assigned handouts or computer based assignments



# 82

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: Business 106, Culture and International Business - Kiss, Bow or Shake Hands

(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**

Discipline	Business
Course Number	106
Course Title	Culture and International Business - Kiss, Bow or Shake Hands
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

An introduction to different cultures and their effects on international business. Analysis of cross-cultural attitudes towards management, status, rules, relationships, motivating employees and negotiation.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50800 - International Business & Trade
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/09~~07/12 by: Madeline Grant

Division Chair Approval Date: ~~10/15~~22/12 by: Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: ~~11/21~~2011

**COURSE CONTENT**

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

**Section 1- 4 Hours**

Introduction to Culture & International Business

Definition of Culture

How Cultures effect international business. Generalizations & Sterotypes.

**Section 2- 8 Hours**

Cultural Determinants in International Business

Relations & Rules, High/Low Context, Group/Individual

Status, Time, Nature, Gender & Language

**Section 3 - 4 Hours**

International Business Negotiations

How cultures effect negotiations

**Section 4 - 4 Hours**

International Business Strategies

How different cultures use different business strategies to develop & grow their businesses.

**Global Tour - 28 Hours**

Analysis of the cultural characteristics of countries around the world and their affect on international business.

**COURSE MATERIALS**

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

**Required:**Morrison, Conaway, Borden. *Kiss Bow or Shake Hands*, 2nd ed. Adams Media Corporation, 2006, ISBN: 1-59337-368-6. \$19.99

**Recommended readings and/or materials:****Handouts & Websites****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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. Information Competency - Students will learn about the cultural, political and economic structures found around the world and their affect on business.~~

~~1.-~~

~~Students will learn how to communicate with others utilizing key signals found in culture as it relates to~~

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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: Business 111, International Business Documentation - Beginning  
(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**

Discipline	Business
Course Number	111
Course Title	International Business Documentation - Beginning
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn how to create and issue international documents used in selling or buying products. Includes the creation and use of actual documents used in international business.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50800 - International Business &amp; Trade</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Madeline Grant

Division Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

1. Export Documentation, 8 hrs.

The components and uses of export documentation. The correct method of completing documents

2. NAFTA Documentation, 4 hrs.

The requirements and components of NAFTA documentation.

3. Export Licensing Documentation 4 hrs.

Documents required by Bureau of Industry & Security for controlled commodities. Changes to procedures since 9/11/01.

## COURSE MATERIALS

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

**Required:**Hinkelman, Edward. *International Trade Documentation*, 1st ed. Oakland, CA: World Trade Press, 2002, ISBN: 9780975315309. 24.95

**Recommended readings and/or materials:**

**Handouts & websites**

**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 )

### STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

~~1. Social - Students will utilize global business perspectives for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. 2.~~

~~Environmental - Students will learn the impact of global social, economic and political structures as they relate to the legal environment of international business:~~

~~1. Civic Responsibility - Students will understand the responsibilities of conducting themselves in an ethical manner and how this relates to business, political and social structures in other countries:~~

~~1. Creative Expression - Students will learn to communicate with individuals in a business situation from different countries and the need for clear, concise and effective communication. 2. Aesthetic~~

~~Appreciation - None 3. Personal Growth - Students will learn that their personal and cultural background provides valuable experience in international business growth.~~

~~1. Skills - Students will learn about careers in International Trade and International Logistics.~~

### Communication Skills

5 - Essential-always try to achieve

1. Listening and Speaking - Students will listen to lectures and participate in class and group discussions .~~They will synthesize information from lectures in order to clearly and concisely participate in discussions focused on international trade and current global business current events.~~

2. Reading and Writing - Students will learn the topic content and vocabulary associated with the course by completing the text, handout and case study reading assignments. They will be able to express this terminology and its usage in the written assignmentsassessments.

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Business 120, Principles of Management

(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**

Discipline	Business
Course Number	120
Course Title	Principles of Management
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Principles, methods, and procedures essential to the successful management of human and financial resources. Planning, decision making, staffing, directing, motivating, leading, communicating, controlling and the application of managerial skills. (Same as Management 120.)

<b>Budget Unit</b>	<del>0270</del>	<u>15170</u>
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	10	
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	50100 - Business and Commerce, General	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	Letter Grade or P/NP	

Curriculum Office Use Only.

Department Chair Approval Date: 10/07/12 by: Madeline GrantDivision Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

**Introduction - 9 hours.**

Background of management, theories, and people.

**Planning - 9 hours.**

Objectives, MBO, planning process, policies, decisions, planning for people and organizations.

**Organizing - 9 hours.**

Formal organization, structures, charts, authority and responsibility, coordination, chain of command, unity of command, span of control, staffing.

**Directing/Influencing - 12 hours.**

Leadership factors, communications in management, problems in communications, motivation and leadership theories, job enrichment, people versus task, situation and style. Understanding employee needs. Hierarchy. Group dynamics. Interpersonal relations. Motivation theories.

**Controlling - 9 hours.**

Concepts of controls, measuring performance, standards, feedback, performance appraisal pay, management systems, discipline, financial controls.

**COURSE MATERIALS**

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

Required: Carpenter, M., Bauer, T., Erdogan, B.. *Principles of Management*, v1.1 ed. San Francisco: Flat World Knowledge, Inc., 2011, ISBN: 978-1-4533-27. Free online

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - Students will be able to develop the communication, information, and reasoning skills necessary to improve the work environment, increase productivity, and enhance career opportunities.~~

**Communication Skills**

4 - Very important-often try to achieve

1. Listening and Speaking - Students will be able to adapt communicate management principles to influence the behavior of others in the workplace. They will also be able to clarify communicate information

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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: Business 121, Human Relations and Organizational 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**

Discipline	Business
Course Number	121
Course Title	Human Relations and Organizational Behavior
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

None

**CATALOG DESCRIPTION**

The role of the manager and management's relationship to employees. Includes the application of motivational theories, communications, leadership, and organizational structure. (Same as Management 121.)

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50600 - Business Management
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/2007/++12 by: Madeline Grant  
Divison Chair Approval Date: ++10/0822/++12 by: Craig Takahashi  
Curriculum and Instruction Council Chair Approval Date: ++21/20++

**COURSE CONTENT**

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

1. Introduction to management and organizational behavior. 6 hours.  
The role of the practicing manager. Behavioral and scientific approaches to management assertion skills.
2. The organization system. 9 hours.  
Principles of organization and organizational structure. Modern organizational theories, setting objectives, decision making, communication, controlling, and the impact of technology. Also informal communication.
3. The management of organizational behavior and motivational theories. 15 hours.  
Group dynamics, informal organization, conflict and change, motivation theories and the application of behavioral theories.
4. Communications. 6 hours.  
Importance of active listening and barriers to good communication.
5. Leadership. 6 hours.  
Styles, qualities, hang-ups, and myths.
6. Supervisor/employee relationships. 6 hours.  
Employee needs, conflicts, needs of handicapped and older workers, women in the workplace.

#### **COURSE MATERIALS**

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

~~Required: Draffe. *The Human Side of Organizations*, 10th ed. Prentice Hall, 2008, ISBN: 0-13-513974-0~~  
Bauer, T., Erdogan, B.. *Organizational Behavior*, v1.1 ed. San Francisco: Flat World Knowledge, Inc., 2011, ISBN: 9781453300848.

#### **Recommended readings and/or materials:**

**Class handouts and articles .**

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

##### **Communication Skills**

- 4 - Very important-often try to achieve  
1. -



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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: Business 127, Introduction to E-Commerce

(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**

Discipline	Business
Course Number	127
Course Title	Introduction to E-Commerce
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Electronic commerce from a managerial perspective focusing on the retailing, business-to-business and service industries. Topics include: E-commerce infrastructure, intranets and extranets, electronic payment systems, marketing research, advertising, E-commerce strategies, and privacy issues.

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatability: D, F, NC, W
<b>TOPS Code</b>	<u>50600 - Business Management</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi  
 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.)

### Introduction to Electronic Commerce – 3 hours.

Terminology, scope, benefits, limitations, driving forces and impact of e-commerce on the business world.

### Retailing in E-Commerce – 6 hours.

Business models currently used, direct marketing, customer service, online intermediaries, the consumer's perspective on Internet shopping, aids to comparison shopping, and impact on the traditional retailing system.

### Market Research and Internet Consumers – 3 hours.

Building consumer relationships, the consumer behavior model, Psychographics and demographics of Internet users, the consumer purchasing decision model, one-to-one and relationship marketing, delivering customer service, market research techniques, intelligent agents, and organizational buyer behavior.

### Advertising in E-Commerce – 3 hours.

Web advertising overview, advertising methods and strategies, push technology and intelligent agents, online catalogs, and managerial issues.

### Service Industries in E-Commerce – 6 hours.

Broker-based services, travel and tourism services, employment placement, real estate services, online stock trading, cyber banking and personal finance, auctions, and online publishing.

### Business-to Business E-Commerce – 6 hours.

Characteristics of B2B in e-commerce, various B2B models, procurement management, the supplier-oriented, the buyer-oriented marketplace, the intermediary-oriented marketplace, just-in-time delivery systems, from traditional to Internet based ECI, integration with back-end systems, the role of software agents and electronic marketing.

### Intranets and Extranets – 3 hours.

Architecture of the Internet, Intranet, and Extranet; Intranet software, applications of intranets, intranet deployment, structure of extranets, extranet products and services, and extranet applications.

### Electronic Payment Systems – 3 hours.

Electronic payments and protocols, security schemes, electronic credit card system, electronic fund transfer and debit cards, stored-value cards and e-cash, electronic check systems, and unified payment systems.

### Public Policy and Privacy – 6 hours.

Legal, ethical, and public policy issues; protecting privacy, protecting intellectual property, free speech, Internet indecency, and censorship; taxation, encryption, contract, gambling, and seller protection.

### Infrastructure for E-Commerce – 6 hours.

Networks, Internet protocols, web-based client/server, Internet security, selling on the Web, chatting on the Web, multimedia delivery, and analysis of Web visits.

### Other Issues in E-Commerce: Economic and Global – 3 hours.

The electronic distribution of music, digital economics, virtual communities, global e-commerce issues, and other current issues.

## **COURSE MATERIALS**

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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: Business 170, Principles of Small Business Management  
(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**

Discipline	Business
Course Number	170
Course Title	Principles of Small Business Management
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

Practical business skills needed to start and operate a small business. Includes information on risk management, site location, legal aspects, financing, budgeting, merchandising, promotion, and management techniques.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50600 - Business Management
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/2014/11/12 by: Madeline Grant  
Divison Chair Approval Date: 11/10/11/22/12 by: Craig Takahashi  
Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

1. Introduction, objectives, legal environment, location, reasons, for success and failure, organizing. 12 hours.  
How to determine objectives for a business, know in general the legal environment, know reasons for success and failure in a business, and know and be able to use the factors pertaining to location. How to organize a business.
2. Use of the Small Business Administration and other sources of information and aid. 6 hours.  
Know the uses of the Small Business Administration and where and how to use other vital sources of information and aid.
3. Financing and budgeting. 12 hours.  
Will know or be able to determine the following: initial financing needed, financing the "going" concern, business records and reports needed, budgeting, expense control, forecasting.
4. Marketing. 12 hours.  
Will know or be able to determine the following: methods of distribution, markets, pricing, customer relations, methods of promotion.
5. Staffing. 6 hours.  
Basic human relations and criteria to use in hiring.

#### **COURSE MATERIALS**

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

**Required:** Kishel, G., Kishel, P.. *How to Start, Run and Stay in Business*, 4th ed. Wiley & Sons, 2005, ISBN: 0-471-67184-3. \$16.95

#### **Recommended readings and/or materials:**

#### **Selected publications**

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~Cultural - Students will learn to interact with customers, clients & classmates of different cultures and the effect culture plays in the business world. Social - Students will utilize a global business perspective for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. Environmental - Students will learn the impact of their marketing decisions on the business, social and physical environment they live in.~~

#88

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: Business 182, Classifying Imports and Clearing US Customs  
(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**

Discipline	Business	
Course Number	182	
Course Title	Classifying Imports and Clearing US Customs	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>16</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Learn to classify products being imported into the U.S. using the Harmonized Tariff Schedule (HTS). Identify applicable duty rates and quotas for products. Learn how the operations and U.S. Customs programs have changed since 9/11/2001.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50800 - International Business & Trade
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/2009/++12 by: Madeline Grant  
 Divison Chair Approval Date: ++10/++22/12 by: Craig Takahashi  
 Curriculum and Instruction Council Chair Approval Date: ++/21/20++

**COURSE CONTENT**

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

U.S. Custom Regulations. 3 Hours. Discussion of the jurisdiction and laws enforced by customs on imported products.

Harmonized System. 3 Hours. Discussion of the classification system used for products crossing borders. Discussion of the applicable duties, tariffs, and quotas which apply to imports.

Customs Clearance. 5 Hours. Discussion of the U.S. Customs rules and regulations which apply to importing products, including documentation and examination of products. Discussion of the new U.S. Customs programs and procedures implemented since 9/11/2001.

Customs House Broker. 3 Hours. The role and function of a Customs House Broker, their responsibilities, liabilities, and licensing process.

Application and Problem Solving. 2 Hours. Students actual business activities will be used as a basis for application of the materials learned.

The plan of instruction includes student interaction, group discussions, assignments, and exams that require critical thinking skills and the ability to apply college level concepts, vocabulary, and learning skills.

**COURSE MATERIALS**

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

**Required:** Foley, James. *The Global Entrepreneur*, 2nd ed. Chicago: Jamric Press International, 2002, ISBN: 9780975315309. 29.95

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - A. Social: Students will utilize global business perspectives for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. B. Environmental: Students will learn the impact of global social, economic and political structures as they relate to the legal environment of international business.~~

~~1. - Students will understand the responsibilities of conducting themselves in an ethical manner and how this relates to business, political and social structures in other countries.~~

~~1. =~~

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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:**Business 222, Business Writing

(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**

Discipline	Business
Course Number	222
Course Title	Business Writing
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

English 101 or 101H.

**CATALOG DESCRIPTION**

Overview of oral and written communication skills used in business; emphasizes guidelines for improving writing and speaking skills, common solutions to common communication problems, ethical issues facing business communicators today, instructions on how to identify areas of legal vulnerability, and tested techniques for communicating successfully in today's high-tech, international business environment.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50600 - Business Management
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/3+07/+1-12 by:Madeline Grant  
 Divison Chair Approval Date: +1/10/+1-22/12 by:Craig Takahashi  
 Curriculum and Instruction Council Chair Approval Date: +1/21/2011

### COURSE CONTENT

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

6 hours. Foundations of Business Communications. Communicating Successfully in an organization; Understanding Business Communications. Reports and Proposals. Using Reports and Proposals as Business Tools.

9 hours. The Writing Process. Planning Business messages; organizing and composing business messages; revising business messages. Reports and proposals. Gathering and interpreting information.

12 hours. Letters, Memos, and other Brief Messages. Writing direct requests, writing direct requests, writing routine, good news, and goodwill messages; writing bad news messages; writing persuasive messages. Reports and Proposals. Developing visual aids.

9 hours. Employment messages. Writing resumesa and application letters; interviewing for employment and following up. Reports and Proposals. Writing reports and proposals.

6 hours. Oral Communications. Listening, interviewing, and conducting meetings. Reports and proposals. Completing formal reports and proposals. Oral presentation on report.

6 hours. Intercultural Communication and Business Technology. Communicating interculturally and internationally; communicating through business technology; oral presentations continued.

### COURSE MATERIALS

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

**Required:**McLean, S.. *Business Communication for Success*, 1st ed. Flatworld Knowledge, 2010, ISBN: 978-0-9823618. Free online

#### 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 )

### STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

- ~~1. - Students will use computers to develop their group projects and to assist them in their writing.~~  
~~1. - A. Social. Students will write about business topics that cover the diversity of cultures as well as~~



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: Management 121, Human Relations and Organizational 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**

Discipline	Management
Course Number	121
Course Title	Human Relations and Organizational Behavior
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

The role of the manager and management's relationship to employees. Includes the application of motivational theories, communications, leadership, and organizational structure. (Same as Business 121.)

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50600 - Business Management
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/2007/11/12 by: Madeline Grant  
Divison Chair Approval Date: 11/10/11/22/12 by: Craig Takahashi  
Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

1. Introduction to management and organizational behavior. 6 hours.  
The role of the practicing manager. Behavioral and scientific approaches to management assertion skills.
2. The organization system. 9 hours.  
Principles of organization and organizational structure. Modern organizational theories, setting objectives, decision making, communication, controlling, and the impact of technology. Also informal communication.
3. The management of organizational behavior and motivational theories. 15 hours.  
Group dynamics, informal organization, conflict and change, motivation theories and the application of behavioral theories.
4. Communications. 6 hours.  
Importance of active listening and barriers to good communication.
5. Leadership. 6 hours.  
Styles, qualities, hang-ups, and myths.
6. Supervisor/employee relationships. 6 hours.  
Employee needs, conflicts, needs of handicapped and older workers, women in the workplace.

#### **COURSE MATERIALS**

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

~~Required: Drafc. *The Human Side of Organizations*, 10th ed. Prentice Hall, 2008, ISBN: 0-13-513974-0~~  
Bauer, T., Erdogan, B.. *Organizational Behavior*, v1.1 ed. San Francisco: Flat World Knowledge, Inc., 2011, ISBN: 9781453300848.

#### **Recommended readings and/or materials:**

**Class handouts and articles.**

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

4 - Very important-often try to achieve

1. Listening and Speaking - Students will be able to ~~develop the communication, information, and~~

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Management 135, Human Resource Management

(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**

Discipline	Management
Course Number	135
Course Title	Human Resource Management
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Introductory course covers the goals, activities, and challenges of human resources. Includes equal employment opportunity and diversity, recruitment and selection, leadership and motivation, training and development, compensation, employee and labor/management relations.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50600 - Business Management
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/2007/11-12 by: Madeline Grant

Division Chair Approval Date: 11/10/11-22/12 by: Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

**I. HR Management-Strategies and Environment - 12 hours.**

Changing nature of HR management, scanning the external environment, job satisfaction and organization commitment, factors affecting global HR management, diversity and equal employment opportunity, costs of discrimination, confronting sexual harassment, and employer rights and responsibilities.

**II. Staffing the Organization - 12 hours.**

Nature of job analysis, recruiting in labor markets, administering the selection process, ethical issues in interviewing, background investigation and job references, training approaches, and evaluating training.

**III. Developing and Compensating Human Resources - 12 hours.**

Identifying and measuring employee performance, rating errors, legal and effective performance appraisals, strategic compensation, legal constraints on pay systems.

**IV. Employee and Labor/Management Relations - 12 hours.**

Safety management, disputes resolutions, just cause standard, due process, factors affecting collective bargaining, workplace violence, conducting effective investigations, balancing employer and employee rights, and reasons/ramifications of employee unionization.

The plan of instructing includes student interaction, group discussions, assignments, and exams that require critical thinking skills and the ability to apply college level concepts, vocabulary, and learning skills.

**COURSE MATERIALS**

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

**Required:**~~DecenzoDiaz, Robbins. *Fundamentals of HR Mgmt*, 10th ed. Wiley & Sons, 2010, ISBN: 9-78047016968.~~L. *Human Resource Management*, v1.0 ed. San Francisco: Flat World Knowledge, Inc., 2011, ISBN: 978-1-4533-29. Free online

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. - Students will be able to develop hypotheses, compare and contrast possible problem solutions, analyze possible outcomes, and recommend action plans.~~

**Communication Skills**

4 - Very important-often try to achieve

162

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: Marketing 113, Principles of Marketing

(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**

Discipline	Marketing
Course Number	113
Course Title	Principles of Marketing
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

The process of developing products that will satisfy the many needs of consumers and businesses. Includes market research techniques, pricing, distribution, and promotion.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/2007/11-12 by: Madeline Grant

Division Chair Approval Date: 11/10/11-22/12 by: Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: 11/21/2011

**COURSE CONTENT**

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

**Segment 1 (12 hours)**

The student will learn the elements of the Marketing Mix; the concept of needs, wants and demands; customer satisfaction principles; the elements of the marketing micro and macro environments; marketing research techniques; and how to gather both primary and secondary data.

**Segment 2 (12 hours)**

The student will learn the market segment techniques based on geography, demographics, psychographics, and behavioral characteristics; product positioning techniques; the cultural, social, personal, and psychological factors that influence consumer behavior; branding strategy including trademarks, patents, and copyrights; and the stages of a product's life cycle.

**Segment 3 (12 hours)**

The student will learn the concepts of supply and demand and their effect on pricing; the concept of customer value; the various approaches to product pricing; the types of distribution channels and logistics; channel functions; the retail function; wholesale functions and types of wholesalers.

**Segment 4 (12 hours)**

The student will learn the elements of the marketing Communication Mix and the philosophy of Integrated Marketing Communications; how best to communicate the benefits and features of a product through advertising, sales promotions, public relations, direct marketing, and personal selling; how to utilize the Internet as a marketing tool; the issues involved in the global marketplace; and the concepts of social responsibility and ethics.

**COURSE MATERIALS**

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

**Required:**~~Lamb Tanner, Hair, McDaniel. *MKTG5*, 5th ed. Cengage, 2010, ISBN: 9781111528096.~~ John & Raymond, Mary Anne. *Principles of Marketing*, V 2.0 ed. Flatworld Knowledge, 2012, ISBN: 978-1-4533-44.  
Free online

**Recommended readings and/or materials:**

**Selected handouts**

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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Marketing 120, Understanding Consumer Behavior – Getting them to Buy, Buy, Buy

(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**

Discipline	Marketing
Course Number	120
Course Title	Understanding Consumer Behavior – Getting them to Buy, Buy, Buy
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course will explore the science, mechanics, dynamics and culture of consumers and their behavior. Understanding your consumer leads to long term relationships; which translates to sales & profits for your business. Students will learn how to analyze consumer behavior using the latest tools, techniques & technology.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/06/07~~ ~~11/12~~ by: Madeline Grant  
 Divison Chair Approval Date: ~~11/10/04~~ ~~12/11~~ by: Craig Takahashi  
 Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

**COURSE CONTENT**

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

**Segments 1 (4 Hours)**

The Science & Mechanics of Consumer Behavior: The student will learn the nature of consumer decision making, consumer problem recognition that creates the motivation to purchase.

**Segment 2 – (4 Hours)**

Consumer Dynamics: The student will learn how consumer characteristics, demographics, attitudes, & culture guide consumer purchase decisions. Students will learn how distribution strategy and promotions influences consumer decisions.

**Segment 3 – (4 Hours)**

Decision Making: The student will learn what drives consumer decisions theories, evaluation of alternatives, & the effects of price and service on consumer decisions.

**Segment 4 – (4 Hours)**

Consumer Purchase Assessment: The student will learn how consumers evaluate purchase results, purchase (dis)satisfaction, and consumer loyalty. Students will learn how to develop long term relationships with customers and the challenges & costs of losing customers.

**COURSE MATERIALS**

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

**Required:**Underhill, Paco. *Why We Buy: The Science of Shopping-Updated and Revised for the Internet, the Global Consumer, and Beyond* , 3rd ed. Simon & Schuster, 2009, ISBN: : 978-1416595. \$12.00

**Recommended readings and/or materials:****1.Handouts****2.Websites****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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

\_\_\_\_\_ Cultural - Students will learn to interact with customers, clients & classmates of different cultures and the effect culture plays in the business world. \_\_\_\_\_ Social - Students will utilize a global business perspective for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. \_\_\_\_\_ Environmental - Students will learn the impact of their marketing decisions on the business, social and physical environment they live in.  
\_\_\_\_\_ 1. Civic Responsibility - Students will understand the responsibilities of conducting themselves in an



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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:**Marketing 121, Negotiating - Getting to a Win-Win

(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**

Discipline	Marketing
Course Number	121
Course Title	Negotiating - Getting to a Win-Win
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn the techniques of successfully negotiating a Win-Win business transaction. By learning the different negotiating styles, students will gain skills working with customers in all business segments.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/06/07~~11/12 by:Madeline Grant

Divison Chair Approval Date: ~~10/04/22~~11/12 by:Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

**COURSE CONTENT**

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

**Segment 1: (8 hours)**

The student will learn the theories of negotiation; they will analyze and understand consumer and negotiator's behaviors, why objections arise and how to overcome them, understanding what goes through a customer's mind and a sales persons mind.

**Segment 2: (8 hours)**

The student will learn different methods of negotiating and how to feel comfortable applying these skills in real world situations, they will analyze different industries and understand how to utilize multiple negotiating techniques within the different sectors.

**COURSE MATERIALS**

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

**Required:**Fisher, Roger. Ury, William. Patton, Bruce.. *Getting to Yes, Negotiating Agreements Without Giving In*, 2011 ed. Penguin Books, 2011, ISBN: 978-014311875. \$16.00

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. Information Competency - Students will learn techniques to better understand negotiating situations and apply those techniques for a solution to the scenario. They will understand the importance of building relationships and how negotiating plays an integral part in the success of a business.~~

~~Social - Students will utilize a global business perspective for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. They will need to understand other cultures in order to be a successful negotiator. Environmental - Students will learn the impact of their negotiations on the business, social and physical environment they live in.~~

~~Creative Expression - Students will learn to communicate with individuals in a business situation from different countries and understand the need for clear, concise and effective communication and how that impacts negotiations. Aesthetic Appreciation - Students will learn to appreciate the role of color, sound, and technology in the business environment of today. Personal Growth - Students will learn that their personal and cultural background provides valuable experience in business growth and will enable them to explore the opportunities that are available to them with the strengths they have. Interpersonal Skills - Students will learn how their actions & reactions affect those around them as well as the outcomes of negotiations and how those negotiations will affect the communities they work for, in and with.~~

~~Skills - Students will learn the skills needed to become successful negotiators & the opportunities available in the business world. Students will gain the skills necessary to successfully negotiate in many~~

2195

first

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**SANTA ANA COLLEGE COURSE OUTLINE**

**DISCIPLINE, NUMBER, TITLE:**Marketing 122, Sales Strategies that Build Business Relationships & Increase Sales

(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**

Discipline	Marketing
Course Number	122
Course Title	Sales Strategies that Build Business Relationships & Increase Sales
Former Title	
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Learn how professional sales people build relationships with customers & clients that lead to increased sales. Learn how to effectively communicate, persuade, overcome objections & close the deal.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/06/07~~/~~11~~/~~12~~ by:Madeline Grant  
 Divison Chair Approval Date: ~~11~~/~~10~~/~~03~~~~22~~/~~11~~/~~12~~ by:Craig Takahashi  
 Curriculum and Instruction Council Chair Approval Date: ~~12~~/~~05~~/~~20~~~~11~~

**COURSE CONTENT**

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

**Segment 1: (8 hours)**

The student will learn the different aspects of a sales career and how it plays an integral part of the business operations, the characteristics of a sales person and the opportunities within the career; the sales process and the communication process in order to build relationships with customers.

**Segment 2: (8 hours)**

The student will learn why people buy and how to understand their needs, how to match product features and benefits to customer needs; where to prospect for customers, how to qualify them, and how to plan for a sales call.

**Segment 3: (8 hours)**

The student will learn the importance of sales knowledge, product knowledge, customer knowledge, and knowledge of the competition; how to manage your time and your customer base.

**Segment 4: (8 hours)**

The student will learn many different customer objection and how to overcome the objections, how to close the sale, good follow up techniques and building sales through a referral base.

**COURSE MATERIALS**

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

**Required:**Ziglar, Zig. *Selling 101 – What Every Successful Sales Professional Needs to Know*, 2003 ed. Thomas Nelson, 2003, ISBN: 978-078526481. \$9.99

**Recommended readings and/or materials:**

**Handouts**

**Websites**

**Videos/DVDs**

**Notes**

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~Information Competency - Students will learn techniques to evaluate a sales situation and apply those techniques for a solution to the scenario. They will understand the importance of building relationships and how sales is such an integral part of the success of a business. Technology Competency - Students will~~

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

#96

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Marketing 123, Marketing and Technology - Trends and Cutting Edges  
(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**

Discipline	Marketing
Course Number	123
Course Title	Marketing and Technology - Trends and Cutting Edges
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course will cover the latest trends in mixed marketing technologies. Learn to use the latest technologies to drive awareness, create demand, and close sales. Discover the latest trends, strategies, and tools for using technology for marketing - what they are, how they work, and how to get started.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/06/07/++12 by: Madeline Grant  
 Divison Chair Approval Date: ++10/03/22/++12 by: Craig Takahashi  
 Curriculum and Instruction Council Chair Approval Date: ++05/20++

**COURSE CONTENT**

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

**Segment 1 (4 hours)**

The student will learn about the latest trends, strategies, and tools in the area of online marketing (e.g., web and email, search engine optimization, social media, etc) - what they are, how they work, and how to get started.

**Segment 2 (4 hours)**

The student will learn about the latest trends, strategies, and tools in the area of demand generation (e.g., lead generation and validation, webinars, etc) - what they are, how they work, and how to get started.

**Segment 3 (4 hours)**

The student will learn about the latest trends, strategies, and tools in the area of online content generation (e.g., web, wiki, blogs, etc) - what they are, how they work, and how to get started.

**Segment 4 (4 hours)**

The student will learn about the latest trends, strategies, and tools in the area of mobile devices (e.g., advertising, commerce, content, barcodes, location, social media, etc) - what they are, how they work, and how to get started.

**COURSE MATERIALS**

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

**Required:** Scot, David M.. *The New Rules of Marketing and PR: How to Use Social Media, Blogs, News Releases, Online Video, and Viral Marketing to Reach Buyers Directly*, 2nd ed. Wiley, 2010, ISBN: 978-047054781. \$14.99

**Recommended readings and/or materials:****Handouts & Websites****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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~\_\_\_\_\_ Cultural - Students will learn to interact with customers, clients & classmates of different cultures and the effect culture plays in the business world. \_\_\_\_\_ Social - Students will utilize a global business perspective for problem solving and learning exercises. They will participate in group exercises with students from different cultural backgrounds. \_\_\_\_\_ Environmental - Students will learn the impact of their marketing decisions on the business, social and physical environment they live in.~~

~~\_\_\_\_\_ 1. Civic Responsibility - Students will understand the responsibilities of conducting themselves in an ethical manner and how this relates to business, political and social structures in other community.~~

~~\_\_\_\_\_ Creative Expression - Students will learn to communicate with individuals in a business situation from~~

#97

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: Marketing 124, Cause Marketing and Public Relations - Doing Well by Doing Good

(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**

Discipline	Marketing
Course Number	124
Course Title	Cause Marketing and Public Relations - Doing Well by Doing Good
Former Title	
Units	1
Lecture Hours	16
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course will cover how companies can be successful by doing good, helping society and people. Learn about not-for-profit businesses and socially responsible for-profit businesses. Learn how authentic corporate giving, cause marketing and the power of public relations can help drive the triple bottom line - profits, people and planet.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/06/07/11-12 by: Madeline Grant

Division Chair Approval Date: 11/10/03/22/11-12 by: Craig Takahashi

Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

## **COURSE CONTENT**

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

### **Segment 1 (4 hours)**

**Not-for Profit Businesses.** Student will learn about the nature and structure of not-for-profit businesses, what they are and how they function. Topics covered include tax-exempt status and donations, governance of a not-for profit businesses, missions of not-for profit businesses and how not-for profits are similar to and different from for-profit businesses. Learn the benefits and challenges to not-for- profit businesses working with for-profit businesses.

### **Segment 2 (4 hours)**

**Socially Responsible For-Profit Businesses.** Student will learn about the power and benefits of for-profit businesses acting in a socially responsible manner. Learn the benefits and challenges in working with not-for profit businesses. Discover the trends, possibilities and ranges of options available to for-profit businesses that want to engage in cause marketing. Study examples of various cause marketing campaigns.

### **Segment 3 (4 hours)**

**Implementation of a Cause Marketing Campaign.** Student will learn tools and a practical process of how to implement a successful cause marketing campaign. Students will learn how to create and implement an online cause marketing campaign. Students will examine current cause marketing campaigns, e.g., Macy's Make-A-Wish Foundation, Susan G. Koman Race for the Cure, etc.

### **Segment 4 (4 hours)**

**Authentic Public Relations.** Student will learn the importance of companies having good relations with the public - in their local community, online and around the world. Students will learn how a company's public image and culture can set them apart from their competitors and give them a competitive advantage. Students will learn the different communication media such as social networking and newsletters that help connect companies with the world.

## **COURSE MATERIALS**

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

**Required:** Waters, Joe., MacDonald, Joanna. *Cause Marketing for Dummies*, 1st ed. For Dummies, 2011, ISBN: 978-111801130. \$15.99

**Recommended readings and/or materials:**

**Handouts & Websites**

**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 )



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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Marketing 125, Advertising & Promotion – Get the Word Out & Keep your Customers Buying

(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**

Discipline	Marketing
Course Number	125
Course Title	Advertising & Promotion – Get the Word Out & Keep your Customers Buying
Former Title	
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course will provide students with an in-depth look into cutting edge advertising & promotion strategies used by small, medium & large companies. Students will learn how to create an advertising campaign, including the planning, costs & creative design process. Students will learn how promotions are used to increase sales, to build brand loyalty, and to build relationship with customers

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/06/11 by: Madeline Grant

Divison Chair Approval Date: ~~10/03/22~~/~~11~~/~~12~~ by: Craig Takahashi  
Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

### **COURSE CONTENT**

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

#### **Segment 1 – (4 Hours)**

**Advertising & Promotional Perspectives:** The student will learn the role advertising & promotion plays in the marketing mix; understand consumer behavior & market segmentation. Students will learn about the social, ethical and legal responsibilities placed on advertising professionals.

#### **Segment 2 – (4 Hours)**

**Knowing Your Customer:** The student will learn how to evaluate customer primary & secondary market research including demographic, cultural & internal company data. The student will learn how to apply their findings to developing effective advertising & promotion programs.

#### **Segment 3 – (4 Hours)**

**Advertising – Creative Development:** The student will learn how to apply the customer research analysis to the creative development state of advertising. This will include creating effective copy writing, art direction and creative production for all forms of media. The student will learn how to work with a creative development team.

#### **Segment 4 – (8 Hours)**

**Advertising Media:** The student will explore the various advertising media including television, radio, print, direct mail, outdoor & social media. The student will learn how to incorporate local advertising, corporate advertising and international advertising into a complete advertising plan.

#### **Segment 5 – (8 Hours)**

**Promotions:** The students will learn how to develop effective B2B & B2C promotional programs utilizing the latest technology and development opportunities.

#### **Segment 6 – (4 Hours)**

**Advertising & Promotional Plans:** The student will learn how to develop an advertising & promotional plan. The plan will include the creative design, planning documents, cost/benefit analysis, and return on investment.

### **COURSE MATERIALS**

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

**Required:** Caples, John., Hahn, Fred.. *Tested Advertising Methods (Prentice Hall Business Classics)*, 5th ed. Prentice Hall, 2000, ISBN: 978-013095701. \$12.00

#### **Recommended readings and/or materials:**

#### **Websites & Handouts**

#### **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

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Marketing 126, Distributing Products & Services – Reaching Customers Where They Shop

(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**

Discipline	Marketing
Course Number	126
Course Title	Distributing Products & Services – Reaching Customers Where They Shop
Former Title	
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course will teach the latest & most cost effective strategies to reach your customer. Students will learn how an efficient B2B &/or B2C distribution system utilizing marketing intermediaries, direct sales, online distribution, and global markets can increase profits. Supply Chain strategies, channel evaluation & relationships will be highlighted.

<b>Budget Unit</b>	15170
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	50900 - Marketing and Distribution
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/06/11 by: Madeline Grant

Divison Chair Approval Date: ~~11/10/03~~22/11 by: Craig Takahashi  
Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

## COURSE CONTENT

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

### Segment 1 (5 hours)

Intermediaries/Channel Members: Students will learn the different types of intermediaries in a channel of distribution that get a product/service from producer to ultimate consumer; the three major functions performed by intermediaries; and the activities performed within each functional area.

### Segment 2 (5 hours)

Channel Strategies: Students will learn the four most common marketing channels for consumer products and services; alternative and multichannel arrangements; which channels are best suited for a particular product or service; and factors affecting channel choice and channel relationships.

### Segment 3 (4 hours)

B2B Channels: Students will learn the most common marketing channels for business and industrial products; which channels are best suited for a particular product or service and factors affecting channel choice.

### Segment 4 (5 hours)

Supply Chain: Students will learn what a supply chain is; how it operates to get products/services from the point of origin to the point of consumption; supply chain integration; the key processes of supply chain management from customer relationship management to returns management; sourcing and global supply chain and logistics.

### Segment 5 (5 hours)

Retailing: Students will learn what retailing is; the classification of operations based on ownership; level of service, product assortment and price; the major types of retail operations from specialty stores to restaurants; the types of non-store retailing; franchising and retail marketing strategy.

### Segment 6 (4 hours)

E-Commerce: Students will learn what e-commerce is; how electronic marketing channels are used to get products and services to the end user; the functions of intermediaries in e-commerce and the benefits in cost and value for both buyer and seller as well as the challenges.

### Segment 7 (4 hours)

Global Marketing Channels and Supply Chain: Students will learn differences between global and domestic channels of distribution; global supply chain development; the role of foreign intermediaries; foreign economic, political and cultural challenges, global sourcing and logistics.

## COURSE MATERIALS

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

**Required:** Gorchels, L., Marien, E., West, C.. *The Manager's Guide to Distribution Channels*, 1st ed. McGraw-Hill, 2004, ISBN: 978-007142868. \$27.00

**Recommended readings and/or materials:**

**Handouts & Websites**

**Other:**

None

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Counseling 107, The Freshman 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**

Discipline	Counseling	
Course Number	107	
Course Title	The Freshman Experience	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Integration of educational, socio-economic and psychological factors that contribute to success in college. Development of personal learning style as it interfaces with the linked college classes. Development of college-level learning skills.

<b>Budget Unit</b>	<u>15320</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	493010 - Guidance
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/08/12 by: Reymundo RobledoDivison Chair Approval Date: 10/12/12 by: Dennis Gilmour

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.)

1. Requires students to analyze statements for validity and solve problems relating to the subject matter.
2. Requires students to research and analyze assigned reading material to arrive at correct responses to questions and statements on research papers.
3. Requires students to apply the solutions to the problems encountered in linked course fundamentals.
4. Allows students to independently expand depth and breadth linked to other college course fundamentals and knowledge.

**I. Campus Culture: 9 hours**

Students will become aware of the culture of the campus. Presentations will be given on similarities and differences with their previous experience in the K-12 system. Additionally, students will become aware of faculty and institutional expectations. Students will be introduced to student services available on campus and will report on campus and will report on at least one student service to the class. Students will also self-refer to any applicable student service.

**II. Social impediments to success: 6 hours**

Students will learn to identify factors that interfere with learning, including work, financial difficulties, parents, family responsibilities, and under preparedness. Students will learn about possible ~~resources~~ resources to help ameliorate those difficulties. Students will learn coping mechanisms to lessen the stress involved.

**III. Assessment and development of individual learning style: 6 hours**

Students will assess their learning styles. Students will learn the strengths and weaknesses of their learning styles. Students will explore and develop different coping mechanisms to remediate any deficiencies in learning styles.

**IV. Individual and collaborative learning skills: 18 hours**

Using material from the linked classes, students will learn and demonstrate competency in the following learning skills: note taking, test taking (objective and essay examinations), active listening, goal setting, time management, active reading of text material, and note cards. Students will learn the elements of collaborative learning and the role of groups in study.

**V. Goals: 9 hours**

Students will learn about goal development. Students will develop short-term goals in education and careers. Students will develop plans to achieve appropriate goals.

**COURSE MATERIALS**

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

Required:Downing, Skip. *On Course*, 6th ed. USA: Cengage, 2010, ISBN: 1439082170. \$75.00

or

Required:Staley, Constance. *FOCUS on Community College Success*, 2nd ed. USA: Cengage, 2012, ISBN: 0-495-90643-. \$45.00

or

Required:Downing, Skip. *On Course - Study Skills Plus Edition*, 11 ed. USA: Cengage, 2010, ISBN: 1439085226. \$75.00

or

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: English 233C, Shakespeare's Theatre

(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**

Discipline	English	
Course Number	233C	
Course Title	Shakespeare's Theatre	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

English 101 or 101H.

**CATALOG DESCRIPTION**

Study of selected Shakespearean plays. 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 233C.)

<b>Budget Unit</b>	<u>15620</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	150100 - English (Writing)
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

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

Divison Chair Approval Date: 10/24/12 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.)

### **Introduction to Shakespeare's England and Theater (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 at least six plays (42 hours)**

to be chosen from at least three of the four Shakespearean genres - History, Tragedy, Comedy and Romance -- to represent Shakespearean theater.

One way to organize this class is by theme, for example leadership and the question of who is a good leader, how is power attained and retained. Representative plays on this theme from different genres include (but are not limited to by any means) *Henry the Fifth*, *Richard the Second*, *Macbeth*, *Othello*, *Julius Caesar*, *As You Like It*, *Measure for Measure*, *The Tempest*, or *The Winter's Tale*. Another theme could be the battle/relationship between the sexes, with representatives on that theme from the different genres including plays such as *Richard III*, *Henry the Fifth*, *Anthony and Cleopatra*, *Romeo and Juliet*, *Taming of the Shrew*, *Two Gentlemen of Verona*, *Merchant of Venice*, *Troilus and Cressida*, *As You Like It*, and *Pericles*.

The student shall

1. read aloud passages in "reader's theater" style
2. 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.
3. identify dramatic conventions such as soliloquy, stichomythia, stage business, and dramatic irony
4. distinguish between subjective and objective responses to the plays
5. 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
6. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
7. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial 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
8. compare and contrast themes, characters, and imagery motifs among the plays
9. write journals that may include original scenes, parodies, cartoons, drawings, collages, or other creative responses in addition to analytical responses to questions posed by the instructor or other students.

## COURSE MATERIALS

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

**Required:** Shakespeare, William (Blakemore Evans, G. ed.). *The Riverside Shakespeare*, 2nd ed. Houghton Mifflin, 1996, ISBN: 9780395754900, 128.95

**Recommended readings and/or materials:**

**The Cambridge Companion to Shakespeare Studies**, eds. Margreta de Grazia and Stanley Wells. Cambridge UP. 2001. (\$20.00) ISBN 0521658810

**Note:** If one is not using an anthology, using at least one of the Bedford *Texts and Contexts* editions is



A102

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: English 233D, Shakespeare's Theatre

(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**

Discipline	English	
Course Number	233D	
Course Title	Shakespeare's Theatre	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

English 101 or 101H.

**CATALOG DESCRIPTION**

Study of selected Shakespearean plays. 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 233D.)

<b>Budget Unit</b>	<u>15620</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	150100 - English (Writing)
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

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

Divison Chair Approval Date: 10/24/12 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.)

#### **Introduction to Shakespeare's England and Theater ( 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 at least six plays (42 hours)**

to be chosen from at least three of the four Shakespearean genres - History, Tragedy, Comedy and Romance -- to represent Shakespearean theater.

One way to organize this class is by theme, for example, leadership and the question of who is a good leader, how is power attained and retained. Representative plays on this theme from the different genres include (but are not limited to by any means) *Henry the Fifth*, *Richard the Second*, *Macbeth*, *Othello*, *Julius Caesar*, *As You Like It*, *Measure for Measure*, *The Tempest*, or *The Winter's Tale*. Another theme could be the battle/relationship between the sexes, with representatives on that theme from the different genres including plays such as *Richard III*, *Henry the Fifty*, *Anthony and Cleopatra*, *Romeo and Juliet*, *Taming of the Shrew*, *Two Gentlemen of Verona*, *Merchant of Venice*, *Troilus and Cressida*, *As You Like It*, and *Pericles*.

The student shall

1. read aloud passages in "reader's theater" style
2. 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.
3. identify dramatic conventions such as soliloquy, stichomythia, stage business, and dramatic irony
4. distinguish between subjective and objective responses to the plays
5. 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
6. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
7. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial 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
8. compare and contrast themes, characters, and imagery motifs among the plays
9. write journals that may include original scenes, parodies, cartoons, drawings, collages, or other creative responses in addition to analytical responses to questions posed by the instructor or other students.

### **COURSE MATERIALS**

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

**Required:** Shakespeare, William. (Blakemore Evans, G. ed). *The Riverside Shakespeare*, 2nd ed. Houghton Mifflin, 1996, ISBN: 9780395754900. 128.95

or

**Required:** Shakespeare, William (Greenblatt, Stephen ed.). *The Norton Shakespeare*, 2nd ed. WW Norton, 2008, ISBN: 9780393931525. 82.65

**Recommended readings and/or materials:**

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Reading 150, Critical Reading

(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**

Discipline	Reading
Course Number	150
Course Title	Critical Reading
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

This course addresses the relationship between critical reading and critical thinking, including emphasis on the development of critical reading and thinking skills that facilitate the interpretation, analysis, criticism, and advocacy of ideas encountered in academic reading. Completion of or concurrent enrollment in English 101 recommended.

<b>Budget Unit</b>	15675	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	10	
<b>SAM Priority Code</b>	E - Non-Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	152000 - Reading	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	Yes	<u>No</u>
<b>Grading Options</b>	Letter Grade or P/NP	
Curriculum Office Use Only.		

Department Chair Approval Date: ~~07/10/2723/11~~ 12 by: ~~Genice Gilreath~~ Wenona Kossler

Division Chair Approval Date: ~~08/10/0525/11~~ 12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date: ~~08/29/2011~~

**COURSE CONTENT**

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

**Introduction to Levels of Cognition in Reading and Critical Reading (10 hours)**

Understand and clarify levels of cognition in reading to include recognition and recall, comprehension, analysis and synthesis, application and evaluation.

Understand and clarify critical reading skills to include interpretation, analysis, evaluation, inference, presenting arguments, reflection, and dispositions.

**Critical Reading Skills (19 hours)**

Understand grammatical and syntactical considerations in reading (punctuation, coherence, relationship between sentences and paragraphs, transitions.)

Identify rhetorical elements (author's organization, purpose, point of view/biases, tone.)

Identify, analyze and evaluate information from the Internet, periodicals, journals, newspapers, magazines and other reading material.

Analyze the validity of Internet resources.

Understand the logic of language (connotative and denotative language)

Make accurate inferences.

Distinguish between fact, opinion, reasoned judgment, and knowledge.

**Critical Thinking Skills (19 hours)**

Identify components of arguments (claims, warrants, structure, audience), analyze arguments (ethos, pathos, logos, inductive, and deductive evidence) and evaluate arguments (assessing author's credibility, evaluating evidence, fallacies of relevance, language and logic, examining opposing views).

**COURSE MATERIALS**

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

**Required:** Mayfield, Marlys. *Thinking for Yourself*, 8 ed. Wadsworth, 2009, ISBN: 978-1-4282-31. \$93.00

**Recommended readings and/or materials:**

**Asking the Right Questions: A Guide to Critical Thinking**, by Browne & Keeley (2004) (~~\$38~~2011) ISBN 978-02051-1116-9 (\$46.00)

**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 )

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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: Spanish 195A, Advanced Conversational Spanish

(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**

Discipline	Spanish	
Course Number	195A	
Course Title	Advanced Conversational Spanish	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Spanish 102 or 102H.

**CATALOG DESCRIPTION**

Further development of conversational skills. Review of language structures as well as reinforcement of new vocabulary and idioms through discussions of reading selections dealing with historical and current events to deepen appreciation of Hispanic cultures.

<b>Budget Unit</b>	<u>15643</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	110500 - Spanish
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/11/12 by: Javier Galvan

Divison Chair Approval Date: 10/25/12 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.)

#### **Culture (9-8 hours)**

Students will read about the origins of the Hispanic culture in Europe and America. They ~~will grow in awareness~~ will increase their awareness and appreciation of Latin American life, art, and culture. Students will review the present indicative, stem-changing verbs and irregular verbs.

#### **Religion (5 hours)**

Students will learn about the different religions in the Spanish speaking countries and about family traditions and practices. Students will integrate grammar including usage of the infinitive, future, conditional, the use of direct and indirect objects and the use of ser and estar.

#### **Customs and Traditions (8 hours)**

Students will read about customs and traditions in the Spanish speaking countries and socio-economic issues affecting these countries. Students will review the use of the subjunctive conjugations and forms.

#### **Revolutionary Movements (6 hours)**

Students will read about the 20th Century revolutionary movements in Latin America and their effect on modern culture. Students will practice the subjunctive form in adverbial clauses and the reflexive and reciprocal constructions.

#### **Education System (8 hours)**

Students will learn about the education system and the structure of the major cities in Spanish speaking countries. Students will focus ~~in more~~ on subjunctive constructions, adverbs, ~~comparison~~ comparisons of adjectives and adverbs, and the superlative.

#### **Influence of the United States (7 hours)**

Students will learn about the influence of U.S. in the Spanish speaking countries and about the influence and role of the Hispanic culture in the U.S. Students will use the passive voice, conjunctions, ~~common usage~~ common constructions of the subjunctive, and review ~~of~~ irregular common verbs.

#### **Arts (6 hours)**

Students will acquire an appreciation of Hispanic cultures through conversation, readings, films, music, and art.

### **COURSE MATERIALS**

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

Required: Sandstedt, Kite and Copeland. *Conversacion y repaso*, 11th ed. Boston: Cengage, Heinle, 2013, ISBN: 9781133956846. \$116.95

and/or

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Spanish 195B, Advanced Conversational Spanish

(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**

Discipline	Spanish	
Course Number	195B	
Course Title	Advanced Conversational Spanish	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

Spanish 195A.

**CATALOG DESCRIPTION**

Continuation of development of conversational skills. Provides avenues for the expression of ideas introduced in literary and current event readings through discussions and class presentations to deepen appreciation of Hispanic cultures.

<b>Budget Unit</b>	<u>15643</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	110500 - Spanish
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

 Curriculum Office Use Only.

 Department Chair Approval Date: 10/11/12 by: Javier Galvan

Divison Chair Approval Date: 10/25/12 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.)

#### **Culture (9-8 hours)**

Students will read about the origins of the Hispanic culture in Europe and America. They ~~will grow in awareness~~ will increase their awareness and appreciation of Latin American life, art and culture. Students will review the present indicative, stem-changing verbs and irregular verbs.

#### **Religion (5 hours)**

Students will learn about the different religions in the Spanish speaking countries and about family traditions and practices.

Students will integrate grammar, including usage of the infinitive, future, conditional, the use of direct and indirect objects and the use of ser and estar.

#### **Customs and Traditions (8 hours)**

Students will read about customs and traditions in the Spanish speaking countries and about socio-economic issues affecting these countries.

Students will review the use of the subjunctive conjugations and forms.

#### **Revolutionary Movements (6 hours)**

Students will read about the 20th century revolutionary movements in Latin America and their effect on modern culture. Students will practice the subjunctive form in adverbial clauses, and the reflexive and reciprocal constructions.

#### **Education System (8 hours)**

Students will learn about the education system and the structure of the major cities in Spanish speaking countries.

Students will focus in more ~~subjunctive~~ on subjunctive constructions, adverbs, ~~comparison~~ comparisons of adjectives and adverbs, and the superlative.

#### **Influence of the United States (7 hours)**

Students will learn about the influence of U.S. in the Spanish speaking countries and about the influence and role of the Hispanic culture in the U.S.

Students will use the passive voice, conjunctions, ~~common usage~~ common constructions of the subjunctive, and review of irregular common verbs.

#### **Arts (6 hours)**

Students will acquire an appreciation of Hispanic cultures through conversation, readings, films, music and art.

### **COURSE MATERIALS**

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

Required: Sandstedt, Kite and Copeland . *Conversacion y repaso*, 11th ed. Boston: Cengage. Heinle, 2013, ISBN: 9781133956846. \$116.95

and/or

Required: and/or Sandstedt, Kite, and Copeland. . *Literatura y arte* , 11th ed. Boston: Cengage, heinle, 2013,



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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Human Development 214, Creative Art Experiences for Children  
(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**

Discipline	Human Development
Course Number	214
Course Title	Creative Art Experiences for Children
Former Title	
Units	1.5
Lecture Hours	16
Laboratory Hours	24
Arranged Hours	None
Total Semester Contact Hours	None <u>40</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Emphasizes the child's (ages 2 through 8 years) ability to represent and expressively use art media. Includes theoretical as well as practical application and role of adult in fostering creativity.

<b>Budget Unit</b>	<u>15717</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	130500 - Child Devlpmnt/Early Care/Educ
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 08/01/12 by: Gwen Morgan-Bezell

Divison Chair Approval Date: 10/14/12 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.)

~~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 assigned papers. Requires the student to apply the solutions to the problems encountered in creative art experiences.~~

#### INTRODUCTION TO REQUIREMENTS - LEC 2 / LAB 3

1. The concept of creativity and promoting it in the lives of children.
2. Process vs. product.
3. The magic of scissors and paper.
4. Types of paper and scissors.

#### STAGES OF ART DEVELOPMENT AS RELATED TO AGE LEVELS - LEC 2 / LAB 3

Tempera: presentation of the media (dry and liquid) and all its related equipment: brushes, easels, materials tempera can be combined with, where and how to acquire/order. Students will observe 3 age groups of children and record levels of representation.

#### THE CONCEPT OF AESTHETICS AND PROMOTING AESTHETIC EXPERIENCES WITH CHILDREN - LEC 2 / LAB 3

Art related to social / emotional growth. Tempera: presentation of the media (dry and liquid) and all its related equipment: brushes, easels, materials tempera can be combined with, where and how to acquire order.

#### SCHOOL ENVIRONMENTS THAT FOSTER CREATIVITY - LEC 2 / LAB 3

Crayon - presentation of the media, types available, where and how to buy, types of paper appropriate. Techniques explored. Students will research children's books related to the creative process or art elements.

#### ART AND PHYSICAL/MENTAL GROWTH - LEC 2 / LAB 3

Study of Color

and

with children. Chalk – presentation of the media, techniques explored

-

#### TEST - LEC 2 / LAB 3

Printing: history, types and use as an art form. Techniques with various methods and materials explored.

#### CHILDREN'S UNDERSTANDING OF SPACE AND VOLUME - LEC 2 / LAB 3

Three dimensional art activities. Clay and dough: recipes and techniques for various kinds.

#### PUPPETS AND MASKS AS A CREATIVE MEDIUM AND TEACHING AIDE IN ECE CLASSROOMS - LEC 2 / LAB 3

Demonstration of various types of puppets and masks. Files turned in as a final.

#### **COURSE MATERIALS**

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

**Required:** Mayesky, M. *Creative Activities for Young Children*, 10th ed. Belmont, Ca: WadsworthCenage, 2012.

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: Manufacturing Technology 188, Machine Technology Survey  
(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**

Discipline	Manufacturing Technology
Course Number	188
Course Title	Machine Technology Survey
Former Title	
Units	3
Lecture Hours	16
Laboratory Hours	112
Arranged Hours	None
Total Semester Contact Hours	128

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

Successful completion of or concurrent enrollment in any one of the following: Manufacturing Technology 011; Engineering 011, 051, 122, 124, 125

**CATALOG DESCRIPTION**

Machine tool setup and operation for students who desire general knowledge of machine tools and processes. All the basic machine tools are used. Not intended for Manufacturing Technology majors. (Same as Engineering 188).

<b>Budget Unit</b>	<u>15755</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>95630 - Machining and Machine Tools</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/11/12 by: Dietrich Kanzler

Division Chair Approval Date: 10/16/12 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.)

### **INTRODUCTION - LEC 2 LAB 7 HOURS**

Shop rules, required book and equipment, safety and safety test.

### **MEASURING TOOLS - LEC 2 LAB 14 HOURS**

Measuring tools (names and uses of measuring tools).

Vernier scales and calipers (use, care, handling, nomenclature/construction, reading scale).

Micrometers (use, care, handling, nomenclature/construction, reading scale).

Other measure devices (other micrometer types, dial indicators).

### **HAND AND LAYOUT TOOLS - LEC 1 LAB 6 HOURS**

General tool panel/hand tools (tool names, parts nomenclature, use and safety).

Layout tools (tool names, uses of layout tools).

### **DRILLING MACHINES AND DRILL PRESS TOOLING - LEC 2 LAB 7 HOURS**

Machine types/construction size (names, construction and size designation of machines).

Machine nomenclature (names and uses of machine parts).

Work holding operations (machine uses and operations, clamping work in vises and jigs).

RPM calculations and charts (use of charts to find RPM and calculating RPM without charts).

### **TWIST DRILLS - LEC 1 LAB 10 HOURS**

Drill types (various drill types, cutting tool materials).

Size designations (size designations and drill sets /SAE, and size designations/metric).

Cutting theory/tool geometry and nomenclature (clearances and clearance angle names).

### **SAWING - LEC 1 LAB 6 HOURS**

Types of saws (horizontal band saw, vertical band saw, abrasive cutoff, reciprocal machines).

Saw blade types (pitch and tooth set).

Work holding (work holding devices, methods of positioning work)

### **LATHE OPERATION - LEC 2 LAB 19 HOURS**

Nomenclature, safety, facing, turning, drilling, reaming and single pint threading knurling.

### **VERTICAL MILLING OPERATIONS - LEC 2 LAB 19 HOURS**

Nomenclature, safety, squaring work pieces and drilling and cutting tools.

### **TAP AND DIES - LEC 1 LAB 7 HOURS**

Tap drills, sizes/charts (finding tap drill with and without chart).

Tap types/use/nomenclature (taper, plug, bottoming, spiral point or gun taps, roll taps, other).

Thread cutting dies (types, uses and nomenclature).

### **MATERIALS/PROCESSES/MACHINES - LEC 1 LAB 14 HOURS**

Basic machine processes (drill press, lathe/facing, turning, taper turning with compound rest, threading, mill/face peripheral and form milling, grinder and sawing).

Materials used in machining (ferrous metals, aluminum, magnesium and other materials).

Surface finish designations/scales (normal finishes produced by specific machines, machine process and relationship to surface finish).

### **REVIEW FOR FINAL EXAM - LEC 1 HOUR**

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Medical Assistant 051B, Advanced Medical Terminology  
(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**

Discipline	Medical Assistant
Course Number	051B
Course Title	Advanced Medical Terminology
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None <u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Medical Assistant 051A with a grade of C or better.

**CATALOG DESCRIPTION**

Continuation of MA 051A. Includes medical terms related to anatomy, physiology, diagnostic tests and pathology of the nervous, cardiovascular, respiratory, circulatory, musculoskeletal, skin, sensory and the endocrine systems.

<b>Budget Unit</b>	<u>16630</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	120820 - Administrative Medical Assstng
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>
Curriculum Office Use Only.	

Department Chair Approval Date: 04/09/12 by: Catherine Emley

Divison Chair Approval Date: 10/23/12 by: Gina Giroux  
 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 Nervous System: (Chapter 10) 9 hours**

The student will understand the anatomy and physiology of the major structures that comprise the nervous system in order to understand the terminology used to describe pathologic terms/conditions, laboratory tests and clinical procedures and treatments. Medical terms and abbreviations associated with the nervous system will be presented.

- A. Name, locate, and describe the functions of the major organs and parts of the nervous system
  1. brain
  2. spinal cord
  3. meninges
- B. Recognize nervous system combining forms and make new medical terms using new and familiar—  
~~suffixes: familiar suffixes~~
- C. Define pathological terms / conditions affecting the nervous system
  1. congenital conditions
    - a. hydrocephalus
    - b. spina bifida
  2. degenerative, movement, and seizure disorders
    - a. Alzheimer disease (AD)
    - b. Amyotrophic lateral sclerosis (ALS)
    - c. Epilepsy
    - d. Huntington Disease
    - e. Multiples Sclerosis (MS)
    - f. Myasthenia Gravis (MG)
    - g. Palsy: Cerebral palsy and Bell palsy
    - h. Parkinson's Disease
    - i. Tourette syndrome
  3. infectious disorder
    - a. Herpes zoster (shingles)
    - b. Meningitis
    - c. HIV (Human Immunodeficiency Virus)
  4. neoplastic disorders
    - a. Brain tumos
    - b. Meningiomas
  5. traumatic disorders
    - a. Cerebral concussion
    - b. Ceberal contusion
  6. vascular disorders
    - a. Cerebrovascular accident (CVA)
      - 1) thrombus
      - 2) embolus
      - 3) hemorrhagic
    - b. Aneurysm
- D. Describe laboratory tests, clinical procedures, and abbreviations pertaining to the nervous system
  1. CSF
  2. cerebral angiography
  3. CT of the brain
  4. Myelography
  5. MRI

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Medical Assistant 055, Medical Assistant - Clinical Back Office  
(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**

Discipline	Medical Assistant	
Course Number	055	
Course Title	Medical Assistant - Clinical Back Office	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Medical back office with emphasis on asepsis, sterilization, gloving and ungloving, assisting physician with exams and minor office surgical procedures, vital signs, wound care, dressings, bandaging, specimen collections, medications and injection techniques.

<b>Budget Unit</b>	<u>16630</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	120820 - Administrative Medical Assstng
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 04/09/12 by: Catherine Emley

Divison Chair Approval Date: 10/23/12 by: Gina Giroux

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.)

Unit I: The student will understand the principles and practices of infection control critical to creating and ~~maintaining and maintaining~~ a safe environment for patients, health care professionals, and visitors in and ~~ambulatory care and ambulatory care setting.~~ (Chapter 22) ~~9 Hours~~ 9 Hours

- A. Impact of infectious diseases
- B. The process of ~~Infection~~ infection
  - 1. chain of infection
  - 2. infection agents
- C. The body's defense mechanisms for fighting infections and disease
  - 1. inflammatory response
  - 2. immune system and immunity
- D. Stages of infectious diseases
- E. Disease transmission
- F. AIDS and Hepatitis B and C
- G. Principles of infection control
- H. The Center of Disease Control (CDC) and its role in infections control
- I. OSHA (Occupational Safety and Health Administration) regulations
- J. Medical asepsis
- K. Surgical asepsis and sterilization procedures

UNIT II: The students will learn the importance of accurate, complete and current patient medical history ~~as related~~ history as related to the quality of care provided by the physician and the health care team. ~~(Chapter 23)~~ 3 Hours

- A. Preparing the exam room and patient for the physical exam
- B. The function of the medical history
- C. The cross-cultural model of patient care
- D. Patient information forms
- E. The first office contact
  - 1. telephone contact
  - 2. personal visit
  - 3. emergency visit
- F. Completing the medical history forms
  - 1. interacting with the patient
  - 2. cultural awareness and patients with specific needs
  - 3. sensitivity to patients' needs
  - 4. dealing with sensitive topics
- G. Communication across the lifespan
- H. The medical health history
  - I. Chief complaint
  - J. Present illness
  - K. Past medical history
  - L. Adult immunizations
  - M. Family history
  - N. Social history
- O. Review of systems and preparation for physician examination
- P. Patient's medical record (chart) and its importance

UNIT III: The student will learn the theory and the practice skill of taking vital signs. (Chapter 24) ~~6 Hours~~ 6 Hours

- A. The importance of accuracy



## CURRICULUM &amp; INSTRUCTION COUNCIL

NOVEMBER 5, 2012

**NEW COURSES – FIRST READING**Human Services and Technology

1. Criminal Justice Academies 010D, Explorer Training Academy
2. Fire Technology 121L, Physical Fitness for Public Safety Personnel - Performance and Assessment
3. Welding 025A, Intermediate Arc Welding, Level II
4. Welding 029A, Advanced Arc Welding Level II
5. Welding 029B, Advanced Arc Welding Level III
6. Welding 029C, Advanced Arc Welding Level IV
7. Welding 039A, Inert Gas Welding Level II
8. Welding 039B, Inert Gas Welding Level III
9. Welding 040A, Welding Training Certification Level II
10. Welding 040B, Welding Training Certification Level III

Kinesiology

11. Kinesiology Activities 260B, Soccer-Intermediate/Advanced
12. Kinesiology Activities 265B, Indoor Soccer- Intermediate/Advanced

Science, Math and Health Science

13. Nursing-Registered 106A, Health Science Skills Laboratory- First Semester
14. Nursing-Registered 106B, Health Science Skills Laboratory- Second Semester
15. Nursing-Registered 106C, Health Science Skills Laboratory- First Year Refresher
16. Nursing-Registered 206A, Health Science Skills Laboratory- Third Semester
17. Nursing-Registered 206B, Health Science Skills Laboratory- Fourth Semester
18. Nursing-Registered 206C, Health Science Skills Laboratory- Second Year Transition

**REVISED COURSES – FIRST READING**Business

19. Accounting 104, Federal and California Taxes
20. Accounting 108, Tax Practices and Procedures
21. Accounting 113, Intermediate Income Taxes – Corporations
22. Business 103, Cooperative Work Experience-Occupational
23. Business 104, Cooperative Work Experience-General

Humanities and Social Sciences

24. Reading 098, Topics in Reading
25. Reading N49, Reading for Non-Native Speakers of English
26. Reading N50, Groundwork for Reading
27. Reading N80, Fundamentals of Reading
28. Reading N90, College Reading

Human Services and Technology

29. Criminal Justice Academies 008B, Corrections Supplemental Core Course
30. Criminal Justice Academies 026A, Training Academy Preparation
31. Criminal Justice Academies 059, Supervision
32. Criminal Justice Academies 066, Basic Course Requalification
33. Fire Academy 060, Basic Fire Academy
34. Human Development 108A, Observation and Assessment for Early Learning and Development
35. Human Development 111A, Principles and Practices of Teaching Young Children
36. Human Development 111B, Introduction to Curriculum for Young Children
37. Manufacturing Technology 103, Solidworks Basic Solid Modeling
38. Manufacturing Technology 104, Solidworks Intermediate Solid Modeling
39. Manufacturing Technology 105, Solidworks Advanced Solid Modeling
40. Manufacturing Technology 106, Solidworks Drawings

Kinesiology

41. Kinesiology Activities 107, Badminton
42. Kinesiology Activities 260A, Soccer - Beginning/Intermediate
43. Kinesiology Activities 265A, Indoor Soccer - Beginning/Intermediate
44. Kinesiology Adapted Activities 202, Adapted Circuit Training
45. Kinesiology Adapted Activities 208, Adapted Aerobic Fitness
46. Kinesiology Adapted Activities 211A, Beginning Adapted Aquatics
47. Kinesiology Intercollegiate Athletics 210, Baseball
48. Kinesiology Intercollegiate Athletics 262, Soccer-Men
49. Kinesiology Intercollegiate Athletics 291, Volleyball - Off Season

Science, Math and Health Science

50. Emergency Medical Technician 101, Emergency Medical Technician
51. Emergency Medical Technician 105, Clinical EMT Skills
52. Mathematics 140, College Algebra

**REVISED PROGRAMS – FIRST READING**

Human Services and Technology

53. Administrative Fire Services Chief Officer Certificate of Achievement (sac.ftco.ca)
54. Administrative Fire Services Chief Officer Degree (sac.ftco.as) A.S. Degree
55. Fire Administration Option (sac.ftfa.ca) Certificate of Achievement
56. Fire Administration Option (sac.ftfa.as) A.S. Degree
57. Public Fire Service Option (sac.ffpfs.ca) Certificate of Achievement
58. Public Fire Service Option (sac.ftpfs.as) A.S. Degree
59. Speech-Language Pathology Assistant Degree (sac.slpa.aa) A.A. Degree

Science, Math and Health Science

60. Nursing-Registered Nursing (sac.nrsrg.as) A.S. Degree

**NEW COURSES – SECOND READING**

Fine and Performing Art

61. Communications & Media Studies 123B, Intermediate News Media Production
62. Communications & Media Studies 123C, Advanced Intermediate News Media Production
63. Communications & Media Studies 123D, Advanced News Media Production
64. Communications & Media Studies 160, Introduction to Photojournalism
65. Dance 109B, Pilates Mat II
66. Dance 109C, Pilates Mat III
67. Music 180B, Intermediate String Methods
68. Music 268, Intermediate Keyboard Repertoire

**REVISED COURSES – SECOND READING**

Business

69. Accounting 160, Accounting with Sage MAS Software
70. Accounting 161, Accounting with Sage MAS Software – Advanced
71. Engineering 051, Basic Technical Drawing
72. Engineering 115, Cooperative Work Experience Education-Occupational

Counseling

73. Counseling N98, Topics
74. Counseling 150, Introduction to Human Services
75. Counseling 198, Topics

Fine and Performing Arts

76. Communications & Media Studies 103, Introduction to Visual Communications
77. Communications & Media Studies 123A, News Media Production
78. Dance 109A, Pilates Mat I
79. Dance 204A, Dance Production
80. Dance 204B, Dance Production
81. Music 144, Projects in Electronic Music
82. Music 168, Stylistic Interpretation of Piano Repertoire
83. Music 180A, String Methods
84. Theatre Arts 133, Stage Lighting

Humanities and Social Sciences

85. Geography 102, Cultural Geography

**REVISED PROGRAMS – SECOND READING**

Continuing Education

86. Customer Service Representative Certificate of Completion
87. Executive Secretary/Administrative Assistant Certificate of Completion
88. General Office Clerk Certificate of Completion

**SANTA ANA COLLEGE COURSE OUTLINE**  
**DISCIPLINE, NUMBER, TITLE:** Criminal Justice Academies 010D, Explorer Training 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**

<b>Discipline</b>	Criminal Justice Academies
<b>Course Number</b>	010D
<b>Course Title</b>	Explorer Training Academy
<b>Former Title</b>	
<b>Units</b>	0.8 – 2.2
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	40 – 108
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	40 – 108

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Must be sponsored by law enforcement agency.

**CATALOG DESCRIPTION**

This course will prepare and update law enforcement explorers for volunteer work at their respective agencies.

<b>Budget Unit</b>	15712
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	210550 - Police Academy
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/30/12 by: John Finch  
 Divison Chair Approval Date: 10/30/12 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.)

**Content - What Learned - Lab Hours**

Physical Training -  
 The need for fitness in law enforcement 6 - 20

Ethics -

Police Code of Ethics 2-4

Report Writing -

How to write a basic report 6 -10

Traffic Control -

How to safely direct traffic 6 - 10

Communications -

How to take control, give directions 2 - 8

Legal Update -

New laws and court decisions 4 - 6

Current Issues in Law Enforcement -

Update on topical issues confronting  
Law Enforcement 4 -6

Close Order Drill -

How to march and move as a unit 4 - 8

Chemical Agents -

The effects of C/A and how deployed 2 - 8

K-9 Enforcement -

How police canines are used 2 - 8

Crime Scene -

How to secure a crime scene 2 - 12

Car Stops -

How to safely stop a vehicle 4 - 8

Total Lab Hours 40 - 108

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### **COURSE MATERIALS**

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

#### **Recommended readings and/or materials:**

Instructor provides handouts.

**Other:**

**None**

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### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

1 - Not applicable-never try to achieve

**SANTA ANA COLLEGE COURSE OUTLINE**

**DISCIPLINE, NUMBER, TITLE:** Fire Technology 121L, Physical Fitness for Public Safety Personnel - Performance and Assessment

(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**

<b>Discipline</b>	Fire Technology
<b>Course Number</b>	121L
<b>Course Title</b>	Physical Fitness for Public Safety Personnel - Performance and Assessment
<b>Former Title</b>	
<b>Units</b>	0.3
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	16
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

Corequisite  
FTC 121**CATALOG DESCRIPTION**

Student will participate in fire, fitness and nutrition specific activities. Focus is on skills and preparation for job requirements. Students will be advised of the specific dates and times for the lab/PAT sessions during first lecture period.

<b>Budget Unit</b>	15716
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	213300 - Fire Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/02/12 by:Kristina Ross

Divison Chair Approval Date: 10/09/12 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.)

**Fitness Assessment and Field Tests - 8 hours**

Fitness Assessment and Test Review 4 hours

Field Tests Pre - 2 hours  
Field Tests Post - 2 hours

Student participates in a fitness assessment lab that includes: aerobic, muscular, body composition, and flexibility. Student will also do field tests related to metabolic and muscular conditioning. Student will receive an individualized fitness profile.

**Physical Ability Practice Lab - 8 hours**

Two 4 hour sessions of practice on the Physical Ability Test

**Total Lab Hours = 16**

**COURSE MATERIALS**

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

**Required:**Brian J Sharkey and Steven E. Gaskill. *Fitness and Health*, 6th ed. Champaign : Human Kinetics, 2007, ISBN: 13. 27.95

**Recommended readings and/or materials:**

Provided by instructor

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

4 - Very important-often try to achieve

1. Listening and Speaking - Listen and follow directions in order to perform the fire fighting and fitness related activities and skills necessary to become a firefighter. Communicate effectively with instructors and other students to ensure safety on the fire grounds and in the testing areas. Successful participation/completion of these activities and noted improvement from pre to post test and on PAT 1st and 2nd session will be used to assess SLO.

**Thinking and Reasoning**

1 - Not applicable-never try to achieve

**Information Management**

1 - Not applicable-never try to achieve

**Diversity**

1 - Not applicable-never try to achieve

**Civic Responsibility**

3 - Important-sometimes try to achieve

1. Civic Responsibility - Explain one's own accountability and responsibility for personal fitness and health as it relates to success and safety on the fire grounds.

**Life Skills**

5 - Essential-always try to achieve

1. Personal Growth - Recognize appropriate behaviors for the development of one's own fitness and health and how they enhance professionalism,commitment, education and growth. Completion/Participation in



**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 025A, Intermediate Arc Welding, Level 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**

<b>Discipline</b>	Welding
<b>Course Number</b>	025A
<b>Course Title</b>	Intermediate Arc Welding, Level II
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

WELD 008 with a minimum grade of C  
and  
WELD 025 with a minimum grade of C  
or

Satisfactory completion of proficiency exam in arc welding skills administered by SAC Welding Instructor.

**CATALOG DESCRIPTION**

This is a course designed to improve the student's previously acquired arc welding skills and prepare the student to pass the welding certification test. Student is introduced to the preparation of the 1" plate. This course will introduce the students to the Licensing Class D1.1. rules and regulations from the Department of Building and Safety with the city of Los Angeles. Emphasis is placed on welding in the vertical and overhead positions and the preparation of the test plates (1" steel), using the shielded metal arc welding process E-7018 (SMAW).

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/30/12 by: Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

## **UNIT I – LECTURE MATERIAL**

### **Filler Material LEC 3 HOURS**

Identification and use of common electrodes.

### **Selection and Preparation of Weld Joints LEC 5 HOURS**

The correct weld joint to use to insure proper design and application

### **Standard Welding Symbols LEC 3 HOURS**

Identification and use of welding symbols.

### **Welding Codes LEC 5 HOURS**

Acceptable welding design and application according to appropriate codes.

## **UNIT II –LABORATORY ACTIVITIES**

### **Flat Test Plate LAB 8 HOUR**

#### **1” Mild Steel Plates, V-Groove Using Back**

#### **Up Strip Use E7018 Electrode**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen.

### **Horizontal Test Plate LAB 28 HOURS**

#### **1” Mild Steel Plates**

#### **V-Groove Using Back Up Strip**

#### **Use E7018 Electrode**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen.

### **Vertical Test Plate LAB 30 HOURS**

#### **1” Mild Steel Plates**

#### **V-Groove Using Back Up Strip**

#### **Use E7018 Electrode**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen.

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 029A, Advanced Arc Welding Level 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**

<b>Discipline</b>	Welding
<b>Course Number</b>	029A
<b>Course Title</b>	Advanced Arc Welding Level II
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

WELD 029 with a minimum grade of C

or

Reasonable completion of proficiency exam in arc welding skills administered by SAC Welding Instructor.

**CATALOG DESCRIPTION**

This is a course designed to advance the student's previously acquired arc welding skills and prepare the student to pass the welding certification test. Emphasis is placed on welding in the vertical and overhead positions and the preparation of the test plates (1" steel), using the shielded metal arc welding process (smaw) E-7018 according to the American Welding Society rules and regulations D1.1 Code Book

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/30/12 by:Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

**Unit 1 LECTURE MATERIAL:**

**Filler Material: LEC 3 HOURS**

Identification and uses of common electrodes according the AWS (American welding society)

**Selection and preparation of Weld Joints: LEC 5 HOURS:**

The correct weld joints to use to insure proper design and application.

**Standard welding symbols: LEC 3 HOURS**

Identification and use of welding symbols according to the AWS

**Welding Codes: LEC 5 HOURS**

Acceptable welding design and application according to appropriate codes

**UNIT II- LABORATORY ACTIVITIES****Flat test plate: LAB 8 HOURS****1" mild steel plates, V-Groove with Back Up Strip using E-7018 Electrodes**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS (American welding society rules and regulation D1.1)

How to prep test plates from cutting 1" steel to a 22 ½ degree beveled groove.

**Horizontal Test Plate LAB 28 HOURS****1" mild steel plates V-Groove with back up strip using E-7018 Electrodes**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS rules and regulations

**Vertical Test Plate LAB 30 HOURS****1" Mild Steel Plates V-Groove using Back up Strip using E 7018 Electrodes**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS rules and regulations

**Overhead Test Plate LAB 30 HOURS****1" Mild Steel Plates V-Groove with back up strip using E 7018 Electrodes**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS rules and regulations

**COURSE MATERIALS**

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 029B, Advanced Arc Welding Level III

(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**

<b>Discipline</b>	Welding
<b>Course Number</b>	029B
<b>Course Title</b>	Advanced Arc Welding Level III
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**WELD 029A with a minimum grade of C  
or

Reasonable completion of proficiency exam in arc welding skills administered by the SAC Welding Instructor.

**CATALOG DESCRIPTION**

This is a course designed to improve and master the student's previously acquired arc welding skills to an advanced level and prepare the student to pass the welding certification test. Emphasis is placed on welding in the vertical and overhead positions and the preparation of the test plates (1" steel), using the shielded metal arc welding process E-7018 according to the American Welding Society rules and regulations. Students will take the D1.1 certification test at this level.

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/30/12 by:Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

**Unit 1 LECTURE MATERIAL:****Filler Material: LEC 3 HOURS**

Identification and uses of common electrodes used in wire flux cored arc welding according the AWS (American Welding Society).

**Selection and preparation of Weld Joints: LEC 5 HOURS:**

The correct weld joints to use while using wire flux cored arc welding to insure proper design and application.

**Standard welding symbols: LEC 3 HOURS**

Identification and use of welding symbols that pertain to wire flux cored arc welding, according to the AWS.

**Welding Codes: LEC 5 HOURS**

Acceptable welding design and application according to appropriate codes for wire flux cored arc welding.

**UNIT II- LABORATORY ACTIVITIES****Flat test plate: LAB 8 HOURS**

**1" mild steel plates, V-Groove with back-up Strip using E-7018 Electrodes and 2/32 flux cored arc welding wire (FCAW).**

How to set up test plate and successfully make the weld in each position

How to test weld specimens according to the AWS (American Welding Society rules and regulation D1.1)

How to prep test plates by cutting 1" steel to 22 1/2 degrees beveled groove.

**Horizontal Test Plate LAB 28 HOURS**

**1" mild steel plates V-Groove with back up strip using E-7018 Electrodes and 2/32 flux cored arc welding wire (FCAW).**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS rules and regulations

**Vertical Test Plate LAB 30 HOURS**

**1" Mild Steel Plates V-Groove with Back up Strip using E 7018 Electrodes and 2/32 flux cored arc welding wire (FCAW).**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS rules and regulations

**Overhead Test Plate LAB 30 HOURS**

**1" Mild Steel Plates V-Groove with back up strip using E 7018 Electrodes and 2/32 flux cored arc welding wire (FCAW).**

How to set up test plate and successfully make the weld in each position

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 029C, Advanced Arc Welding Level IV

(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**

<b>Discipline</b>	Welding
<b>Course Number</b>	029C
<b>Course Title</b>	Advanced Arc Welding Level IV
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**WELD 029B with a minimum grade of C  
or

Reasonable completion of proficiency exam in arc welding skills administered by SAC Welding Instructor.

**CATALOG DESCRIPTION**

This course provides level one instruction on the principles, equipment, welding techniques, mode of operations, and safety for (FCAW) wire flux cored arc welding used for structural steel. It is also designed to improve the student's formerly acquired arc welding skills and prepare the student to pass the welding certification test D1.1. Emphasis is placed on welding in the vertical and overhead positions and the preparation of the test plates (1" steel), using FCAW 2/32 wire (flux cored arc welding)

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/30/12 by:Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

**Filler Material: LEC 3 HOURS**

Identification and uses of common electrodes according the AWS (american welding society)D1.1 Rules and Regulations.

**Selection and preparation of Weld Joints: LAB 5 HOURS:**

The correct weld joint to use to insure proper design and application(FCAW).

**Standard welding symbols: LEC 3 HOURS**

Identification and use of welding symbols according to the AWS

**Welding Codes: LEC 5 HOURS**

Acceptable welding design and application according to appropriate codes

**UNIT II- LABORATORY ACTIVITIES****Flat test plate: LAB 8 HOURS**

**1" mild steel plates, V-Groove with Back Up Strip using 2/32 flux cored arc welding wire (fcaw).**

How to set up test plate and successfully make the weld in each position

How to test the weld specimen according to the AWS (American Welding Society rules and regulation D1.1)

How to prep test plates from cutting 1" steel to 22 1/2 degrees beveled groove.

**Horizontal Test Plate LAB 28 HOURS**

**1" mild steel plates V-Groove Using back up strip using 2/32 flux cored arc welding wire (fcaw).**

How to set up test plate and successfully make the weld in each position

How to test the weld specimen according to the AWS rules and regulations

**Vertical Test Plate LAB 30 HOURS**

**1" Mild Steel Plates V-Goove using Back up Strip using 2/32 flux cored arc welding wire (fcaw).**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS rules and regulations

**Overhead Test Plate LAB 30 HOURS**

**1" Mild Steel Plates V-Groove using back up strip using 2/32 flux cored arc welding wire (fcaw).**

How to set up test plate and successfully make the weld in each position

How to test weld specimen according to the AWS rul

**COURSE MATERIALS**

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



**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 039A, Inert Gas Welding Level 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**

<b>Discipline</b>	Welding
<b>Course Number</b>	039A
<b>Course Title</b>	Inert Gas Welding Level II
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**WELD 039 with a minimum grade of C  
or

Reasonable completion of proficiency exam in inert gas welding skills administered by the SAC Welding Instructor

**CATALOG DESCRIPTION**

Gas tungsten arc welding, (GTAW) and metal inert gas welding (Mig) of aluminum, mild and stainless steel. This is an advanced welding course using the gas tungsten arc welding (GTAW) process. This course is intended to further the skills of the student in this process. Special emphasis is placed on the horizontal position.

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/30/12 by:Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

**UNIT I – LECTURE MATERIAL**

**1. Introduction to TIG Welding LEC 8 HOURS**

- a. Equipment
- b. Inert Gases
- c. Filler Metals
- d. Techniques
- e. Joint Preparation

How and why TIG welding works.

How to use a TIG welder properly (i.e., correct electrode type, size, proper filler metal, correct inert gas, and acceptable joint design).

**2. Introduction to MIG Welding LEC 8 HOURS**

How and why a MIG welder works.

How to use a MIG welder properly (i.e., correct filler material, correct gas, proper position, and joint design).

**UNIT II – LABORATORY ACTIVITIES**

**1. TIG Welding LAB 70 HOURS**

- a. Aluminum
- b. Stainless Steel
- c. Mild Steel

How to TIG weld aluminum in all positions.

How to TIG weld stainless steel in all positions.

**2. MIG Welding LAB 26 HOURS**

- a. Mild Steel
- b. Aluminum

How to MIG weld mild steel in all positions.

How to MIG weld aluminum in all positions.

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 039B, Inert Gas Welding Level III

(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**

<b>Discipline</b>	Welding
<b>Course Number</b>	039B
<b>Course Title</b>	Inert Gas Welding Level III
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**WELD 039A with a minimum grade of C  
or

Reasonable completion of proficiency exam in inert gas welding skills administered by the SAC Welding Instructor

**CATALOG DESCRIPTION**

Gas tungsten arc welding (GTAW) and metal inert gas welding (Mig) of aluminum, mild and stainless steel. This is an advanced welding course using the gas tungsten arc welding (GTAW) process. This course is intended to give the students the skills necessary to pass the welding certification test in GTAW and MIG welding processes. The student is required to master the horizontal and vertical-up welding positions.

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/30/12 by: Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

**UNIT I – LECTURE MATERIAL****1. Introduction to TIG Welding LEC 8 HOURS**

- a. Equipment
- b. Inert Gases
- c. Filler Metals
- d. Techniques
- e. Joint Preparation

How and why TIG welding works.

How to use a TIG welder properly (i.e., correct electrode type, size, proper filler metal, correct inert gas, and acceptable joint design).

**2. Introduction to MIG Welding LEC 8 HOURS**

How and why a MIG welder works.

How to use a MIG welder properly (i.e., correct filler material, correct gas, proper position, and joint design).

**UNIT II – LABORATORY ACTIVITIES****1. TIG Welding LAB 70 HOURS**

- a. Aluminum
- b. Stainless Steel
- c. Mild Steel

How to TIG weld aluminum in all positions.

How to TIG weld stainless steel in all positions.

**2. MIG Welding LAB 26 HOURS**

- a. Mild Steel
- b. Aluminum

How to MIG weld mild steel in all positions.

How to MIG weld aluminum in all positions.

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 040A, Welding Training Certification Level 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**

<b>Discipline</b>	Welding
<b>Course Number</b>	040A
<b>Course Title</b>	Welding Training Certification Level II
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

WELD 040 with a minimum grade of C

or

Reasonable completion of proficiency exam in arc welding skills administered by SAC Welding Instructor

**CATALOG DESCRIPTION**

This is an advanced course that will provide lecture and hands-on practice in welding in multiple areas of certification using SMAW (shielded metal arc welding) as well as in FCAW (flux cored arc welding) in the vertical and overhead positions. The student will focus on welding with the SMAW, FCAW and pipe in the 1G and 2G positions using E6010 electrode.

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/30/12 by:Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

**UNIT I – LECTURE MATERIAL**

**Electrodes LEC 3 HOURS**

Use of common filler materials

**Common Welding Symbols I.D. LEC 3 HOURS**

Use of welding symbols

**D 1.1 Codes LEC 4 HOURS**

Use of acceptable welding codes

**Test Plates Preparation LEC 6 HOURS**

Correct test plates to ensure proper welding joints

**UNIT II –LABORATORY ACTIVITIES****Test Plates: Flat & Horizontal LEB 32 HOURS****1” Mild Steel Plates****V-Groove Using Back Up Strip**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen.

**Test Plates: Vertical LAB 32 HOURS****1” Mild Steel Plates****V-Groove Using Back Up Strip**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen.

**Test Plates: Overhead LAB 32 HOURS****1” Mild Steel Plates****V-Groove Using Back Up Strip**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen

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**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

Lincoln Foundation. Metals and How to Weld Them. Second Edition.

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Welding 040B, Welding Certification Training Level III

(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**

<b>Discipline</b>	Welding
<b>Course Number</b>	040B
<b>Course Title</b>	Welding Certification Training Level III
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	96
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	112

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

WELD 040A with a minimum grade of C Satisfactory completion of proficiency exam in arc welding skills administered by SAC Welding Instructor.

**CATALOG DESCRIPTION**

This is an advanced course that will provide lecture and hands-on practice in welding in multiple areas of certification using SMAW (shielded metal arc welding) as well as in FCAW (flux cored arc welding) in the vertical and overhead positions. The student will focus on welding with the SMAW, FCAW and pipe in the 5G and 6G positions using E6010 electrode.

<b>Budget Unit</b>	15756
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	95650 - Welding Technology
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/30/12 by:Glen Hammonds

Divison Chair Approval Date: 10/30/12 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.)

**UNIT I – LECTURE MATERIAL**

**Electrodes LEC 3 HOURS**

Use of common filler materials

**Common Welding Symbols I.D. LEC 3 HOURS**

Use of welding symbols

**D 1.1 Codes LEC 4 HOURS**

Use of acceptable welding codes

**Test Plates Preparation LEC 6 HOURS**

Correct test plates to ensure proper welding joints

**UNIT II –LABORATORY ACTIVITIES**

**Test Plates: Flat & Horizontal LAB 32 HOURS**

**1” Mild Steel Plates**

**V-Groove Using Back Up Strip**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen.

**Test Plates: Vertical LAB 32 HOURS**

**1” Mild Steel Plates**

**V-Groove Using Back Up Strip**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen.

**Test Plates: Overhead LAB 32 HOURS**

**1” Mild Steel Plates**

**V-Groove Using Back Up Strip**

How to set up test plate and successfully make the weld in each position.

How to test weld specimen

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**COURSE MATERIALS**

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

**Recommended readings and/or materials:**



**SANTA ANA COLLEGE COURSE OUTLINE**

**DISCIPLINE, NUMBER, TITLE:** Kinesiology Activities 260B, Soccer-Intermediate/Advanced  
(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**

<b>Discipline</b>	Kinesiology Activities
<b>Course Number</b>	260B
<b>Course Title</b>	Soccer-Intermediate/Advanced
<b>Former Title</b>	
<b>Units</b>	1
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	48
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
KNAC 260A with a minimum grade of C

1st Reading  
New  
Kinesiology

**CATALOG DESCRIPTION**

This course is designed to review and solidify techniques and tactics associated with the game of outdoor soccer. Instruction focuses on improving performance in all aspects of the game: defense, midfield, attack and special situations.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/22/12 by: Jodi Coffman  
Divison Chair Approval Date: 10/25/12 by: Jodi Coffman  
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.)

1. Students will improve their level of fitness - by being involved in physical activity and competition in the class. (16 hours)
2. Students will demonstrate proficiency in techniques and tactics by learning a skill (dribbling, passing, shooting, heading) and then practicing that skill in game related situations, on both small and large fields. (8

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

## **COURSE CONTENT**

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

### ~~I. Beginning Lessons (12 hours)~~

- ~~1. Basic Skills~~
- ~~2. Rules of the Game~~
- ~~3. Simple Competition~~
- ~~4. Safety/Injury Prevention~~

### ~~H. Intermediate Lessons (12 hours)~~

- ~~5. Individual Play~~
- ~~6. Dribbling, Shooting, Passing~~
- ~~7. Elementary Tactics~~
- ~~8. Small-Sided Games~~
- ~~9. Safety/ Injury Prevention~~
- ~~10. Principles of Play~~

### ~~III. Intermediate to Advanced Lessons (12 hours)~~

- ~~11. Strategies~~
- ~~12. Individual Technique~~
- ~~13. Group dynamics~~
- ~~14. Safety / Injury Prevention~~
- ~~15. Team Play~~
- ~~16. Transition Play~~
- ~~17. Defensive Principles~~

### ~~IV. Advanced Lessons (12 hours)~~

- ~~18. Attacking Principles~~
- ~~19. Safety / Injury Prevention~~

~~The student will learn individual skills leading to group and team tactics. Emphasis on defense, midfield, and attack.~~

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Kinesiology Activities 265B, Indoor Soccer- Intermediate/Advanced  
(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**

<b>Discipline</b>	Kinesiology Activities
<b>Course Number</b>	265B
<b>Course Title</b>	Indoor Soccer- Intermediate/Advanced
<b>Former Title</b>	
<b>Units</b>	1
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	48
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

KNAC 265A with a minimum grade of C

**CATALOG DESCRIPTION**

This course is a fast-moving, action filled form of soccer played in a smaller indoor area. It is designed to solidify skills and (team) tactics for students wanting to play the game of soccer.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/22/12 by: Jodi Coffman

Divison Chair Approval Date: 10/25/12 by: Jodi Coffman

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.)

1. Safety of the class will be utilized by all members. (8 hours)
2. Students will demonstrate an understanding of the basic rules of (indoor) soccer, etiquette, and sportsmanship. (8 hours)
3. The demonstration of the physical soccer related technical skills required for indoor: passing, collecting,

dribbling, and shooting. (8 hours)

4. Students will understand the concepts regarding defensive and offensive principles and their effects on team formations. (8 hours)

5. The tactical requirements of the game of (indoor) soccer will be taught. (8 hours)

6. The unwritten laws of the game and the sport psychology that accompanies the game of soccer will be taught. (8 hours)

### **COURSE MATERIALS**

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

**Required:**Hermans, Vic; Engler, Rainer. *Futsal: Techniques, Tactics, and Training*, 1st ed. London: Meyer and Meyer Verlag, 2010, ISBN: 9781841263045. \$14.54

### **Recommended readings and/or materials:**

Shinguards are required.  
Class handouts are given.  
www.futsal.com  
Laws of the Game book

### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

4 - Very important-often try to achieve

Listening and Speaking - Students attempt to listen to teammates in order to better cooperate both on and off the indoor court. Speaking respectfully is a must in order to create an atmosphere of teamwork.

#### **Thinking and Reasoning**

4 - Very important-often try to achieve

1. Critical Thinking - Technical skills are taught so students can best apply them in tactical (decision-making) situations. Create a desire for students to be creative thinkers of original ideas and concepts in the athletic arena. Encourage students to think critically in solving problems on the soccer field, and in their daily lives.

#### **Information Management**

3 - Important-sometimes try to achieve

1. Information Competency - Students will learn soccer concepts through handouts, lectures, and physical practice. Students observe various systems and strategies during class. Students are presented with handouts regarding the rules, principles and strategies and then will put these to practice.

#### **Diversity**

3 - Important-sometimes try to achieve

1. Social - Understand and embrace the power of "difference" and the value that each player/person brings. Assist students in learning individual responsibility as it applies to soccer, school, and life. Learn to interact with individuals and groups with integrity and respect with differing values and opinions.

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Nursing-Registered 106A, Health Science Skills Laboratory- First Semester  
(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**

<b>Discipline</b>	Nursing-Registered
<b>Course Number</b>	106A
<b>Course Title</b>	Health Science Skills Laboratory- First Semester
<b>Former Title</b>	
<b>Units</b>	0.5
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	24
<b>Total Semester Contact Hours</b>	24

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Enrollment in the Registered Nursing Program, any N.C.E. courses, or RN re-entry.

**CATALOG DESCRIPTION**

Supervised use with supplemental learning assistance of the skills lab to assist the student in the development of clinical competency of nursing fundamentals and mastery of fundamental psychomotor skills content addressed in courses NRN-101 and NRN-101L. Open entry/open exit. Pass/No Pass

<b>Budget Unit</b>	16640
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	123010 - Registered Nursing
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Mary Steckler

Division Chair Approval Date: 10/23/12 by: Gina Giroux

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.)

Students work interdependently with the skills lab personnel on bridging fundamental theoretical concepts to clinical practice and clinical expectations by:

1. Performing fundamental psychomotor skills such as oral and nasopharyngeal suctioning, tracheostomy care,

wound care, bladder catheterization, urinary specimen collection, infection control, and oral and intramuscular medication administration.

2. Participating in simulated patient care experiences, with an emphasis on nursing fundamentals, with the use of high-fidelity mannequins and electronic devices.
3. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with non-critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.
4. Utilizing resource materials and equipment such as computer programs, audio-visual materials, and books.

### **COURSE MATERIALS**

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

#### **Recommended readings and/or materials:**

Wolters Kluwer (2010). Charting Made Incredibly Easy. Lippincott Williams & Wilkins. \$42.01

Smith, Sandra F., Duell, Donna J., Martin, Barbara C. (2012). Clinical Nursing Skills Basic to Advanced Skills (8th Edition). Pearson Education, Inc. \$57.72

Berman, Audrey, Snyder, Shirlee (2012). Skills in Clinical Nursing (7th Edition). Pearson Education, Inc. \$78.99

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

##### **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will utilize active listening for appropriate questioning. Students will discuss weekly seminar topics specific to fundamentals of nursing practice.

2. Reading and Writing - Students will read and write critically for concepts of fundamental nursing care.

##### **Thinking and Reasoning**

5 - Essential-always try to achieve

1. Creative Thinking - Students will identify the nursing process for patients at various developmental levels with simple medical diagnoses and associated signs/symptoms, laboratory tests, medications, and treatments.

2. Critical Thinking - Students will apply concepts of prior learning related to fundamentals. Students will utilize the nursing process to develop individualized nursing care in case studies pertaining to fundamentals of nursing.

3. Ethical Reasoning - Students will describe the role of the nurse as an advocate in the care of the adult and/or geriatric patients of diverse populations with non-critical biological system needs.

4. Quantitative Reasoning - Students will accurately calculate oral, IM, SQ, and ID medication dosages.

##### **Information Management**

**SANTA ANA COLLEGE COURSE OUTLINE**  
**DISCIPLINE, NUMBER, TITLE: Nursing-Registered 106B, Health Science Skills Laboratory- Second Semester**

(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**

<b>Discipline</b>	Nursing-Registered
<b>Course Number</b>	106B
<b>Course Title</b>	Health Science Skills Laboratory- Second Semester
<b>Former Title</b>	
<b>Units</b>	0.5
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	24
<b>Total Semester Contact Hours</b>	24

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

Enrollment in the Registered Nursing Program, any N.C.E. courses, or RN re-entry.

**CATALOG DESCRIPTION**

Supervised use with supplemental learning assistance of skills lab to assist the student in development of clinical competency of nursing concepts pertaining to maternal-child health and mastery of psychomotor skills related to maternal-child biological and psychosocial needs addressed in courses NRN 102 and NRN 102L. Open entry/open exit. Pass/No Pass.

<b>Budget Unit</b>	16640
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	123010 - Registered Nursing
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	P/NP Only
Curriculum Office Use Only.	

Department Chair Approval Date: 10/09/12 by: Mary Steckler  
 Divison Chair Approval Date: 10/23/12 by: Gina Giroux  
 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.)

Students work interdependently with the skills lab personnel on bridging maternal-child nursing theoretical concepts to clinical practice and clinical expectations by:

1. Performing psychomotor skills specific to maternal-child health such as urinary catheterization of the gravid female in labor, urinary catheterization of the infant or child, pediatric medication administration, use of pediatric infusion pumps, IV piggybacks.
2. Participating in simulated patient care experiences, with an emphasis on maternal-child health issues, with the use of high-fidelity mannequins and electronic devices.
3. Participating in case-based scenarios, emphasizing the nursing process of women, parents, and children of diverse cultures with biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.
4. Utilizing resource materials and equipment such as computer programs, audio-visual materials, and books focusing on maternal-child nursing concepts.

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### **COURSE MATERIALS**

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

#### **Recommended readings and/or materials:**

Hogan, M.; Low, M.; Tarbell, M. M. (2013). Maternal-Child Nursing- Pearson Nursing Reviews & Rationales (3rd Edition). Pearson. \$39.55

Hogan, M.; Johnson, T. L.; Wagner, N. H.; White, J. (2013). Child Health Nursing- Pearson Nursing Reviews & Rationales (3rd Edition). Pearson. \$35.62

#### **Other:**

None

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### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

##### **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will discuss weekly seminar topics specific to maternal-child health practices.

2. Listening and Speaking - Students will demonstrate active listening by engaging in question and answer conversations.

3. Reading and Writing - Students will read and write critically for concepts of maternal-child nursing care.

##### **Thinking and Reasoning**

5 - Essential-always try to achieve

1. Creative Thinking - Students will apply the nursing process for patients at various development levels with maternal-child health diagnoses and associated signs/symptoms, laboratory tests, medications, and treatments.

2. Critical Thinking - Students will apply concepts of prior learning related to maternal-child health.

3. Critical Thinking - Students will apply the nursing process to develop individualized nursing care in case studies pertaining to maternal-child health nursing concepts.

4. Ethical Reasoning - Students will define the role of the nurse as an advocate in the care of the women, parents, and children of diverse populations with biological and psychosocial system needs.



**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Nursing-Registered 106C, Health Science Skills Laboratory- First Year Refresher

(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**

<b>Discipline</b>	Nursing-Registered
<b>Course Number</b>	106C
<b>Course Title</b>	Health Science Skills Laboratory- First Year Refresher
<b>Former Title</b>	
<b>Units</b>	0.5
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	24
<b>Total Semester Contact Hours</b>	24

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Enrollment in the Registered Nursing Program, EMT, any N.C.E. courses, or RN re-entry.

**CATALOG DESCRIPTION**

Supervised use with supplemental learning assistance of skills lab to assist the re-entry student or EMT student in the expansion of clinical competency of principles of nursing and mastery of basic to intermediate psychomotor skills content addressed in courses NRN 101, NRN 101L, NRN 102, NRN 102L, EMT 101 or EMT 105. Open entry/open exit. Pass/No Pass.

<b>Budget Unit</b>	16640
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	123010 - Registered Nursing
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Mary Steckler

Division Chair Approval Date: 10/23/12 by: Gina Giroux

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.)

Students work interdependently with the skills lab personnel on bridging basic to intermediate principles of nursing practice and clinical expectations by:

1. Performing basic to intermediate psychomotor skills such as providing a safe patient environment, bathing, bedmaking, skin care, exercise and ambulation.
2. Participating in simulated patient care experiences, with an emphasis on basic to intermediate principles of nursing practice, with the use of high-fidelity mannequins and electronic devices.
3. Participating in case-based scenarios, emphasizing a framework in which the students use their knowledge and skills to express nursing care, with the use of mid-fidelity mannequins.
4. Utilizing resource materials and equipment such as computer-based interactive scenarios, audio-visual materials, interactive simulators, and books.

### **COURSE MATERIALS**

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

#### **Recommended readings and/or materials:**

Boyer, M. J. (2013). Math for Nurses. A pocket Guide to Dosage Calculation and Drug Preparation (8th Edition). Philadelphia: Lippincott. \$32.48

Smith, S. S.; Duell, D. J.; & Martin, B. C. (2012). Clinical Nursing Skills- Basic to Advanced (8th Edition). Boston: Pearson. \$57.72

Williams & Wilkins. (2013). Nursing Care Planning Made Incredibly Easy. Philadelphia: Lippincott. \$30.54

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

##### **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will identify active listening skills necessary for asking appropriate questions.
2. Listening and Speaking - Students will discuss weekly seminar topics specific to principles of nursing practice.
3. Reading and Writing - Students will read and write critically for principles of nursing practice.

##### **Thinking and Reasoning**

5 - Essential-always try to achieve

1. Creative Thinking - Students will demonstrate a goal-oriented, purposeful way of thinking involving many mental attitudes and skills when planning care for the patient with simple to intermediate biological systems needs.
2. Critical Thinking - Students will apply concepts of prior learning related to the principles of nursing practice.
3. Ethical Reasoning - Students will define what it means to serve as a patient advocate in assisting patients in developing skills for informed decision-making.
4. Quantitative Reasoning - Students will accurately calculate oral, SQ, IM, and ID medication dosages for adult, geriatric, and pediatric patient populations.

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Nursing-Registered 206A, Health Science Skills Laboratory- Third Semester  
(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**

<b>Discipline</b>	Nursing-Registered
<b>Course Number</b>	206A
<b>Course Title</b>	Health Science Skills Laboratory- Third Semester
<b>Former Title</b>	
<b>Units</b>	0.5
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	24
<b>Total Semester Contact Hours</b>	24

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Enrollment in the Registered Nursing Program, any N.C.E. courses, or RN re-entry.

**CATALOG DESCRIPTION**

Supervised use with supplemental learning assistance of skills lab to assist the student in development of clinical competency of mental health nursing and mastery of psychomotor skills content addressed in courses NRN 201 and NRN 201L. Open entry/open exit. Pass/No Pass

<b>Budget Unit</b>	16640
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	123010 - Registered Nursing
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Mary Steckler

Divison Chair Approval Date: 10/23/12 by: Gina Giroux

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.)

Students work interdependently with the skills lab personnel on bridging mental health theoretical concepts to clinical practice and clinical expectations by:

1. Performing intermediate psychomotor nursing skills such as EKG rhythm identification, suctioning thru a

closed ventilatory system, changing peripheral venous access dressings, wound care, initiation of peripheral intravenous access, intravenous medication administration- changing IV solutions container and administration sets.

2. Participating in simulated patient care experiences, with an emphasis on mental health nursing, with the use of high-fidelity mannequins and electronic devices.

3. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with mental health needs deficits, with the use of mid-fidelity mannequins.

4. Utilizing resource materials and equipment such as interactive computer programs, audio-visual materials, and books with the focus on mental health nursing concepts.

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## **COURSE MATERIALS**

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

### **Recommended readings and/or materials:**

Hogan, M.; Przybylowicz, T.; & Vacek, J. (2013). Mental Health Nursing- Pearson Reviews & Rationales (3rd Edition). Boston: Pearson. \$34.98

Williams & Wolters. (2102). Health Assessment Made Incredibly Visual. Philadelphia: Lippincott. \$44.41

Williams & Wolters. (2102). Pathophysiology Made Incredibly Visual. Philadelphia: Lippincott. \$41.43

### **Other:**

None

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## **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will discuss weekly seminar topics specific to mental health and medical-surgical health care practices.

2. Listening and Speaking - Students will apply active listening during mental health simulation exercises and ask appropriate questions.

3. Reading and Writing - Students will read and write critically for concepts of mental health nursing care.

#### **Thinking and Reasoning**

5 - Essential-always try to achieve

1. Creative Thinking - Students will apply and analyze the nursing process for patients at various developmental levels with mental health diagnoses and associated sign/symptoms, laboratory tests, medications, and treatments.

2. Critical Thinking - Students will apply and analyze the use of the nursing process when creating individualized nursing care in case studies pertaining to mental health nursing concepts.

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Nursing-Registered 206B, Health Science Skills Laboratory- Fourth Semester  
(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**

<b>Discipline</b>	Nursing-Registered
<b>Course Number</b>	206B
<b>Course Title</b>	Health Science Skills Laboratory- Fourth Semester
<b>Former Title</b>	
<b>Units</b>	0.5
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	24
<b>Total Semester Contact Hours</b>	24

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Enrollment in the Registered Nursing Program, any N.C.E. courses, or RN re-entry.

**CATALOG DESCRIPTION**

Supervised use with supplemental learning assistance of skills lab to assist the student in development of clinical competency of advanced medical/surgical nursing concepts and mastery of advanced medical/surgical psychomotor skills content addressed in courses NRN 202 and NRN 202L. Open entry/open exit. Pass/No Pass.

<b>Budget Unit</b>	16640
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	123010 - Registered Nursing
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Mary Steckler

Division Chair Approval Date: 10/23/12 by: Gina Giroux

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.)

Students will work interdependently with the skills lab personnel on bridging advanced medical/surgical theoretical concepts to clinical practice and clinical expectations by:

1. Performing advanced psychomotor skills such as inline suctioning, accessing implanted intravenous ports,

flushing central venous intravenous access devices, central line dressing changes, EKG lethal rhythm identification, hemodynamic monitoring, care and weaning of mechanical ventilation.

2. Participating in simulated patient care experiences, with an emphasis on advanced medical/surgical nursing concepts, with the use of high-fidelity mannequins and electronic devices.
3. Participating in case-based scenarios, emphasizing the nursing process in the care of adult and geriatric patients of diverse cultures with critical biological and psychosocial system needs deficits, with the use of mid-fidelity mannequins.
4. Utilizing resource materials and equipment such as interactive computer programs, audio-visual materials, and books with the focus on advanced medical-surgical nursing concepts.

## **COURSE MATERIALS**

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

### **Recommended readings and/or materials:**

Gingrich, M. M.; Hogan, M.; Nichols, E. (2013). Fluids, Electrolytes, and Acid-Base Balance- Pearson Reviews & Rationales (3rd Edition). Boston: Pearson. \$35.48

Williams & Wolters. (2102). Cardiovascular Care Made Incredibly Visual. Philadelphia: Lippincott. \$41.14

### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will discuss weekly seminar topics specific to advanced medical-surgical health care practices.
2. Listening and Speaking - Students will evaluate their active listening skills during advanced medical-surgical simulation exercises and engage in stimulating question and answer sessions.
3. Reading and Writing - Students will read and write critically for concepts of advanced medical-surgical nursing care.

#### **Thinking and Reasoning**

5 - Essential-always try to achieve

1. Creative Thinking - Students will apply and evaluate the nursing process for patients at various developmental levels with complex medical-surgical diagnoses having sign/symptoms, laboratory tests, medications, and treatments.
2. Critical Thinking - Students will apply and evaluate the use of the nursing process when designing individualized nursing care in case studies pertaining to advanced medical-surgical/critical nursing concepts.
3. Ethical Reasoning - Students will evaluate the role of the nurse as an advocate in the care of patients of diverse populations with critical biological and psychosocial systems deficit needs.
4. Quantitative Reasoning - Students will accurately calculate intravenous medication push rates.

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Nursing-Registered 206C, Health Science Skills Laboratory- Second Year Transition

(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**

<b>Discipline</b>	Nursing-Registered
<b>Course Number</b>	206C
<b>Course Title</b>	Health Science Skills Laboratory- Second Year Transition
<b>Former Title</b>	
<b>Units</b>	0.5
<b>Lecture Hours</b>	None
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	24
<b>Total Semester Contact Hours</b>	24

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Enrollment in the Registered Nursing Program, EMT, any N.C.E. courses, or RN re-entry.

**CATALOG DESCRIPTION**

Supervised use with supplemental learning assistance of skills lab to assist the RN refresher, advanced placed nursing student, or EMT student, in the development and maintenance of clinical competency of nursing theoretical knowledge and mastery of advanced psychomotor skills content necessary for the transition into clinical practice as addressed in courses NRN 201, NRN 201L, NRN 202, NRN 202L, EMT 101, or EMT 105. Open entry/open exit. Pass/No Pass.

<b>Budget Unit</b>	16640
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	123010 - Registered Nursing
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	Yes
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/09/12 by: Mary Steckler  
 Division Chair Approval Date: 10/23/12 by: Gina Giroux  
 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.)

Students work interdependently with the skills lab personnel on bridging advanced principles of nursing

practice and clinical expectations by:

1. Performing advanced psychomotor skills such as maintaining the chest tube and chest drainage system, ventilating the patient with an bag-valve-mask device, infusing Total Parenteral Nutrition and Fat Emulsion through a central venous catheter, and maintaining a closed wound drainage system.
2. Participating in simulated patient care experiences, with an emphasis on advanced to complex principles of nursing practice, with the use of high-fidelity mannequins and electronic devices.
3. Participating in case-based scenarios, emphasizing a framework in which the students use their knowledge of advanced principles of nursing and critical care skills to express multi-complex nursing care, with the use of mid-fidelity mannequins.
4. Utilizing resource materials and equipment such electronic assessment programs, clinical simulators, audio-visual materials, and books.

### **COURSE MATERIALS**

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

#### **Recommended readings and/or materials:**

Williams & Wilkins. (2012). Charting Made Incredibly Easy. Philadelphia:Lippincott. \$42.01

Altman, G. B. (2012). Fundamental and Advanced Nursing Skills (3rd Edition). New York: DelMar. \$101.25

Wilkins, J. M. (2012). Nursing Process and Critical Thinking (5th Edition). Boston: Pearson. \$61.60

#### **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 )

#### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

##### **Communication Skills**

5 - Essential-always try to achieve

1. Listening and Speaking - Students will apply and evaluate active listening skills necessary for asking inquisitive questions.

2. Listening and Speaking - Students will actively discuss weekly seminar topics specific to multi-complex principles of nursing.

3. Reading and Writing - Students will read and write critically for multi-complex principles of nursing practice.

##### **Thinking and Reasoning**

5 - Essential-always try to achieve

1. Creative Thinking - Students will apply and evaluate a goal-oriented, purposeful way of thinking involving many mental attitudes and advanced skills when planning and delivering care for the patient with multi-complex biological systems needs.

2. Critical Thinking - Students will apply and evaluate concepts of prior learning related to the principles of multi-complex nursing practice.

3. Ethical Reasoning - Students will assess and evaluate their ability to uphold and advocate for patient confidentiality within legal and regulatory parameters.



first

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

last

319

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Accounting 104, Federal and California Taxes  
(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**

Discipline	Accounting
Course Number	104
Course Title	Federal and California Taxes
Former Title	
Units	4
Lecture Hours	64
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	64

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

Prerequisite  
None

**CATALOG DESCRIPTION**

Learn how to prepare federal and California state income tax returns for the individual. Learn tax theory and rules behind the Form 1040 and the most common IRS Schedules, such as Schedules A, B, C, D, E, and common income adjustments and tax credits. This course is CTEC qualified. This course may be repeatable as continuing education for professional certification.

Budget Unit	15115
Classification Code	Y
Transfer Code	B-Transferable to CSU only
Method of Instruction	10
SAM Priority Code	C - Occupational
Repeatability	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
TOPS Code	50200 - Accounting
Topics Course	No
Open Entry/Exit	No
Grading Options	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: 10/13/08/11-12 by: ~~Jimhee Trone~~ Sheila Shain  
Divison Chair Approval Date: 11/10/07/18/11-12 by: Craig Takahashi  
Curriculum and Instruction Council Chair Approval Date: 12/05/2011

## **COURSE CONTENT**

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

1. FEDERAL INDIVIDUAL INCOME TAXES - (4 hours): Requirements for filing tax returns, the tax formula, rules pertaining to exemptions and deductions, introductory concepts regarding gains and losses, and the basics of Forms 1040EZ, 1040A and 1040.
2. GROSS INCOME AND EXCLUSIONS - (6 hours): Gross income items that are included and excluded from income taxation.
3. BUSINESS INCOME & EXPENSES - (4 hours): Calculating profit or loss from a business, self-employment tax, and other business related concepts.
4. SELF EMPLOYED AND EMPLOYEE EXPENSES (5 hours): Concepts and rules pertaining to the deductibility and adjustments to income for various self employed and employee business expenses.
5. ITEMIZED DEDUCTIONS AND OTHER INCENTIVES - (5 hours): Basic concepts and regulations pertaining to itemized deductions, moving expense deductions, and hobby income.
6. CREDITS AND SPECIAL TAXES - (5 hours): Rules pertaining to the use of tax credits and the application of certain special taxes such the Alternative Minimum Tax and treatment of unearned income to minors.
7. ACCOUNTING PERIODS AND METHODS OF DEPRECIATION - (6 hours): Concepts and regulations pertaining to the time frame for income tax filings, and the various methods of depreciation allowed for income tax deductions.
8. CAPITAL GAINS AND LOSS - (6 hours): Concepts related to various capital transactions resulting in gains and losses, including sale of a personal residence.
9. RETIREMENT PLANS - (2 hours): Individual and employer sponsored retirement savings pensions.
10. TAX ADMINISTRATION AND PLANNING - (2 hours): The Internal Revenue Service audit process, how and when interest and penalties are levied, and basic insights into the process of tax planning.
11. RENTAL PROPERTIES AND TRANSACTIONS - (4 hours): Rental property tax issues including Schedule E, sale of properties and vacation homes.
12. ETHICAL ISSUES IN TAX PREPERATION - (2 hours): Ethical obligations/issues of a tax professional.
13. CALIFORNIA INCOME TAX FORMULA (4 hours): Basic concepts and regulations pertaining to the preparation of Forms 540, 540A and 540EZ to calculate California individual income taxes.
14. CALIFORNIA ADJUSTMENTS - (5 hours): Tax treatment of differences between federal and California income tax's rules; how to adjust for these differences for the preparation of Forms 540, 540A and 540EZ.
15. CALIFORNIA TAXABLE INCOME - (4 hours): Various issues which are significant to California Tax Law; such as determination of resident versus non-resident status for California income tax purposes, issues pertaining to military income, safe harbor rules, capital transactions, California Alternative Minimum Tax, etc.

These topics meet the requirements of the California Tax Education Council (CTEC) for students seeking CTEC certification.

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

1190

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Accounting 108, Tax Practices and Procedures  
(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**

Discipline	Accounting	
Course Number	108	
Course Title	Tax Practices and Procedures	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

Prerequisite  
None

**CATALOG DESCRIPTION**

The course covers various special topics in tax, including specialized returns and taxpayers; practices, procedures and representation before the IRS and completion of the tax filing process. This course may be repeatable as continuing education for professional certification.

<b>Budget Unit</b>	<u>15115</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3 <u>Non-Repeatable: D, F, NC, W</u>
<b>TOPS Code</b>	<u>50200 - Accounting</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>
Curriculum Office Use Only.	

Department Chair Approval Date: 10/03/12 by:Sheila Shain  
Divison Chair Approval Date: 10/18/12 by:Craig Takahashi  
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. The Gift Tax ( 8 hours) — a. Concept~~

8 hours - Gift Tax; includes the following:

a. Concept of transfer taxes

~~b.~~

~~The~~

The Unified Transfer Tax System

~~c.~~

~~Gift~~

Gift Tax Formula

~~d.~~

~~Transfers~~

Transfers subject to the Gift Tax

~~e.~~

~~Exclusions — f~~

Exclusions

~~f.~~

~~Gift~~

Gift Tax Deductions

~~g.~~

~~Gift~~

first

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

last #21

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Accounting 113, Intermediate Income Taxes – Corporations  
(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**

Discipline	Accounting
Course Number	113
Course Title	Intermediate Income Taxes – Corporations
Former Title	
Units	2
Lecture Hours	32
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

Prerequisite  
None

**CATALOG DESCRIPTION**

This course covers income tax theory, concepts and regulations relating to corporations. The course includes the federal and California tax systems and income taxation relating to Corporations as well as basic tax research and ethical implications. This course includes coverage of both C Corporations and S Corporations. This course qualifies for may be repeatable as continuing education for professional certification.

Budget Unit	15115
Classification Code	Y
Transfer Code	B-Transferable to CSU only
Method of Instruction	10
SAM Priority Code	C - Occupational
Repeatability	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
TOPS Code	50200 - Accounting
Topics Course	No
Open Entry/Exit	No
Grading Options	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/11/08/11-12 by: ~~Jim~~ Trone Sheila Shain  
Divison Chair Approval Date: 11/10/0218/11-12 by: Craig Takahashi  
Curriculum and Instruction Council Chair Approval Date: 12/05/2011

## COURSE CONTENT

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

- 0.5 hours - How to form a Corporation in California.
- 1.5 hours - Internet Tax Research.
- 0.5 hours - FTB rules unique to California Corporations. Form 100 instructions: [www.ftb.ca.gov](http://www.ftb.ca.gov)
- 0.5 hours - How to become an Enrolled Agent: [www.irs.gov](http://www.irs.gov)
- 2.0 hours - Ethical implications.
- 4.0 hours - C CORPORATIONS - 1). Forms of organizations; 2). Legal requirements for forming a corporation; 3). Tax considerations in forming a corporation; 4). Section 351: Gain and loss upon incorporation; 5). Choice of capital structure.
- 4.0 hours - C CORPORATIONS - 1). Stock and debt obligations; 2). Tax planning considerations; 3). Compliance & procedural considerations.
- 4.0 hours - C CORPORATIONS - 1). Corporate income tax; 2). Corporate elections; 3). Corporate tax liability; 4). Corporate taxable income.
- 0.5 hours - Computing California C CORPORATIONS income taxes
- 0.5 hours - C CORPORATIONS - Corporate Nonliquidating Distributions
- 2.0 hours - C CORPORATIONS - 1). Earnings & Profits; 2). Property distributions; 3). Stock Dividends & Stock rights; 4). Stock Redemption.
- 1.0 hours - C CORPORATIONS - Other Corporate Tax Levies; Corporate AMT
- Personal holding company tax; Accumulated earnings tax.
- 2.5 hours - C CORPORATIONS - California differences FTB Form 100 instructions
- 0.5 hours - C CORPORATIONS - Corporate Liquidations - 1). Overview of liquidations; 2). Liquidation of controlled subsidiary corporation; 3). Special shareholder reporting issues; 4). Recognition of gain or loss when property is distributed in retirement of debt.
- 4.0 hours - S CORPORATIONS - Covered topics include: 1). When should an S election be made; 2). Election of an S Corporation 3). S Corporation Status; 4). S Corporation operations; 5). Taxation of the shareholder; 6). Basis Adjustments; 7). S Corporation distributions.
- 0.5 hours - S CORPORATIONS - Download Form 1120S and Instructions from IRS website ([www.irs.gov](http://www.irs.gov)).
- 1.5 hours - S CORPORATIONS - Download Form 100S at [www.ftb.ca.gov](http://www.ftb.ca.gov).
- 0.5 hours - S CORPORATIONS - California S Corporations Form 100S.
- 1.5 hours - S CORPORATIONS - Advanced topics- 1). Other S Corporation issues; 2). Tax planning; 3). Compliance and Procedural considerations.

## COURSE MATERIALS

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

**Required:**Anderson, Pope, Kramer. *PH's Federal Taxation, Corporations, Partnerships, Estates & Trusts*, 2012 ed. Prentice Hall, 2012, ISBN: 0132754193. approximately \$150

**Recommended readings and/or materials:**

1. **The Tax Book**, [www.thetaxbook.com](http://www.thetaxbook.com), 12-31-2012
2. **Various commercial tax preparation software**. 2012 ed.  
(Examples include Turbo Tax, Tax Act.)
3. **Various IRS and FTB forms, instructions & publications will be used such as FTB Form 100 and IRS Form 1120S.**

**The above materials are recommended but not required. All forms/publications from the IRS & FTB are available on the internet for free.**

#22

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: Business 103, ~~Innovations and Opportunities~~ Cooperative Work Experience-Occupational**

(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**

Discipline	Business	
Course Number	103	
Course Title	<del>Innovations and Opportunities</del>	<u>Cooperative Work Experience-Occupational</u>
Former Title		
Units	1 - <del>4</del> <u>16</u>	
Lecture Hours	None	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

Supervised paid or volunteer experience in student's major including new or expanded responsibilities. One credit for each 5 hours worked per week to a maximum of 4 units for 20 hours worked per week each semester. ~~Limitation-Limit~~ Limit of 16 units in occupational cooperative education courses. ~~Students must be enrolled in a minimum of 7 units including 4 units for Business 103.~~

<b>Budget Unit</b>	<u>15170</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	+0	<u>40</u>
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	R3 - Repeatability x3	
<b>TOPS Code</b>	<u>50100 - Business and Commerce, General</u>	-
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	<u>Yes</u>
<b>Grading Options</b>	P/NP Only	
Curriculum Office Use Only.		

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi  
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.)

Critical thinking skills will be developed by working with the students to analyze the scope of their job and overall functions of the organization logically setting and achievement pattern for long and short term goals. Inductive and deductive reasoning skills will be used to create objectives for reaching these goals. Abstract thinking will be used when facts are insufficient to assist in the creative process of objective writing.

- I. Orientation. 2 Weeks. The student will learn what is required to earn 1-4 units of college credit. Each student will be given state mandated forms to be completed by the student, employer, and instructor.
  - Enrollment Requirements
    - A. On the work site students must average, for an entire semester, 20 hours work per week to be eligible for 4 units of credit, 15 hours work per week for 3 units of credit, 10 hours work per week for 2 units of credit, or 5 hours work per week for on unit of credit. To be eligible for occupational work experience, the student's job and major must be related. If the job and major are not related, the student is eligible for general work experience.
    - B. Student may be enrolled in only one Cooperative Education class each semester.
- II. Create Objectives. 2 Weeks.
  1. Differentiate responsibilities and requirements of the job.
  2. Identify new tasks within the scope of the job where student learning and growth can take place with a resulting benefit to the employer.
  3. Discuss student and supervisor opinions of long term workstation possible achievements.
  4. Contrast long term and short term goals by distinguishing the length of time and complexity of job required for completion.
  5. Analyze the short term goals, and establish which will benefit the learning process.
  6. Define three objectives which will create avenues of growth for upward mobility.
  7. Generate three objectives in written form fulfilling the mandated standards of the State of California Education Code Title V, Section 3.
  8. Evaluate the performance expectations of the supervisor and the educational needs of the worker to authenticate the validity of the chosen objectives.
- III. Completion and Measurability of Objectives. 12 Weeks.
  9. Demonstrate to instructor and program coordinator that the objectives are to academic application of previous knowledge, and occupational "real world" or "hand-on" experiences.
  10. Examine the problem solving situations which arise on the work site, and access how critical thinking skills will be applied to prioritize the elements necessary to meet new challenges.
  11. Demonstrate the measured completion of objectives to accomplish the short term semester goal.
  12. Measure the completion of learned skills by writing a paper summarizing concepts learned and how they were applied on the job. Analyze how the new knowledge will help problem solving for new and different situations occurring in the future.

## **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 )

## **STUDENT LEARNING OUTCOMES**



#23

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: Business 104, ~~Business Models~~ Cooperative Work Experience-General  
 (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**

Discipline	Business
Course Number	104
Course Title	<del>Business Models</del> <u>Cooperative Work Experience-General</u>
Former Title	
Units	1 - <del>4</del> <u>16</u>
Lecture Hours	32 <u>None</u>
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

Supervised paid or volunteer experience not related to student's major including new or expanded responsibilities. One credit for each 5 hours worked per week to a maximum of 3 units for 15 hours worked per week each semester. Limitation of ~~6~~16 units in general cooperative education courses. ~~Students must be enrolled in a minimum of 7 units including 4 units for Business 104.~~

<b>Budget Unit</b>	<u>15170</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	<del>+</del> <u>0</u> <span style="float: right;"><u>40</u></span>
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	R3 - Repeatable x3
<b>TOPS Code</b>	<u>50100 - Business and Commerce, General</u> <span style="float: right;">-</span>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No <span style="float: right;"><u>Yes</u></span>
<b>Grading Options</b>	<u>P/NP Only</u>
Curriculum Office Use Only.	

Department Chair Approval Date: 10/07/12 by: Madeline Grant

Divison Chair Approval Date: 10/22/12 by: Craig Takahashi

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.)

Phase 1: How will the firm create value? 6 hours. This first question is concerned with the value offering of the firm. It includes the particular products or services being sold, the nature of the product/service mix, and the relative depth breadth of this mix. Phase 2: For whom will the firm create value? 5 hours. This question focuses on the nature and scope of the market in which the firm will compete. Of importance is whether the firm will principally sell to consumers (b-to-c), businesses (b-to-b), or both, and where it falls in the value chain. Phase 3: What is the firm's internal source of advantage? 5 hours. The term core competency is used to capture an internal capability or set of skills that enables the firm to provide a particular benefit to customers. Phase 4: How will the firm differentiate itself? 5 hours. Depending on how they are applied, core competencies can enable the firm to differentiate itself, or produce something perceived to be unique in the marketplace. Phase 5: How will the firm make money? 5 hours. A core element of the firm's business model is its economic model. The economic model provides a consistent vehicle for earning profits. Phase 6: What are the entrepreneur's time, scope and size ambitions? 6 hours. The business model must also capture the entrepreneur's objectives and ambitions.

I. Orientation. 2 Weeks. The student will learn what is required to earn 1-4 units of college credit.

Each student will be given state mandated forms to be completed by the student, employer, and instructor.

Enrollment Requirements

- A. On the work site students must average, for an entire semester, 20 hours work per week to be eligible for 4 units of credit, 15 hours work per week for 3 units of credit, 10 hours work per week for 2 units of credit, or 5 hours work per week for on unit of credit. To be eligible for occupational work experience, the student's job and major must be related. If the job and major are not related, the student is eligible for general work experience.
- B. Student may be enrolled in only one Cooperative Education class each semester.

II. Create Objectives. 2 Weeks.

1. Differentiate responsibilities and requirements of the job.
2. Identify new tasks within the scope of the job where student learning and growth can take place with a resulting benefit to the employer.
3. Discuss student and supervisor opinions of long term workstation possible achievements.
4. Contrast long term and short term goals by distinguishing the length of time and complexity of job required for completion.
5. Analyze the short term goals, and establish which will benefit the learning process.
6. Define three objectives which will create avenues of growth for upward mobility.
7. Generate three objectives in written form fulfilling the mandated standards of the State of California Education Code Title V, Section 3.
8. Evaluate the performance expectations of the supervisor and the educational needs of the worker to authenticate the validity of the chosen objectives.

III. Completion and Measurability of Objectives. 12 Weeks.

9. Demonstrate to instructor and program coordinator that the objectives are to academic application of previous knowledge, and occupational "real world" or "hand-on" experiences.
10. Examine the problem solving situations which arise on the work site, and access how critical thinking skills will be applied to prioritize the elements necessary to meet new challenges.
11. Demonstrate the measured completion of objectives to accomplish the short term semester goal.
12. Measure the completion of learned skills by writing a paper summarizing concepts learned and how they were applied on the job. Analyze how the new knowledge will help problem solving for new and different situations occurring in the future.

#24

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Specialized courses on topics related to current needs of students. Not offered every semester.

<p><b>SANTA ANA COLLEGE COURSE OUTLINE</b>                  DISCIPLINE, NUMBER, TITLE: <del>Reading 098, Academic Reading in a Specific Course</del> <u>Topics in Reading</u>                  (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.)</p>		<p><b>Budget Unit</b></p>
<p><b>CATALOG ENTRY</b></p>		
Discipline	Reading	
Course Number	098	
Course Title	<del>Academic Reading in a Specific Course</del> <u>Topics in Reading</u>	
Former Title		
Units	<u>1 - 3</u>	
Lecture Hours	<del>None</del> <u>8 - 48</u>	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del> <u>8 - 48</u>	
<p><b>COURSE IDENTIFICATION NUMBER(S) (C-ID)</b></p>		
<p><b>PREREQUISITE(S)</b></p>		
<p><b>Prerequisite</b> None</p>		
<p><b>CATALOG DESCRIPTION</b> <del>Introduces a repertoire of reading strategies for the purpose of comprehending a specific college-level textbook. Review of fundamental reading strategies will provide the foundation for the development of vocabulary, thought pattern identification, outlining, interpretation of graphics, and critical analysis of a specific course's textbook(s).</del></p>		

**Budget Unit** 15675  
**Classification Code** Y  
**Transfer Code** C-Not transferable  
**Method of Instruction** - 10  
**SAM Priority Code** E - Non-Occupational  
**Repeatability** - NR - Non-Repeatable: D, F, NC, W  
**TOPS Code** 493070 - Reading Skills, Precollegiate  
**Topics Course** ~~No~~ Yes  
**Open Entry/Exit** No  
**Grading Options** P/NP Only  
 Curriculum Office Use Only.

Department Chair Approval Date: 10/23/12 by: Wenona Kossler

Divison Chair Approval Date: 10/25/12 by: Kathleen Patterson  
Curriculum and Instruction Council Chair Approval Date:

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**COURSE CONTENT**

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

Objectives will reflect the need for students to improve basic reading comprehension skills by requiring outcomes that include such topics as vocabulary development; comprehension of main idea, major and minor details. Outcomes may also include such critical thinking skills as making inferences.

Individual segments will be designed with 1-3 units for each course.

A syllabus will be submitted to the Dean of Humanities for approval, with a copy to the Vice-President of Academic Affairs, prior to scheduling each course. The syllabus will be presented with a new course proposal form.

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**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

None

**Other:**

None

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**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

-

**Thinking and Reasoning**

-

**Information Management**

-

**Diversity**

-

**Civic Responsibility**

-

**Life Skills**

-

**Careers**

#25

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: Reading ~~N49A~~N49, Reading for Non-Native Speakers of English -Part 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**

Discipline	Reading	
Course Number	<del>N49A</del>	<u>N49</u>
Course Title	Reading for Non-Native Speakers of English -Part I	
Former Title		
Units	3	
Lecture Hours	<del>None</del>	<u>48</u>
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

A beginning academic reading course for students who have had some exposure to English. Development of vocabulary, word attack skills, ~~spelling, reading strategies,~~ and reading comprehension. ~~16 additional hours in Reading Lab required (one hour per week for 16-week semester sections).~~ Not applicable to associate degree. This class is recommended for students enrolled in ESL N40B ~~and~~ or ESL N49.

Budget Unit	<u>15675</u>	
Classification Code	Y	
Transfer Code	C-Not transferable	
Method of Instruction	-	<u>10</u>
SAM Priority Code	E - Non-Occupational	
Repeatability	-	<u>NR - Non-Repeatable: D, F, NC, W</u>
TOPS Code	152000 - Reading	
Topics Course	No	
Open Entry/Exit	No	
Grading Options	<u>P/NP Only</u>	
Curriculum Office Use Only.		

Department Chair Approval Date: 10/10/12 by: Wenona Kossler

Divison Chair Approval Date: 10/25/12 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.)

1. Phonics
  1. Vowels
  2. Consonants
  3. Syllabication
  4. Stress
  5. Pronunciation
2. Vocabulary
  1. New words
  2. Synonyms
  3. Antonyms
  4. Words in Context
  5. Spelling
3. Comprehension
  1. General v. specific
  2. Topic
  3. Main Idea
  4. Details
4. Reading Strategies
  1. Preview
  2. Analyze titles
  3. Predict
  4. Ask Questions
  5. Scan

**COURSE MATERIALS**

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

**Required:** Butler, L.. *New Password 2 (with MP3-Files)*, Second ed. White Plains, NY: Pearson/Longman, 2010, ISBN: 0-13-246301-6. \$42.25

**Recommended readings and/or materials:**

None

**Other:**

None

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

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: ~~Reading N50A~~N50, ~~Reading for Non-Native Speakers of English - Part H~~Groundwork for Reading

(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**

Discipline	Reading	
Course Number	<del>N50A</del>	<u>N50</u>
Course Title	<del>Reading for Non-Native Speakers of English - Part H</del>	<u>Groundwork for Reading</u>
Former Title		
Units	3	
Lecture Hours	None	<u>48</u>
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION** ~~An expanded focus on~~

~~A reading for non-native speakers of English. Continued development of vocabulary, word attack skills, spelling, reading strategies, and reading comprehension. 16 additional hours in Reading Lab required (one hour per week for 16-week semester sections) course for students needing to build vocabulary and enhance reading comprehension. Recommended for students in English N50 or EMLS 055. Not applicable to associate degree. Grade: CRP/NCR-NP only. This class is recommended for students who have taken Reading N49A or Reading N49B.~~

Budget Unit	<u>15675</u>	
Classification Code	Y	
Transfer Code	C-Not transferable	
Method of Instruction	-	<u>10</u>
SAM Priority Code	E - Non-Occupational	
Repeatability	-	<u>NR - Non-Repeatabe: D, F, NC, W</u>
TOPS Code	152000 - Reading	
Topics Course	No	
Open Entry/Exit	No	
Grading Options	<u>P/NP Only</u>	
Curriculum Office Use Only.		

Department Chair Approval Date: 10/10/12 by:Wenona Kossler  
 Divison Chair Approval Date: 10/25/12 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.)

1. Vocabulary
  1. Dictionary Skills
  2. Prefixes
  3. Suffixes
  4. Synonyms/Antonyms
  5. Multiple meanings
2. Comprehension
  1. General v. specific ideas
  2. Central point of an article
  3. Components of a paragraph
    1. topic
    2. main idea
    3. major/minor details
3. Transition Words
  1. Time
  2. Addition
  3. Example
  4. Contrast
  5. Cause/Effect
4. Critical Reading
  1. Implied Main Idea
  2. Inference
5. Reading Strategies
  1. Preview
  2. Predict
  3. Ask questions
  4. Monitor Comprehension
  5. Outlining
  6. Mapping
  7. Annotation

## **COURSE MATERIALS**

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

**Required:Broderick, B., Langan, J.. *Groundwork for College Reading with Phonics*, 4th ed. West Berlin: Townsend Press, 2008, ISBN: 1-59194-086-9. \$25.00**

and

**Required:Nadell, J., Johnson, B.. *Vocabulary Basics*, 2nd ed. West Berlin: Townsend Press, 2012, ISBN: 1-59194-235-7. \$9.90**



#127

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: Reading ~~N80A~~N80, Fundamentals of Reading

(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**

Discipline	Reading	
Course Number	<del>N80A</del>	<u>N80</u>
Course Title	Fundamentals of Reading	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in basic reading skills including techniques for improving vocabulary and spelling, word attack skills, and reading comprehension. Not applicable to associate degree.

<b>Budget Unit</b>	<u>15675</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	152000 - Reading
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>P/NP Only</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/16/12 by: Wenona KosslerDivison Chair Approval Date: 10/25/12 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.)

Assessment (6 hours)

Assessment of Reading Test and/or Performance:

- To recognize whether limited linguistic ability interferes with reading.
- To ascertain specific areas of reading and writing strengths and weaknesses.

Word Attack (6 hours)

- Vowels
- Consonants
- Blends
- Syllables and Accents

Vocabulary (18 hours)

Dictionary Skills

- To utilize guide words, entry words, diacritical marks and symbols in the dictionary

Prefixes

Suffixes

Roots

Context Clues

Synonyms, Antonyms

- To define new words using knowledge of prefixes, suffixes and roots

Multiple Meanings

- To make the definition fit the sense of the sentence

Comprehension (18 hours)

General v. specific ideas in a paragraph

Central point of an article

Components of a paragraph

- Topic

- Main idea

- Supporting Details

- Major details

- Minor details

Transitional Words

- Time

- Addition

- Comparison/contrast

- Cause and effect

Patterns of organization

- Chronological order

- List pattern

- Cause and effect

- Comparison/contrast

Critical Thinking

- Implied main idea

- Inference

- Thought patterns

Reading Strategies

- Preview

- Predict

- Monitor comprehension

- Ask questions

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: ~~Reading N90A~~N90, ~~Individualized College Reading~~  
(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**

Discipline	Reading	
Course Number	<del>N90A</del>	<u>N90</u>
Course Title	<del>Individualized College Reading</del>	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	16	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	64	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION** ~~Individualized instruction~~

Instruction in vocabulary, comprehension, critical evaluation and reading rate. Grade: P/NP only. ~~16 additional hours in Reading Lab required (one hour per week for 16-week semester sections):~~

Budget Unit	<del>0420</del>	<u>15675</u>
Classification Code	Y	
Transfer Code	C-Not transferable	
Method of Instruction	10	
SAM Priority Code	E - Non-Occupational	
Repeatability	NR - Non-Repeatable: D, F, NC, W	
TOPS Code	152000 - Reading	
Topics Course	No	
Open Entry/Exit	No	
Grading Options	P/NP Only	

Curriculum Office Use Only.

Department Chair Approval Date: ~~0710/2723/11~~ 12 by: ~~Genice Gilreath~~ Wenona Kossler

Divison Chair Approval Date: ~~0810/0525/11~~ 12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date: ~~08/29/2011~~

**COURSE CONTENT**

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

All segments are recursive and ongoing.

Students will be completing supplemental lab work at their own ability level for the following skills: vocabulary, comprehension, critical evaluation and reading rate.

I. Vocabulary

Vocabulary development; getting the meaning from context; words often confused; analogies; word parts; etymology; listening synonyms and antonyms; denotation and connotation.

II. Comprehension

Understand and identify concepts such as main ideas and supporting details and organize that information; isolate details and recall specific facts; participate in pre-, during, and post reading activities.

III. Critical Evaluation

Distinguish between fact and opinion; draw conclusions, recognize purpose and tone; make judgments.

IV. Reading Rate

Increase rate by reducing regressions, practicing skimming, eliminating sub-vocalization, reading in phrases; adjust reading rate according to the purpose for reading and difficulty of text.

These areas of study may be included within the parameters of the course but are not intended as limits on content. The order of presentation and emphasis will vary with each instructor and the ability level of the student.

V. Lab Work reinforces DLA's reinforce the following areas of the course:

Vocabulary and Word Analysis

Words in context

Inference

Summary

Outlining

General vs. specific ideas

Topic

Main Idea

Supporting details

**COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)~~Recommended readings and/or materials: 3. J. Langan. Ten Steps to Improving College Reading Skills, Townsend Press. \$20.00 to \$32.00 each4. PLATO Computer Program 5. Ultimate Speed Reader Computer Program6. Inspiration 7.5 Computer Program7. Townsend Press Computer Program~~

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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: Criminal Justice Academies 008B, Corrections Supplemental Core 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**

Discipline	Criminal Justice Academies	
Course Number	008B	
Course Title	Corrections Supplemental Core Course	
Former Title		
Units	2	
Lecture Hours	None	
Laboratory Hours	96	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>96</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

~~Prerequisite Criminal Justice Academies 100~~

Successfully completed a basic POST police academy.

**CATALOG DESCRIPTION**

This training meets the Standards and Training for Corrections entry-level personnel working in adult corrections after completion of a P.O.S.T. Basic Academy.

<b>Budget Unit</b>	<u>15712</u>		
<b>Classification Code</b>	Y		
<b>Transfer Code</b>	C-Not transferable		
<b>Method of Instruction</b>	20		
<b>SAM Priority Code</b>	C - Occupational		
<b>Repeatability</b>	NR - Non-Repeatable; D, F, NC, W	<b>TOPS Code</b> 210500 - Administration of Justice	<u>LMT - Legally Mandated Training</u>
<b>TOPS Code</b>	<u>210550 - Police Academy</u>		
<b>Topics Course</b>	No		
<b>Open Entry/Exit</b>	No		
<b>Grading Options</b>	<u>P/NP Only</u>		

Curriculum Office Use Only.

Department Chair Approval Date: 10/08/12 by:John Finch

Division Chair Approval Date: 10/14/12 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.)

#### **Orientation Lab 2.25- Lab 3 hours**

Goals, objectives and course/job expectations

#### **Legal/Policy Issues Lab 8.5-9 hours**

Constitutional rights, civil rights, case law and department policy

#### **Classification/Gangs Lab 3.5-4 hours**

Culture of gangs in an institution and classification of this culture for safety issues

#### **Contraband Lab 4 hours**

How to identify contraband and log into the evidence system

#### **Communication Skills Lab 4 hours**

How to respond to telephone calls both from a practical and tactical application

#### **Inmate processing Lab 7.75-8 hours**

How to receive, book and process, classify and release an inmate

#### **Facility Security Lab 13.75-13 hours**

How to properly make security rounds, what to look for and how to count and locate inmates.

#### **Movement/Visitation Lab 2.75-hours3 hours**

How to safely move inmates and allow for visitation from general public.

#### **Supervision of Inmates Lab 9 hours**

Supervision of inmates during special activities

#### **Testing Lab 3.25-3 hours**

#### **Special Inmate Issues Lab 12.5-13 hours**

How to handle: suicide issues, mentally ill, substance abuse, medical problems and blood borne pathogens.

#### **Use of Less Lethal Munitions Lab 24.75-23 hours**

How to handle cell extractions, use restraints (practical application exercise).

### **COURSE MATERIALS**

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

Recommended readings and/or materials: ~~None~~ ~~Other:~~ None

**California P.O.S.T. supplied study materials**

430

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: Criminal Justice Academies 026A, Training Academy 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**

Discipline	Criminal Justice Academies	
Course Number	026A	
Course Title	Training Academy Preparation	
Former Title		
Units	0.1 – 0.3	
Lecture Hours	None	
Laboratory Hours	8 – 16	
Arranged Hours	None	
Total Semester Contact Hours	None	8 – 16

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

This course is designed to prepare the student for the Basic Law Enforcement Academy, ~~Criminal Justice Academies 100CJA 100A~~. It will include: drill, ceremony, physical training, reporting and speeches.

<b>Budget Unit</b>	<u>15712</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	C-Not transferable	
<b>Method of Instruction</b>	20	
<b>SAM Priority Code</b>	<del>D-C</del> - Possible-Occupational	
<b>Repeatability</b>	<del>R3</del> - Repeatability x3	<u>LMT - Legally Mandated Training</u>
<b>TOPS Code</b>	<del>210500 - Administration of Justice</del>	<u>210550 - Police Academy</u>
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	<u>Yes</u>
<b>Grading Options</b>	<u>P/NP Only</u>	

Curriculum Office Use Only.

Department Chair Approval Date: 10/08/12 by: John Finch

Division Chair Approval Date: 10/14/12 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.)

This course provides learning assistance for the Basic Police Academy, CJA 100A

**Familiarization With the Basic Academy Lab 2-4 hours**

They will learn honor code and become familiar with the Academy setting

**Drill and Ceremony Lab 3-6 hours**

How to march, raise the flag and basic movements

**Diet and Nutrition Lab 2-4 hours**

Daily exercise routine, P.O.S.T. required fitness and how to use training equipment

**Reporting and Speeches Lab 1-2 hours**

How to report orally: Morning reports, flag ceremony and end of day reporting

**Total Hours: 8 - 16**

**COURSE MATERIALS**

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

**Recommended readings and/or materials: None**

**Physical training gear.**

**Other: None**

Sample written report.

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

~~1. =~~

~~Read critically for concepts of law enforcement. Utilize active listening for note-taking and appropriate questioning. Speak coherently and concisely. Discuss case studies:~~

~~1. - Anticipate likely outcomes in various law enforcement scenarios:~~

~~1. - Students will be tested to see that they understand and can apply learned skills. This training will improve and is necessary for success and safety in their profession~~

**Communication Skills**

-

**Thinking and Reasoning**

-

**Information Management**



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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: Criminal Justice Academies 059, Supervision

(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**

Discipline	Criminal Justice Academies	
Course Number	059	
Course Title	Supervision	
Former Title		
Units	1.6	
Lecture Hours	None	
Laboratory Hours	80	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>80</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**~~Prerequisite Criminal Justice Academies 100.~~Successfully completed California P.O.S.T. basic academy**CATALOG DESCRIPTION**

P.O.S.T. approved course for law enforcement personnel newly appointed to a first-level supervisory position. Topics covered include effective communication with staff and community as well as definition and techniques of supervisory role in providing training to staff.

<b>Budget Unit</b>	<u>15712</u>		
<b>Classification Code</b>	Y		
<b>Transfer Code</b>	C-Not transferable		
<b>Method of Instruction</b>	20		
<b>SAM Priority Code</b>	B - Advance Occupational		
<b>Repeatability</b>	NR - Non-Repeatable; D, F, NC, W	<b>TOPS Code</b>	210500 - Administration of Justice
<b>TOPS Code</b>	<u>210550 - Police Academy</u>		<u>LMT - Legally Mandated Training</u>
<b>Topics Course</b>	No		
<b>Open Entry/Exit</b>	No		

**Grading Options** P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/08/12 by: John Finch

Division Chair Approval Date: 10/14/12 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.)

**INTRODUCTION - Lab 1.0 HOUR**

Goals and objectives

**ROLE TRANSITION TO SUPERVISOR - Lab 3.0 HOURS**

Student will identify new supervisory roles and the impact of the new roles on the organization.

**PERSONALITY INVENTORY - Lab 2.0 HOURS**

Student will be tested to see what type of leader they are.

**JOURNALING - Lab 2.0 HOURS**

How to track what they have learned in class.

**SUPERVISORY TRAITS - Lab 4.0 HOURS**

What it takes to be an effective supervisor.

**VALUES/ETHICS - Lab 4.0 HOURS**

How to apply ethical decision-making model

**CRITICAL INCIDENT MANAGEMENT TACTICS - Lab 8.0 HOURS**

How to respond, handle and deal with the after effects of a critical incident.

**SITUATIONAL LEADERSHIP - Lab 6.0 HOURS**

How to lead in different situations

**POWER AND AUTHORITY; POWER AND PERCEPTION - Lab 4.0 HOURS**

How to identify behaviors required for effective leadership/giving and receiving of feedback

**LEGAL ISSUES - Lab 4.0 HOURS**

Employee rights and recent case decisions

**EMPLOYEE EVALUATION - Lab 16.0 HOURS**

How to prepare an evaluation, prepare a PIP program if necessary and communicate with the employee.

**PROBLEM SOLVING - Lab 4.0 HOURS**

How to identify a problem and develop a solution for the specific situation.

**STRESS MANAGEMENT - Lab 4.0 HOURS**

How to identify stressful behaviors in employees and how to react.

**COUNSELING - Lab 12.0 HOURS**

Different counseling techniques, when they are to be used and how they are applied.

**TEAM BUILDING - Lab 2.0 HOURS**

To understand the stages of team building

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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: Criminal Justice Academies 066, Basic Course Requalification  
(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**

Discipline	Criminal Justice Academies	
Course Number	066	
Course Title	Basic Course Requalification	
Former Title		
Units	3	<u>2.9</u>
Lecture Hours	None	
Laboratory Hours	136	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>136</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

~~Prerequisite Criminal Justice Academies 100.~~

Successfully completed any P.O.S.T. basic academy

**CATALOG DESCRIPTION**

To update and renew a P.O.S.T. Basic Certificate after a three year or longer break in service. Includes updates in human relations, legal update, preliminary investigations, field tactics and the use of force and weaponry.

<b>Budget Unit</b>	<u>15712</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	C-Not transferable	
<b>Method of Instruction</b>	20	
<b>SAM Priority Code</b>	<del>B-C</del> - Advance Occupational	
<b>Repeatability</b>	<del>R3</del> - Repeatable x3	<u>LMT - Legally Mandated Training</u>
<b>TOPS Code</b>	<del>210500 - Administration of Justice</del>	<u>210550 - Police Academy</u>
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>P/NP Only</u>	

Curriculum Office Use Only.

Department Chair Approval Date: 10/08/12 by: John Finch

Divison Chair Approval Date: 10/14/12 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.)

#### **ORIENTATION, COGNITIVE AND SCENARIO TRAINING - LAB 8.0 HOURS**

Instructor will assess students level of knowledge of past law enforcement experience.

#### **HUMAN RELATIONS - LAB 30.0 HOURS**

Updated information on ethics, professionalism, cultural diversity, discrimination, mental illness, developmentally disabled and tactical communications.

#### **LEGAL UPDATE - LAB 24.0 HOURS**

Updated legal information relative to evidence, search and seizure, interviewing and interrogation, traffic law and controlled substance.

#### **PRELIMINARY INVESTIGATION - LAB 16 HOURS**

How to investigate domestic violence, SIDS, child abuse and missing persons.

#### **FIELD TACTICS - LAB 12 HOURS**

How to properly deal with: hazards, crimes-in-progress, vehicle pullovers, pursuits and unusual occurrences.

#### **ARREST AND CONTROL/WEAPONS TRAINING - LAB 46 HOURS**

Proper firearms safety. Legal use relative to use of force, tactics/arrest and control techniques. Personal searches, handcuffing, control holds, and retention and prisoner transportation.

TOTAL LAB HOURS 136.0

### **COURSE MATERIALS**

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

#### **Recommended readings and/or materials:**

None

Other: ~~None~~

California Commission Peace Officer Standards and Training – POST Qualification Workbook – provided to students on CD-Rom at No Charge

POST produced and provided handout and study material given to students on first day of class.

### **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 )

### **STUDENT LEARNING OUTCOMES**

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: Fire Academy 060, Basic Fire 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**

Discipline	Fire Academy
Course Number	060
Course Title	Basic Fire Academy
Former Title	
Units	12
Lecture Hours	266
Laboratory Hours	294
Arranged Hours	None
Total Semester Contact Hours	560

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

Grade C or better in Fire Technology 101, 102, 103, 104, 105, 106, 121 (121L must also receive a P = pass); Fire Academy 008; EMT 100; meet NFPA 1582 medical examination, and concurrent enrollment in Fire Academy 007, and certification in the State of California as an EMT.

**CATALOG DESCRIPTION**

California State Board of Fire Services/Firefighter I approved, criteria available.

<b>Budget Unit</b>	<u>15715</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	213350 - Fire Academy
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/16/12 by: Kristina Ross

Divison Chair Approval Date: 10/17/12 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.)

### **ORIENTATION - 8 LEC HOURS**

Overview of Academy content, procedures, and rules and regulations.

### **HOSE OPERATION - 16 LEC, 48 LAB HOURS**

Proper methods of hose evolutions.

### **FORCIBLE ENTRY - 4 LEC, 4 LAB HOURS**

Techniques to gain entry into buildings.

### **FIRE CONTROL - 6 LEC, 18 LAB HOURS**

Fire control evolutions.

### **LADDER OPERATIONS - 12 LEC, 44 LAB HOURS**

Proper ladder operations.

### **EMS - 88 LEC HOURS**

Emergency medical service procedures.

### **ROPES AND KNOTS/SMALL TOOLS AND EQUIPMENT - 8 LEC, 16 LAB HOURS**

Knowledge of all ropes and knots procedures, a working knowledge of tools and equipment.

### **SALVAGE OPERATIONS - 8 LEC, 16 LAB HOURS**

Proper procedures for salvage operations.

### **FIRE PREVENTION/INVESTIGATION - 8 LEC HOURS**

Fire prevention/investigation procedures.

### **WILDLAND FIRE CONTROL - 12 LEC, 20 LAB HOURS**

Working knowledge of wildland fire control.

### **INCIDENT COMMAND SYSTEM - 16 LEC HOURS**

Chain of command at emergency incidents.

### **BREATHING APPARATUS/SEARCH & RESCUE - 12 LEC, 20 LAB HOURS**

Use of breathing apparatus: and search and rescue techniques.

### **VENTILATION - 8 LEC, 24 LAB HOURS**

Basic procedures for ventilation.

### **LOW ANGLE RESCUE - 8 LEC, 16 LAB HOURS**

Skills and procedures for rescue of persons on slopes in culverts, or other low angle situations.

### **CONFINED SPACE - 8 LEC, 8 LAB HOURS**

Awareness of procedures and techniques for operating in confined spaces.

### **COMBINED DRILL - 16 LAB HOURS**

WSimultaneous operations requiring comprehensive skills and knowledge.

### **TESTING AND EVALUATION - 8 LAB HOURS**

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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: Human Development 108A, Observation and Assessment for Early Learning and Development

(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**

Discipline	Human Development	
Course Number	108A	
Course Title	Observation and Assessment for Early Learning and Development	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	<del>15</del>	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

Human Development 107. Negative TB Test (must be completed before observations take place during the semester).

**CATALOG DESCRIPTION**

This course focuses on the appropriate use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children's success. Recording strategies, rating systems, portfolios, and multiple assessment tools are explored.

<b>Budget Unit</b>	<u>15717</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	<del>30</del>	<u>10</u>
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	130540 - Preschool Age Child	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>	

Curriculum Office Use Only.

Department Chair Approval Date: 08/29/12 by: Gwen Morgan-Bezell

Division Chair Approval Date: 10/14/12 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.)

**Demonstrate knowledge of the legal and ethical responsibilities, including confidentiality related to assessment in early childhood settings and identify and evaluate logistical challenges, biases and preconceptions about assessing children—~~Lec 3-children~~ 3 hours**

- Legal and ethical responsibilities including confidentiality

**Compare and analyze position statements of key groups including NABE and NAEYC regarding assessment and documentation, consider the effect of social context, child's state of health and well-being, primary language, ability and environment on assessment processes—~~Lec processes~~ 5 hours**

National and State standards for learning and assessment

- Historic and current tools of observation and assessment
- How social context, health, well being, and the environment effect assessment
- Appropriate procedures of child observation

**Identify and apply basic quantitative and qualitative observation and recording techniques, compare and analyze historic and currently recognized current state and widely-used assessment tools and processes, while using observation tools to identify patterns and quality in order to implement curriculum and observation changes—~~Lec changes~~ 18 hours**

- Various methods of documentation and recordkeeping
- Observation as on-going process
- Observation and assessment as a tool to create appropriate environments
- Application of basic elements of child development theory to observation and assessment
- Identify differences in development and skills among children.
- Portfolio collection (e.g., photos, art, writing), which makes visible children's development and learning.

**Articulate the value of involving families and other professionals in the observation and assessment process for all children, demonstrate knowledge of developmental domains to interpretations of observations, the role that observation and assessment play in intervention, and create and apply observation tools such as running records, anecdotal notes, tallies, and checklists—~~Lec 22-checklists~~ 22 hours**

- Utilize observation and assessment strategies that support appropriate teaching strategies for dual-language learners
- The value of collaboration with families and other professionals
- Cooperative relationships with professionals and families and teachers in support of children with special needs
- The role of assessment in early intervention
- Importance of identifying personal biases

**~~Four Observations and Orientation Lab hours~~ 15 Orientation for observations 1 hour**

## COURSE MATERIALS

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

**Recommended readings and/or materials:**

**Access to Internet, Blackboard, and Email**



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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: Human Development 111A, Principles and Practices of Teaching Young Children

(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**

Discipline	Human Development	
Course Number	111A	
Course Title	Principles and Practices of Teaching Young Children	
Former Title	Programming for Young Children (DS3)	
Units	3	
Lecture Hours	48	
Laboratory Hours	6	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	<u>None</u>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

Human Development 107 and 108A. Negative TB Test (need to complete before observation during the course).

**CATALOG DESCRIPTION**

This course examines the underlying historical and theoretical principles, and the developmentally appropriate practices of early childhood programs and environments. Emphases will be on the key role of relationships, constructive adult-child interactions, and teaching strategies in supporting physical, social, creative and intellectual development for all children. The evolution of professional practices promoting advocacy, ethics and professional identity will be explored.

<b>Budget Unit</b>	<u>15717</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	30	<u>10</u>
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	130540 - Preschool Age Child	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	

**Grading Options**Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 08/01/12 by:Gwen Morgan-BeazellDivison Chair Approval Date: 10/14/12 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.)

**Identify the historical roots of early childhood education and list different program types, delivery systems, and licensing and regulation structures in early childhood settings Lec 9 hours**

- ü Delivery systems (nonprofit, profit, publicly funded, alternative payment/voucher)
- ü Program types (family child care, centers, after school programs, license-exempt; infant/toddler, preschool, school-age)

**Demonstrate awareness of developmental ages and stages, define developmentally, culturally and linguistically appropriate practice and describe why access to play is important for all children and ways of using a play-based curriculum as a vehicle for developing skills, dispositions, and knowledge Lec 9 hours**

- ü Licensing and regulation (e.g., Title 22, Title 5, Fire Code), and personnel requirements
- ü NAEYC Code of ethics
- ü Attention to unique needs of children ages of 0 to 3, preschool aged and in after school care
- ü Addressing the needs of the “whole” child
- ü The meaning of DCLAP - developmentally, culturally, linguistically appropriate practice.

**Describe adaptations needed to support children, Identify and compare effective policies, practices in early childhood setting Lec 6 hours**

- ü Unique roles of a teacher in an early childhood setting.

**Compare and contrast principles of positive guidance strategies, identify practices promoting positive classroom management, guidance, communication (particularly for English language learners) Lec 6 hours**

- ü Collaboration and partnerships with families, colleagues, and health care professionals–
- ü 5 principles of family centered care
- ü Positive guidance strategies

**Compare and contrast theoretical perspectives, develop a professional philosophy and observe and summarize findings of a quality teacher’s skills and abilities using observational tools Lec 6 hours**

- ü Steps to supporting conflict resolution
- ü Strategies for encouraging cooperative behavior and problem solving
- ü Applying developmentally-appropriate practices to normative and atypical development
- ü The influence of environment on behavior and learning

**Describe the characteristics of effective interactions between an early childhood professionals, children, families, and colleagues and examine the importance of collaboration and describe the relationship of observation, planning, implementation, and assessment Lec 6 hours**

- ü Critical nature of relationships; attachment, responsiveness, Respect
- ü The interrelationship of planning, observation, and assessment
- ü The role of shared reflective practice
- ü Essentials of program planning

**Demonstrate skills to maintain positive team relations, explain child development as a profession, including ethics and professional organizations, and discuss and generate professional and academic goals with faculty guidance Lec 6 hours**

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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: Human Development 111B, Introduction to Curriculum for Young Children  
(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**

Discipline	Human Development	
Course Number	111B	
Course Title	Introduction to Curriculum for Young Children	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	3	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	<u>None</u>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Human Development 108A and 111A. Negative TB Test.

**CATALOG DESCRIPTION**

This course presents an overview of knowledge and skills needed to provide developmentally appropriate curriculum for young children. Students will examine the teacher's role in supporting development, fostering the joy of learning and creativity through the essential role of play. Content areas include language/literacy, social/emotional/sensory learning, art, music, math, science, health/safety, and motor development.

<b>Budget Unit</b>	<u>15717</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	30	<u>10</u>
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	130540 - Preschool Age Child	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>	
Curriculum Office Use Only.		

Department Chair Approval Date: 08/29/12 by: Gwen Morgan-Bezell  
 Divison Chair Approval Date: 10/14/12 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.)

### ***Learning theories* Lec 9-Lec 12 hours**

- üDevelopmental theory as it applies to curriculum development.
- üDevelopmentally, linguistically and culturally appropriate curriculum to support the development of the whole child.
- üImpacts of language and culture on children's play and learning.
- üPlay as the central modality of young children's learning.
- üJoy and trust as the first steps in children's learning.
- üChildren as sensory learners
- üConcept development
- üIndividual learning styles and modalities
- üImpacts of special needs on learning and development
- üImpacts of social identities on learning.

### ***ECE Classrooms and Materials* Lec 9 hours**

- üThe early childhood classroom learning centers: e.g. dramatic play; blocks; manipulatives; art; library; science & nature; sensory/motor; etc.
- üPhysical/temporal/interpersonal and aesthetic components of learning environments.
- üSocial/emotional learning environments based on delight and engagement.
- üClassroom environments that reflect the children, families, cultures and languages of the communities served.
- üAssessing all curriculum for access and appropriate inclusion approaches
- üInfant and toddler use of materials and environments
- üThe curriculum planning process.
- üKey in planning... a continuum, scaffolding: simple to complex, concrete to abstract
- üObservation and documentation as related to curriculum development
- üThe continuing cycle of observation, assessment, curriculum planning, documentation.
- üCurriculum planning that reflects the value and sequence of the child's ability to construct and represent her/his world through symbols.
- üEmergent curriculum, webbed curriculum, themes, project approach
- üThe environment as teacher: balance between naturalistic and structured spaces; soft and hard space; traffic patterns; protected and open space; visual/aesthetic messages

### ***The ECE teacher* Lec 12-Lec 6 hours**

- üRole of the teacher in fostering social attitudes, values and skills
- üRole of teacher as informed, caring, thoughtful decision maker
- üTeacher language which honors linguistic diversity and reflects knowledge and understanding of power issues related to language
- üSelecting activities, materials and equipment, meeting goals
- üTeacher reflection and self evaluation as essential to curriculum development
- üCollaboration: all levels of staff; teaching staff and families; across classrooms

### ***Curriculum topics that may be specifically addressed* Lec 12-15 hours**

- üNutrition and cooking
- üLanguage and literacy, dual language support strategies
- üDramatic play
- üBlock play and physical science
- üScience and Nature
- üSensory Motor learning
- üMath and the construction of mathematical thinking 0-6
- üArt and creative development

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: Manufacturing Technology 103, Solidworks Basic Solid Modeling  
(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**

Discipline	Manufacturing Technology	
Course Number	103	
Course Title	Solidworks Basic Solid Modeling	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	32	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	80	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

Introductory course in parametric solid modeling. This course will include a solid modeling overview, solid model construction techniques (extrude, revolve, ~~sweep, primitive,~~ fillet, chamfer, etc), including the preparation of individual solid components and basic solid model assemblies. (Same as Engineering 103.)

Recommended prerequisite: MNFG 011

<b>Budget Unit</b>	15755	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	30	<u>10</u>
<b>SAM Priority Code</b>	B - Advance Occupational	
<b>Repeatability</b>	<del>R3-NR - Repeatabe</del> <u>x3-Non-Repeatabe: D, F, NC, W</u>	
<b>TOPS Code</b>	95630 - Machining and Machine Tools	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	Letter Grade or P/NP	

Curriculum Office Use Only.

Department Chair Approval Date: ~~11/09/06~~28/11~~12~~ by: Dietrich Kanzler

Divison Chair Approval Date: ~~11/10/09~~16/11~~12~~ by: Dietrich Kanzler

Curriculum and Instruction Council Chair Approval Date: ~~11/21/20~~11

**COURSE CONTENT**

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

**INTRODUCTION TO THE SOLID MODELING ENVIRONMENT AND HOW IT RELATES TO THE 3-D CO-ORDINATE SYSTEM. WILL INCLUDE SOLIDS TERMINOLOGY AND THE BENEFITS OF TOPOLOGICAL MODEL CONSTRUCTION - LEC 6 HOURS**

Students will identify the fundamental differences between wire frame/surface models and true topological solid models.

**WINDOWS OPERATING SYSTEM FILE MANAGEMENT FUNCTIONS - LEC 3 HOURS**

Students will be able to create new folders, rename files, copy files and perform other essential file management functions.

**BASIC PROFILE CREATION TO INCLUDE PREPARING BASIC SKETCH PROFILES FOR USE IN SOLID OPERATIONS - LEC 6 HOURS**

Students will prepare basic sketches to be used later in the course for solid model construction.

**BASIC SOLID MODELING TECHNIQUES (EXTRUDE, REVOLVE, SWEEP, LOFT) - LEC 9 HOURS**

Students will be introduced to basic solid modeling techniques and create simple component shapes.

**MIDTERM EXAM - LEC 3 HOURS**

Student midterm assessment.

**FEATURE MANAGER FUNCTIONS - LEC 3 HOURS**

Students will use essential feature manager functions such as rename, reorder, feather suppress, etc.

**PRIMITIVES (CYLINDER, CONE, BLOCK, SPHERE, TORUS) - LEC 6 HOURS**

Students will work with simple "primitive" SOLIDWORKS solid shapes.

**APPLYING FILLETS (CONSTANT AND VARIABLE). APPLYING CHAMFERS (1 DIST, 2 DIST, DIST/ANGLE) - LEC 6 HOURS**

Students will apply fillets and chamfers of different radii and distances to previously created solid shapes.

**BASIC SHELL COMMANDS (INWARD AND OUTWARD) - LEC 6 HOURS**

Students will shell basic and primitive shapes to create thin wall solids. ~~Plus 32 hours of directed lab.~~

**COURSE MATERIALS**

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

**Required:** Tran, P.. *Solidworks Part I Basic Tools*, ed. SDC Publications, 2010, ISBN: 978-1-58503-6.

**Recommended readings and/or materials:**

None

**Other:**

Student version of Solidworks Software available at no cost.

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: Manufacturing Technology 104, Solidworks Intermediate Solid Modeling (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**

Discipline	Manufacturing Technology	
Course Number	104	
Course Title	Solidworks Intermediate Solid Modeling	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	32	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

Manufacturing Technology 083 or 103.

**CATALOG DESCRIPTION**

Intermediate course for solid modeling, includes a review of the introductory class and changes to the Solidworks interface. Instruction in the use of intermediate Solidworks part modeling skills such as assembly modeling and sub-assemblies is included. (Same as Engineering 104.)

<b>Budget Unit</b>	<u>15755</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	30	<u>10</u>
<b>SAM Priority Code</b>	B - Advance Occupational	
<b>Repeatability</b>	<del>R3</del> <u>NR</u> - Repeatable <del>x3</del>	
<b><del>TOPS Code</del></b>	-	-
Non-Repeatable: D, F, NC, W		
<b><u>TOPS Code</u></b>	<u>95600 - Manufacturing/Industrial Tech</u>	-
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>	

Curriculum Office Use Only.

Department Chair Approval Date: 09/28/12 by: Dietrich Kanzler

Division Chair Approval Date: 10/16/12 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.)

The student will learn to apply the necessary solid-modeling principals used to determine the required operation for constructing Parametric Solid models. Becoming conversant with all the correct terminology required to communicate within the solid modeling industry. The course also requires the student to identify solid modeling problem solving techniques used to modify and update the history of the model. Students will apply concepts learned throughout the course to construct component examples in a “hands on” laboratory environment, using discussion with peers and instructors to gain the required knowledge for creative solid modeling construction.

### **Introduction to the latest changes to the Solidworks interface. Intermediate modeling technique discussions. Lec 3**

Students will be introduced to the changes in the Solidworks environment, and discuss the requirements for the advance modeling curriculum.

### **Introduction to the Solidworks advanced environment including: Previously unused toolbars, and drop down menu systems. Advance templates for use within Solidworks. Lec 3**

Students will prepare Advanced Template files and apply advanced customization to the Solidworks Environment.

### **Advance sketch profile creation to include preparing sketch profiles using splines, and Parabolic shapes. Lec 6**

Students will prepare advanced sketches to be used for solid model extrusions, revolves, lofts, and sweeps.

### **Creation of complete solid models which will be used for assembly modeling later in the course Lec 9**

Students will create complete solid models using the previously created shapes to create individual bodies or parts.

### **MIDTERM EXAM Lec 3**

Student midterm assessment exam.

### **Using the History Tree (delete, suppress, highlight, rename, regenerate, edit parameters, edit geometry, re-order) Lec 3**

Students will negotiate the “History Tree” to study the options available for parametric solid modeling, becoming familiar with “Parent and Child” relationships in solid modeling.

### **Introduction to sheet metal solids Lec 6**

Students will create sheet metal solids.

**Advanced solid modeling techniques (extrude with vertex and up to surface, revolve using non standard center lines, lofts with complex drive curves and sweeps with advanced options. Lec 6** Students will create complex topological shapes using advance modeling features and options.

### **Advanced Detail drawing view creations to include: advanced dimensioning, table driven drawings, drawing configuration. Lec 9**

Students will create complete Detail Drawing views using previously created model files.

**Plus 32 hours of directed lab.**



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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: Manufacturing Technology 105, Solidworks Advanced Solid Modeling (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**

Discipline	Manufacturing Technology	
Course Number	105	
Course Title	Solidworks Advanced Solid Modeling	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	<del>32</del>	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

Manufacturing Technology 104.

**CATALOG DESCRIPTION**

Advanced course for solid modeling includes a review of the intermediate class and changes to the Solidworks interface. Instruction in the use of Solidworks part modeling, assembly modeling, sub-assemblies, advanced photoworks and advanced animator emphasized. (Same as Engineering 105.)

<b>Budget Unit</b>	<u>15755</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	<del>30</del>	<u>10</u>
<b>SAM Priority Code</b>	B - Advance Occupational	
<b>Repeatability</b>	<del>R3-NR</del> - Repeatabile x3	
<b>TOPS Code</b>	-	-
<u>Non-Repeatable: D, F, NC, W</u>		
<b>TOPS Code</b>	<u>95600 - Manufacturing/Industrial Tech</u>	-
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>	

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Department Chair Approval Date: 09/28/12 by: Dietrich KanzlerDivision Chair Approval Date: 10/16/12 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 CONTENT	HOURS	WHAT STUDENT IS EXPECTED TO LEARN
Introduction to the latest changes to the Solidworks interface. Advance modeling technique discussions.	3	Students will be introduced to the changes in the Solidworks environment, and discuss the requirements for the advance modeling curriculum.
Solidworks Surfacing techniques to include: Extrude, Revolve, Sweep, Fill, thicken, Cutting Solid bodies with surfaces.	6	Students will Create complex surface models using solidworks software and use the resultant surfaces to modify solid body shapes.
Complex shell commands using assembly options to drive the model.	3	Students will shell complex components using internal and external options.
Boolean Operations (add, remove, common).	6	Students will create Boolean operations using the add, remove, and common options from previously created solid shapes.
Transposition of solid entities (mirror, rotate, scale, and translate.	6	Students will apply transposition techniques to solid entities using the x-form command.
<b>MIDTERM TEST</b>	3	Student Midterm assessment test.
Advanced solid modeling techniques using toolbodies to drive solid model shapes.	9	Students will use advanced modeling techniques to create complex solids driven by associative toolbodies.

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: Manufacturing Technology 106, Solidworks Drawings  
(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**

Discipline	Manufacturing Technology	
Course Number	106	
Course Title	Solidworks Drawings	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	32	<u>None</u>
Arranged Hours	None	
Total Semester Contact Hours	<u>None</u>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**

~~Prerequisite Manufacturing Technology 103:~~  
MNFG 103 with a minimum grade of C

**CATALOG DESCRIPTION**

Creation and use of drawing templates, importing of solids data into the drawing template, and modification of the resulting drawings to company standards. Recommended prerequisite: MNFG 011

<b>Budget Unit</b>	<u>15755</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	30	
<b>SAM Priority Code</b>	B - Advance Occupational	
<b>Repeatability</b>	<del>R3-NR - Repeatable x3</del>	
<b>TOPS Code</b>	-	-
<u>Non-Repeatable: D, F, NC, W</u>		
<b>TOPS Code</b>	<u>95600 - Manufacturing/Industrial Tech</u>	-
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>	
Curriculum Office Use Only.		

Department Chair Approval Date: 09/28/12 by: Dietrich Kanzler  
 Divison Chair Approval Date: 10/16/12 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.)

### **INTRODUCTION TO THE SOLIDWORKS DRAWING ENVIRONMENT INCLUDING: THE DRAWING MODE, STARTING A NEW DRAWING DOCUMENT - LEC 3 HOURS**

How to navigate the Solidworks drawing environment and learn how to initiate a new drawing mode session.

### **DRAWING TEMPLATES; TEMPLATES; SHEET FORMAT; LAYERS - LEC 4.5 HOURS**

How to create company specific drawing templates and sheet format.

### **DRAWING VIEW INTRODUCTION: STANDARD VIEWS, MODEL VIEWS, THREE STANDARD VIEWS, RELATIVE VIEW TOOL, DERIVED VIEWS AND PROJECTED VIEWS - LEC 3 HOURS**

How to create standard drawing views and manipulate them to produce an industry standard Solidworks blueprint. This will include an overview of first and third angle orthographic project methods.

### **ADVANCED DRAWING VIEWS: SECTION VIEWS, ALIGNED SECTION VIEWS, BROKEN OUT SECTION VIEWS, AUXILIARY VIEWS, DETAIL VIEWS, CROPPED VIEWS, BROKEN VIEWS AND ALTERNATE POSITION VIEWS - LEC 6 HOURS**

How to create advanced drawing views using the advanced drawing tools and solid model data.

### **ADDING ANNOTATIONS TO THE DRAWING VIEWS: REFERENCE DIMENSIONS, NOTES, GEOMETRIC DIMENSIONING AND TOLERANCING SYMBOLS AND REFERENCE GEOMETRY - LEC 6 HOURS**

How to create dimensions and annotations in the drawing views and then modify and move them to clarify the blueprint.

### **ADVANCED DRAWING VIEW DETAILING: INSERTING ASSOCIATIVE MODEL DIMENSIONS AND MODEL DRIVEN ANNOTATIONS - LEC 4.5 HOURS**

How to create complex detail drawing views using associative model information. With focus on the "insert model items" command.

### **TABLE DRIVEN BLUEPRINTS: EXCEL-BASED TABLES AND BILL OF MATERIALS - LEC 4.5 HOURS**

How to create Excel-based tables using model configurations and insert the final associative worksheet into the Solidworks drawing view.

### **SOLIDWORKS BILL OF MATERIALS: INTEGRATED SOLIDWORKS BOM'S (NON EXCEL BASED), BALLOON ANNOTATIONS AND DRAWING REVISION TABLES - LEC 6 HOURS**

How to create Solidworks based BOM's using internal property information extracted from the Solidworks models.

### **EXPLODE DRAWING VIEWS: CONFIGURATION SPECIFIC VIEW CONTROL - LEC 3 HOURS**

How to generate exploded drawing views using previously created exploded assembly models.

### **SHEET METAL PART DRAWINGS; SHEET METAL CONFIGURATION VIEWS - LEC 1.5 HOURS**

How to generate drawing views specific to the sheet metal process

### **DRAWING FILE IMPORT, EXPORT: AUTOCAD ".DWG" AND ".DXF" FILE IMPORT AND SOLIDWORKS DRAWING EXPORT - LEC 3 HOURS**

How to import a 2D AutoCAD blueprint and convert the data to Solidworks format. Also, how to export native

#41

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: Kinesiology Activities 107, Badminton

(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**

Discipline	Kinesiology Activities
Course Number	107
Course Title	Badminton
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Instruction in the fundamental skills and strategies of badminton and practice includes the development of basic skills, techniques, and rules and strategies

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Division Chair Approval Date: ~~09/10/2025/11-12~~ by: ~~Avie Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

appropriate sport term coordination with other toward a common goal is teamwork. Teamwork requires communication with BEGINNING 1. Safety, class policy Skills taught 2. Grip, clear, short serve 3. Rules and set point Game & rules 4. Smash, game net play 5. Introduction to singles and doubles game. BEGINNING/INTERMEDIATE 6. Review of 1-5 Skills & review 7. Doubles and short serve 8. Singles and singles serve Rules & game 9. Introduction of strategy for singles and doubles play Strategy & play INTERMEDIATE/ADVANCED 10. Review of 6-9 Skills and game 11. Net play, drop shot, drives 12. Doubles strategy and game play 13. Singles strategy and game play Strategy ADVANCED 14. Review of 10-14 drive shot, drop shot, singles Skills and strategy 15. Advanced techniques of the drive shot, drop shot, singles 16. Competitive doubles and singles strategy 17. Games and tournaments-singles and doubles Critical thinking is attained through the decision on the use of fundamental skills in appropriate strategies for either singles or doubles play. Critical thinking is also used in critiquing the game or written test given in class. Learning to work in . Safety is dependant on appropriate communication.

- ~~1. Students will improve their level of fitness = 4 hrs.~~
- ~~2. Students will learn the proper grip = 1 hr.~~
- ~~3. Students will demonstrate proficiency in serving = 3 hrs.~~
- ~~4. Students will learn basic singles and doubles strategy = 8 hrs.~~
- ~~5. Students will demonstrate knowledge by clearing, driving, dropping and smashing = 8 hrs.~~
- ~~6. Students will understand round-robin and double elimination tournament bracketing = 8 hrs.~~

### **COURSE OBJECTIVES:**

1. Instruction and practice in the development of beginning badminton skills, techniques, and rules and strategies.
2. Identify court dimensions and equipment necessary for badminton play.
3. Recognize fundamental principles and terminology of singles play.
4. Compare & contrast singles play strategies.
5. Express the relationship between badminton and the components health-related fitness.
6. Express the relationship between badminton and the components performance-related fitness.
7. Act, interact, and react to others with appropriate badminton etiquette and safety behaviors.

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of playing badminton (4 hours)
  1. Origins of the game.
  2. Recreational versus competitive badminton and access to opportunities within the local community.
  3. Relationship between regular badminton participation and the components of health-related fitness.
  4. Relationship between regular badminton participation and performance-related fitness.
  5. List and describe equipment needs, facility requirements, court dimensions.
  6. Athletic etiquette and safety concerns.
  7. Orientation to classroom flow.
2. Rules of the game (2 hrs)
  1. Awareness of the unwritten rules
  2. Compare and contrast court play versus tournament play.
3. Motor skill acquisition drills and techniques practice. (16 hrs)

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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: ~~Kinesiology Activities 260~~ 260A, Soccer - Beginning/Intermediate  
(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**

Discipline	Kinesiology Activities	
Course Number	<del>260</del>	<u>260A</u>
Course Title	Soccer - <u>Beginning/Intermediate</u>	
Former Title	<u>KNAC 260</u>	
Units	<del>0.5</del>	<u>1</u>
Lecture Hours	None	
Laboratory Hours	<del>32</del>	<u>48</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>32</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION** Practice of

This course is designed to introduce/better acquaint students to the game of (outdoor) soccer, including skills, groups and team tactics. Course focuses on improving performance in all aspects of the game: defense, midfield, attack and special situations. Emphasis is placed on rules, techniques, safety, and improving performance.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP
Curriculum Office Use Only.	

Department Chair Approval Date: ~~09/10/22/12~~ ~~11~~ by: ~~Myron Brown~~ Jodi Coffman  
 Divison Chair Approval Date: ~~09/10/2925/11-12~~ by: ~~Avie Bridges~~ Jodi Coffman  
 Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

~~I. Beginning Lessons-1. Safety of the sport is taught and is practiced by all students. (8 hours)~~

- ~~1. Basic Skills~~
- ~~2. Rules of the Game~~
- ~~3. Simple Competition~~
- ~~4. Safety/Injury Prevention~~

~~H. Intermediate Lessons (8 hours)~~

- ~~5. Individual Play~~
- ~~6. Dribbling, Shooting, Passing~~
- ~~7. Elementary Tactics~~
- ~~8. Small-Sided Games~~
- ~~9. Safety/ Injury Prevention~~
- ~~10. Principles of Play~~

~~HH. Intermediate to Advanced Lessons (8 hours)~~

- ~~11. Strategies~~
- ~~12. Individual Technique~~
- ~~13. Group dynamics~~
- ~~14. Safety / Injury Prevention~~
- ~~15. Team Play~~
- ~~16. Transition Play~~
- ~~17. Defensive Principles~~

~~IV. Advanced Lessons (8 hours)~~

- ~~18. Attacking Principles~~
- ~~19. Safety / Injury Prevention~~

~~Student will learn individual skills learning to group and team tactics. Emphasis is placed on defense, midfield, and attack:~~

Evaluate and understand the basic rules of (outdoor) soccer and the laws of the game through written



#43

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: Kinesiology Activities ~~265~~265A, Indoor Soccer - Beginning/Intermediate  
(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**

Discipline	Kinesiology Activities	
Course Number	<del>265</del>	<u>265A</u>
Course Title	Indoor Soccer - <u>Beginning/Intermediate</u>	
Former Title	<u>KNAC 265</u>	
Units	1	
Lecture Hours	None	
Laboratory Hours	48	
Arranged Hours	None	
Total Semester Contact Hours	48	

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION~~Fast~~**

This course is a fast moving, action filled form of soccer played in a smaller indoor area. It is designed to introduce and better acquaint students to the game of soccer. Emphasis is placed on rules and techniques and tactics needed to best perform in the sport of soccer.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR</del> - <del>Repeatable</del> <del>x3</del> - <u>Non-Repeatable: D, F, NC, W</u>
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/2012~~11/12 by: ~~Myron Brown~~Jodi Coffman

Division Chair Approval Date: ~~10/06/25/11~~12 by: Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

1. Students will improve their level of fitness. (8 hours)
2. Students will demonstrate proficiency in various physical soccer related skills through skill assessments and game situations.(8 hours)
3. Students will demonstrate knowledge and understanding of the basic rules of (indoor) soccer through written evaluations and properly applying the rules in game situations. (8 hours)
4. Students will ~~comprehend~~ learn and examine offensive and defensive (indoor) soccer systems and strategies while incorporating their use in game situations. (8 hours)
5. Students will work cooperatively as teams. (8 hours)
6. Safety of the class will be utilized by all members. (8 hours)

**COURSE MATERIALS**

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

Required:Hermans, Vic; Engler, Rainer. *Futsal: Techniques, Tactics, and Training*, 1st ed. London: Meyer and Meyer Verlag, 2010, ISBN: 9781841263045. \$14.54

**Recommended readings and/or materials:**

**Shinguards are required.**

**Class handouts.**

**Other:**

www.futsal.com  
Laws of the Game Book

**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

4 - Very important-often try to achieve

1. - Students attempt to listen to teammates in order to better cooperate both on and off the field/court.

Speaking respectfully is a must in order to create an atmosphere of teamwork.

**Thinking and Reasoning**

4 - Very important-often try to achieve

#44

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: Kinesiology Adapted Activities 202, Adapted Circuit Training  
(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

Discipline	Kinesiology Adapted Activities
Course Number	202
Course Title	Adapted Circuit Training
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### PREREQUISITE(S)

Prerequisite  
None Corequisite

Adapted Kinesiology Medical Release Form required.

### CATALOG DESCRIPTION

This class is an individually structured circuit training program designed for students with disabilities and chronic conditions to experience the benefits of circuit training. Individualized exercise programs are designed to teach students adaptive strategies and beginning level techniques to meet their individual needs. Meets general education requirement.

Budget Unit	15420
Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
Method of Instruction	20
SAM Priority Code	E - Non-Occupational
Repeatability	<del>R3-NR</del> - Repeatability <del>x3</del> Non-Repeatability: D, F, NC, W
TOPS Code	83580 - Adapted Physical Education
Topics Course	No
Open Entry/Exit	No
Grading Options	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/13~~27/11-12 by: ~~Myron Brown~~ Jodi Coffman  
 Divison Chair Approval Date: ~~09/10/29/11-12~~ by: ~~Avic Bridges~~ Jodi Coffman  
 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 OBJECTIVES:** The following topics reflect fundamental or beginning level knowledge and skills:

1. Apply beginning level circuit training techniques.
2. Identify and list circuit training machines and accessory equipment.
3. Recognize fundamental principles and terminology of physical fitness.
4. Express the relationship between circuit training and the components health-related fitness.
5. Act, interact, and react to others with appropriate fitness center etiquette and safety behaviors.
6. Select an appropriate fitness goal relative to student abilities and limitations.

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of physical fitness (4 hours);
  1. Discussion of definitions of fitness.
  2. Presentation of types of circuit training.
  3. Relationship between circuit training and the components health and fitness.
  4. Fitness center etiquette and safety concerns.
  5. Orientation to classroom flow.
2. Individual Exercise Plan (2 hours);
  1. Build student intake file including but not limited to; medical release, student information sheet, and the advised consent forms.
  2. Conduct student interviews including facilitating the goal setting process.
3. Assessment of fitness according to the needs & goals of the student. (2 hours) Examples include:
  1. Anthropometrics.
  2. Muscular endurance tests: Canadian Crunch, Sit-to-Stand, 30-second Bicep Curl.
  3. Cardiovascular endurance tests: 6-min Walk, Upper Body Ergometer (UBE), Step Test.
  4. Body Composition Analysis: Bod-Pod, Skinfolts, Bio-electrical Impedance.
  5. Flexibility test: Sit and Reach, various Range of Motion (ROM).
4. Design individualized plan and introduce the F.I.T.T principle (2 hours);
  1. Create individual exercise plan.
  2. Discuss recommended exercises and contra-indications with each student.
  3. Demonstrate proper biomechanics of selected exercises and discuss safe and appropriate training principles.
  4. Discuss the functions of the heart and the impact of circuit training on it's efficiency.
  5. Identify the 8 major muscle groups and their role for performance of activities of daily living.
5. Workout design and participation (20 hours);
  1. Motor skills acquisition and practice.
    1. Warm-up.
      1. Progressive warm-up using treadmills, ellipticals, and/or bikes.
    2. Stretching.
      1. Instruction and participation in static stretching, passive range of motion, active assistive range of motion, and active isolated stretching depending upon student's needs.
    3. Circuit Training.
      1. Instruction in traditional cardiovascular/resistance training mode as well as UB-resistance/LB-resistance mode.

# 45

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: Kinesiology Adapted Activities 208, Adapted ~~Aerobics~~ Aerobic 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**

Discipline	Kinesiology Adapted Activities
Course Number	208
Course Title	Adapted <del>Aerobics</del> <u>Aerobic Fitness</u>
Former Title	
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**

**Prerequisite**  
None **Corequisite**

Adapted Kinesiology Medical Release Form required.

**CATALOG DESCRIPTION**

The class is designed for students with disabilities and chronic conditions to develop knowledge and skills for improving cardiovascular fitness. Various aerobic and stretching exercises ~~set~~ are performed to music and performed to tone the body, improve cardiovascular endurance, and increase one's ability to exercise safely and effectively. Exercise programs are designed to teach students adaptive strategies and beginning level techniques to meet their individual needs. Meets general education requirement.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <u>x3-Non-Repeatable: D, F, NC, W</u>
<b>TOPS Code</b>	83580 - Adapted Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/1527/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~09/10/29/11-12~~ by: ~~Avic Bridges~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

## COURSE CONTENT

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

**COURSE OBJECTIVES:** The following topics reflect fundamental or beginning level knowledge and skills:

1. Apply beginning level aerobic training techniques.
2. Identify and label aerobics activities and equipment.
3. Recognize fundamental principles and terminology of physical fitness.
4. Express the relationship between aerobic training and the components of health-related fitness.
5. Act, interact, and react to others with appropriate fitness center etiquette and safety behaviors.
6. Select an appropriate fitness goal relative to student abilities and limitations.

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of physical fitness (4 hours);
  1. Discussion of definitions of fitness.
  2. Presentation of types of aerobic exercise.
    1. Group and individual activities.
  3. Relationship between aerobic exercise and the components health and fitness.
  4. Fitness center etiquette and safety concerns.
  5. Orientation to classroom flow.
2. Individual Exercise Plan (2 hours);
  1. Build student intake file including but not limited to; medical release, student information sheet, and the advised consent forms.
  2. Conduct student interviews including facilitating the goal setting process.
3. Assessment of fitness according to the needs & goals of the student. (2 hours) Examples include:
  1. Anthropometrics.
  2. Cardiovascular endurance tests: 6-min Walk, Upper Body Ergometer (UBE), Step Test.
  3. Body Composition Analysis: Bod-Pod, Skinfolds, Bio-electrical Impedance.
4. Design individualized plan and introduce the F.I.T.T principle (2 hours);
  1. Create individual exercise plan.
  2. Discuss recommended exercises and contra-indications with each student.
  3. Demonstrate proper biomechanics of selected exercises and discuss safe and appropriate training principles.
  4. Discuss the functions of the heart muscle and the impact of aerobic exercise on it's efficiency.
  5. Identify the 8 major muscle groups and their role in performance of activities of daily living.
5. Workout design and participation (20 hours);
  1. Motor skills acquisition and practice.
    1. Warm-up.
    2. Cardiovascular Training.
    3. Cardiovascular machines and fusion concepts emphasizing cardio-respiratory conditioning.
    4. Cool-down.
  2. Adapt programs to accommodate student's needs.
    1. Modified exercises.
    2. Modified body position.
    3. Modified equipment.

#46

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: Kinesiology Adapted Activities ~~211~~ 211A, Beginning Adapted Aquatics (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**

Discipline	Kinesiology Adapted Activities	
Course Number	<del>211</del>	<u>211A</u>
Course Title	<u>Beginning Adapted Aquatics</u>	
Former Title	<u>KNAD 211</u>	
Units	1	
Lecture Hours	None	
Laboratory Hours	48	
Arranged Hours	None	
Total Semester Contact Hours	48	

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None **Corequisite**

Adapted Kinesiology Medical Release Form required.

**CATALOG DESCRIPTION** ~~An exercise class in the water~~

The class is designed for students with disabilities. The program will be geared toward improving cardiovascular endurance, increasing flexibility and toning muscles and chronic conditions to experience the benefits of aquatic activities. In a group exercise setting, students are taught adaptive strategies and beginning level techniques for cardiovascular, balance, resistance, and core training. No swimming skills required. Meets general education requirement.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> x3 <u>Non-Repeatable: D, F, NC, W</u>
<b>TOPS Code</b>	83580 - Adapted Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~10/1625/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~10/1625/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~11/21/2011~~

## **COURSE CONTENT**

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

**COURSE OBJECTIVES:** The following topics reflect fundamental or beginning level knowledge and skills:

1. Apply beginning level aquatic exercise strategies.
2. Identify and list aquatic exercise equipment.
3. Demonstrate comprehension of the hydrodynamic relationship between speed and resistance.
4. Compare & contrast the various aquatic fitness activities.
5. Demonstrate competence in most of the beginning level core, balance, cardiovascular, and resistance training exercises.
6. Associate the name of most of the aquatic exercises with the primary muscle trained by the exercise.
7. Express the relationship between aquatic exercise and the components health-related fitness.
8. Act, interact, and react to others with appropriate poolside etiquette and safety behaviors.

**Outline Of Topics:** The following topics are included in the framework of the course but are not intended as limits on content. The order of presentation and relative emphasis will vary with each instructor.

1. Orientation to health benefits of physical fitness (4 hours);
  1. Discussion of definitions of fitness.
  2. Discuss the properties of water and it's effect on the body during exercise.
  3. Poolside ~~ettiquette~~ etiquette and safety concerns.
  4. Presentation of types of aquatic exercises and sports.
  5. Explain relationship between aquatic exercise and the components health and fitness.
  6. Orientation to classroom flow.
2. Individual Exercise Plan (2 hours);
  1. Build student intake file including but not limited to; medical release, student information sheet, and the advised consent forms.
  2. Conduct student interviews including facilitating the goal setting process.
3. Assessment of fitness according to the needs & goals of the student. (2 hours) Examples include:
  1. Anthropometrics.
  2. Muscular endurance tests: Canadian Crunch, Sit-to-Stand, 30-second Bicep Curl.
  3. Cardiovascular endurance tests: 12-minute swim
  4. Body Composition Analysis: Bod-Pod, Skinfolts, Bio-electrical Impedance.
  5. Flexibility test: Sit and Reach, various Range of Motion (ROM) G
4. Design individualized plan and introduce the F.I.T.T principle (2 hours);
  1. Augment group exercise routine to include individual exercise plan.
  2. Discuss recommended exercises and contra-indications with each student.
  3. Demonstrate proper biomechanics of selected exercises and discuss safe and appropriate training principles.
5. Workout design and participation (~~28-30~~ hours);
  1. Motor skills acquisition and practice.
    1. Warm-up and acclimation to the water.
    2. Gait & mobility training in the water.
    3. Aquatic core training
    4. Aquatic resistance & cardiovascular training.
    5. Stretching and cool-down.
  2. Adapt programs to accommodate student's needs.
    1. Modified aquatic exercises.



#47

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: ~~Kinesiology Activities~~ Intercollegiate Athletics 210, Baseball  
(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**

Discipline	Kinesiology <del>Activities</del> <u>Intercollegiate Athletics</u>
Course Number	210
Course Title	Baseball
Former Title	<u>KNAC 210</u>
Units	1
Lecture Hours	None
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Fundamentals of fielding, throwing and hitting. Includes play situations and an emphasis on team offensive and defensive strategy.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3</del> <u>R2</u> - Repeatable <del>x3</del> <u>x2</u>
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/04/16/11-12 by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: 10/06/16/11-12 by: Jodi Coffman

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.)

#### BEGINNING/INTERMEDIATE LEVEL

Offensive baseball play (6 hours). Fundamentals of offensive play; batting, bunting, base running, team offense.

Conditioning (1 hour). The need for proper fitness.

Care and maintenance of baseball field (3 hours). How to keep a baseball field in excellent condition.

Care and maintenance of equipment (3 hours). To gain understanding of pitching machines, screens, bats, and glove repair.

Defensive baseball (5 hours). How to catch fly balls near a fence, in the sun or wind. How to turn the pivot at second base. Alignment of plays. How to dive for ground balls, apply a tag, and catch short hops.

#### INTERMEDIATE/ADVANCED LEVEL

Offensive baseball (6 hours). How to control the bat. How to read a defense. Proper pitch selection. How to steal bases against a right or left handed pitcher.

Baseball rules and idiosyncrasies (1 hour). The difference between high school, college and professional rules.

How to read an opposing manager or player (5 hours). How to pick up opposing team's signs.

Fielding the ball (6 hours). How to catch a ground ball, that is hit to the left, right, straight ahead. How to catch fly balls on the run, in front and behind. How to communicate with other fielders.

#### ADVANCED LEVEL

Hitting the ball (6 hours). How to hit to right field. How to hit a curve ball, slider, and change up. Selection of a proper bat. How to shift weight and swing level.

Bunting the ball (6 hours). How to bunt toward first, third, and outfielders heads. How to bunt a curve ball, slider and change-up. How to suicide squeeze. How to safety squeeze.

#### COURSE MATERIALS

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

#### Recommended readings and/or materials:

**Heads Up Baseball-One Pitch at a Time 2010, \$19.96**

#### Other:

None

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

#48

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: ~~Kinesiology Activities~~ Intercollegiate Athletics 262, Soccer-Men  
(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**

Discipline	Kinesiology <del>Activities</del> <u>Intercollegiate Athletics</u>
Course Number	262
Course Title	Soccer-Men
Former Title	<del>ESOF</del> <u>KNAC</u> 262 - ExS
Units	0.5
Lecture Hours	None
Laboratory Hours	32
Arranged Hours	None
Total Semester Contact Hours	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A high-level, competitive, conditioning and skills program in soccer for male athletes with exceptional talent.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~09/10/28/16/11-12~~ by: ~~Myron Brown~~ Jodi Coffman

Divison Chair Approval Date: ~~10/06/16/11-12~~ by: Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: ~~10/24/2011~~

**COURSE CONTENT**

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

1. Students will improve their level of fitness and work cooperatively as a team. (8 hours)
2. Students will demonstrate proficiency in various physical soccer related skills through skill assessments and game situations; while also working in a safe environment. (8 hours)
3. Students will demonstrate knowledge and understanding of the basic rules of soccer through written evaluations and properly applying the rules in game situations. (8 hours)
4. Students will comprehend and examine offensive and defensive soccer systems and strategies and incorporate their use in game situations. (8 hours)

### **COURSE MATERIALS**

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

**Required:**~~Bobby Howe. Soccer: How to Play the Game - The Official Playing and Coaching Manual of the United States Soccer Federation~~ Martin, Jay. *The Best of Soccer Journal: National Soccer Coaches Association of America*, latest ed. New York/Indianapolis: Universe/Carinal, 1999/2011, ISBN: 0-7893-0338-8. \$29.95/978184126001. \$15.16

### **Recommended readings and/or materials:**

#### **Internet Readings.**

#### **Class handouts.**

#### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

#### **Communication Skills**

3 - Important-sometimes try to achieve

1. - Student-athletes will listen to teammates in order to better cooperate both on and off the soccer field. Speak respectfully in order to create an atmosphere of teamwork.

#### **Thinking and Reasoning**

4 - Very important-often try to achieve

1. - Learn technical skills and apply them in tactical (decision-making) situations. Create game situations for student-athletes that require the application of ideas and concepts learned. Encourage student-athletes to think critically in solving problems on the soccer field (and in their daily lives). Present a solid framework for student-athletes to make sound ethical judgements while playing soccer and beyond.

#### **Information Management**

2 - Unimportant-rarely try to achieve

1. - Ensure an ability to utilize computer based skills to check e-mail accounts and register for classes. Demonstrate competency in gaining information for assignments related to the sport of soccer.

#### **Diversity**

#49

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: ~~Kinesiology Activities~~ Intercollegiate Athletics 291, Volleyball - Off Season  
(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**

Discipline	Kinesiology <del>Activities</del> <u>Intercollegiate Athletics</u>	
Course Number	291	
Course Title	Volleyball - Off Season	
Former Title	<del>ESOF 290 - ExS</del>	<u>KNAC 291</u>
Units	1	
Lecture Hours	None	
Laboratory Hours	48	
Arranged Hours	None	
Total Semester Contact Hours	48	

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A high-level, competitive conditioning and skills program in volleyball for students with exceptional talent.

<b>Budget Unit</b>	15420
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	20
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	R3 - Repeatability x3
<b>TOPS Code</b>	83500 - Physical Education
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/11/16/11/12 by: Myron Brown Jodi Coffman

Division Chair Approval Date: 10/11/16/11/12 by: Myron Brown Jodi Coffman

Curriculum and Instruction Council Chair Approval Date: 12/05/2011

**COURSE CONTENT**

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

Orientation=basic overview of what will be expected. 6 hours

pre-testing=understand the behavioral objectives and daily outcome goals of an intercollegiate volleyball team. 6 hours

Skill analysis=identify the key technical aspects of the fundamental skills (forearm pass, setting, blocking, hitting, and digging). 6 hours

Volleyball rules=define the essential rules of volleyball according to USA volleyball guidelines. 6 hours

Offensive play (team reception, offensive systems of play, hitter coverage, attack terminology)=identify the 5, 4 and 3 passer team reception systems the 5-1, 6-2, and 4-2 offensive systems, and attack terminology (verbal and visual). 6 hours

Defensive play (defensive systems of play, hitter coverage, team blocking)=identify and analyze the read and rotational team defensive systems, team blocking concepts, and hitter rotation positioning. 6 hours

Sport specific physical fitness=identify the sports specific exercise techniques for cardiovascular, muscle strength, muscle endurance, and power training as they relate to volleyball. 6 hours

Intercollegiate competition= understand the competitive implications of individual skill development, rule knowledge, physical fitness, team offense and defense, and daily practice as they relate to team performance and improvement. 6 hours

### **COURSE MATERIALS**

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

**Required:**~~Jon Hastings. *Karch Kiraly's Championship Volleyball*~~USA Volleyball. *Volleyball Systems & Strategies*, 1st ed. New York: FiresideHuman Kinetics Publishers, 19962009, ISBN: 0-684-81466-8. \$159780736074957. \$24.95

### **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 )

### **STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

### **Communication Skills**

#50

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: Emergency Medical Technician 101, Emergency Medical Technician  
(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**

Discipline	Emergency Medical Technician	
Course Number	101	
Course Title	Emergency Medical Technician	
Former Title		
Units	7.5	
Lecture Hours	92	<u>96</u>
Laboratory Hours	52.5	<u>48</u>
Arranged Hours	32	<u>None</u>
Total Semester Contact Hours	176.5	<u>144</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

American Heart Association CPR Healthcare Provider Card.

**Corequisite**

EMT 105 with a minimum grade of C

**CATALOG DESCRIPTION**

Basic course for EMT. Satisfies requirements for County/State EMS Authority. Prepares student to take O.C.E.M.S./National Registry certifying exam for state certification.

<b>Budget Unit</b>	16610
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : D, F, NC, W
<b>TOPS Code</b>	125000 - Emergency Medical Services
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 10/0615/11-12 by: Elaine Dethlefsen  
 Divison Chair Approval Date: 11/10/1523/11-12 by: Phil Hughes Gina Giroux  
 Curriculum and Instruction Council Chair Approval Date: 12/05/2011

## **COURSE CONTENT**

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

Requires students to research and analyze assigned reading material to arrive at correct responses to questions and statements on case studies. Requires the student to apply the solutions to the problems encountered in EMT fundamentals. Allow students to independently expand depth and breath of EMT fundamentals knowledge.

**OVERVIEW OF EMERGENCY MEDICAL TECHNOLOGY, AND MEDICAL LEGAL RAMIFICATIONS - 2.5-0 HOURS.** Role and responsibility of the EMT; overview of the legal aspects of field emergency care, introduction of medical technology; universal precautions; well being of the EMT.

**LEGAL RESPONSIBILITIES OF EMT - 5.0 HOURS.** Apply fundamental knowledge of the EMS system, safety/well-being of the EMT, and medical/legal/ethical issues to the provision of emergency care. List responsibilities of EMT. Describe legal duties of properly trained EMT. Describe the differences between first aid and emergency care; define implied / informed consent; and identify safety factors as an ambulance driver. Identify the reporting mechanism and responsibilities associated with pediatric and elder abuse. Distinguish between torts, criminal actions, and statutory responsibilities.

**COMMUNICATION - 5 HOURS.** Describe EMT role in communication. Describe interfacing and intercommunication with other rescue personnel, identify the local procedures for reporting and record keeping; maintain effective communications in a multiple injury major disaster utilizing the Incident Management System.

**MEDICAL TERMINOLOGY- 2 HOURS.** Identify and utilize foundational anatomical and medical terms and abbreviations in written and oral communication with colleagues and other health care professionals.

**INTRODUCTION TO ANATOMY AND PHYSIOLOGY -18 HOURS.** Apply fundamental knowledge of the anatomy and function of all the human systems to the practice of EMS. This includes identifying topographical anatomy and internal systems. Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for the acutely ill patient. Discuss cellular metabolism and the pathophysiology of the biological systems. Neuro system includes the major categories of altered mental status, both structural and metabolic, strokes, and seizures. Cardiovascular system includes cardiac arrest management with the use of AED's, shock, chest pain, Acute Coronary Syndrome, CHF, and hypertensive emergencies. Respiratory system includes airway resistance disorders, lung and gas exchange disorders, infectious disorders, mechanics of ventilation, ventilation/perfusion and transport of gases. Gastrointestinal system includes abdominal emergencies and GI bleeding. Renal system includes renal disorders, kidney stones and kidney failure. Endocrine system includes Diabetes Mellitus, hypoglycemic and hyperglycemic disorders.

**PERFORMANCE OF PRIMARY AND SECONDARY SURVEY - 13 HOURS.** Apply scene information and patient assessment findings (scene size-up, primary and secondary assessment, patient history, reassessment) to guide emergency management. Identify life threatening emergencies. Stabilize and monitor the patient through assessment of vital signs, utilizing monitoring equipment and guidelines of the stable versus unstable patient.

**MANAGEMENT OF VITAL FUNCTIONS RELATED TO EMERGENCIES - 16 HOURS.** Apply fundamental knowledge of the causes, pathophysiology, and management of shock, respiratory failure or arrest, use of ATV and MTV ventilation, cardiac arrest, and post-resuscitation management. This includes environmental emergencies: burns, poisoning, bites, altitude sickness, drowning, diving injuries, lightning strike injuries, and hazmat.

**SPECIAL PATIENT POPULATION EMERGENCIES - 16 HOURS.** Apply fundamental knowledge of growth, development, aging, and assessment findings to provide basic emergency care and transportation for a patient with special needs. This includes OB emergencies, emergency childbirth, complicated deliveries, pediatric emergencies, SIDS, child and elder abuse.

**TRAUMA, BLEEDING, SKELETAL INJURIES, SOFT TISSUE INJURIES -14 HOURS.** Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for an acutely injured patient. This include: bleeding and bleeding control, chest , abdominal and orthopedic trauma, soft tissue injuries (crush and compartment syndrome), head and traumatic brain injury, spinal cord injuries, trauma in special populations (Pediatrics, Geriatrics, and Pregnancy). Identify various splints, body support to minimize morbidity, and techniques for spinal immobilization.

**EMOTIONAL DIFFICULTIES - 2 HOURS.** Apply fundamental knowledge to provide basic emergency care and transportation based on assessment findings for the emotionally unstable patient. This includes handling unruly disoriented, agitated patients; or patients with psychiatric disorders.

**EMERGENCY VEHICLES - 3 HOURS.** Identify basic medical requirement for ambulance; list the categories of equipment to be carried on an ambulance and essential equipment; describe inspection, cleaning and decontamination processes necessary for an ambulance, identify the aspects of a call, demonstrate proper documentation.

**TRANSPORTATION AND STABILIZATION OF SICK AND INJURED PATIENTS, PATIENT LIFE SUPPORT DURING EXTRICATION - 12 HOURS.** -Apply knowledge of opertaional roles and responsibilities to ensure patient, public, and personnel safety focusing on reducing morbidity/injury exacerbation with appropriate use of adjuncts. ~~Perform~~ Perform patient assessment on an "on going"



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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Emergency Medical Technician 105, Clinical EMT Skills 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**

Discipline	Emergency Medical Technician	
Course Number	105	
Course Title	Clinical EMT Skills Laboratory	
Former Title		
Units	0.5	<u>1</u>
Lecture Hours	None	
Laboratory Hours	24	<u>48</u>
Arranged Hours	None	
Total Semester Contact Hours	24	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None **Corequisite**

EMT 101

**CATALOG DESCRIPTION**

Supervised use of skills lab through supplemental learning to assist the student in development of clinical competency and mastery of psychomotor skills as addressed in course EMT 101. Hours verified by instructor.

<b>Budget Unit</b>	16610	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	20	
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	<del>R3 - Repeatable x3</del>	<u>LMT - Legally Mandated Training</u>
<b>TOPS Code</b>	125000 - Emergency Medical Services	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	Yes	<u>No</u>
<b>Grading Options</b>	P/NP Only	

Curriculum Office Use Only.

Department Chair Approval Date: 10/06/15/11-12 by: Elaine Dethlefsen

Divison Chair Approval Date: 11/10/15/23/11-12 by: Phil Hughes/Gina Giroux

Curriculum and Instruction Council Chair Approval Date: ~~12/05/2011~~

### COURSE CONTENT

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

Assigned projects as mandated by Title 22. The student is expected to ~~learn any one of the following~~ learn the following (16 HOURS):

1. Implementation of specific clinical skills after appropriate assessment.
2. Application of decision making skills through hands-on experience in specific psychomotor tasks.
3. Employ appropriate steps in sequence with rationales for the clinical skills of splinting, airway management, O2, OB, CPR, assessment of vital signs, C-spine immobilization, and medication.
4. Individual instruction in specific EMT skills.
5. Application of theoretical concepts in a skills lab environment through scenarios.
6. Application of assistive devices used in prehospital care.
7. OCEMS advanced skills.
8. HOSPITAL EXPERIENCE - 16 HOURS. Assist hospital personnel in total patient care assessment and treatment.
9. AMBULANCE EXPERIENCE - 16 HOURS. Assist ambulance personnel in primary and secondary survey, patient treatment, and evaluation of status.

### COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)~~Recommended readings and/or materials: None Other:~~

~~Textbook(s):~~ **Required:** Mistovich, J. ;J. *Prehospital Emergency Care*, 9th edition, ed. Prentice Hall/Brady, 2011, ISBN: 0-13-174143-8. \$95.00

**Required:** Santa Ana College, EMT Skills Handbook, 5th ed. Santa Ana College , 2006, ISBN: 13-978-0-7442-\$24.95-07-01-2012

#### 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

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: Mathematics 140, College Algebra**

(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**

Discipline	Mathematics
Course Number	140
Course Title	College Algebra
Former Title	
Units	4
Lecture Hours	64
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	64

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

Mathematics 080 or 081 with a grade of C or better or equivalent skills as measured by the Math Level 3 Exam and a course equivalent to Mathematics 080 or 081.

**CATALOG DESCRIPTION**

Survey of advanced topics in algebra: equations, inequalities and functions involving polynomials, rationals, exponentials, and logarithms with applications and graphing; sequences and series; ~~counting theory;~~ probability.

<b>Budget Unit</b>	16201
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	170100 - Mathematics, General
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~04/10/22~~15/11-12 by: Cheryl Carrera Mike Everett  
 Divison Chair Approval Date: ~~05/10/13~~23/11-12 by: Cheryl Carrera Gina Giroux  
 Curriculum and Instruction Council Chair Approval Date: 08/29/2011 by: Tina Pov

### COURSE CONTENT

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

	Topics	Hours	Contents
1	Graphs and Data Representation	10	Introduce the graphing calculator, graph histograms, pie charts, linear equations.
2	Functions and Graphs	12	Definition of functions; sketching graphs of linear, quadratic, polynomials, rational, absolute and piecewise funtions; inverse and composite functions.
3	Linear and Quadratic Equations and Inequalities	12	Solve listed types of equations and inequalities; interval notations; applications; appropriate calculator use.
4	Algebra of Polynomials		
<del>8</del>	General graphs, appropriate windows; synthetic division; upper and lower bounds; remainder.		
5	Exponential and Logarithm Functions	12	Graph exponential and loarithm equations; use log and expontial keys on a calculator; properties of logs; solve equations involving exponentials and logs; natural logs; applications, logistic functions.
6	Solutions of Systems of Linear and Nonlinear Systems		

~~2~~

### ~~9~~Review ~~2~~

<del>4</del>	Solve linear and nonlinear systems of equations.		
7	Sequences and Series	4	Sequences, partial summation notation; arithmetic and geometric sequences and series, graphing calculator representation.
8			

~~Counting and Probability~~

~~4~~

~~Theory of counting, permutations, combinations, (Optional) probability, theory, binomial theorem, induction.~~

## PROGRAM OF STUDY

### Administrative Fire Services Chief Officer (sac.ftco.ca) Certificate of Achievement (Transcripted)

The Administrative Fire Services, Chief Officer Degree is designed to prepare students for careers as chief officers. This program meets the requirements of the California Fire Chiefs' Association and the Chief Officer Certification track of the California State Fire Marshal.

Major requirements for the certificate

<b>Courses</b>		<b>Units</b>
FAC 262A	Fire Management 2A, Leadership and Effective Communication	1
FAC 262B	Fire Management 2B: Financial Management	1
FAC 262C	Fire Management 2C, Personnel and Labor Relations	1
FAC 262D	Fire Management 2D, Master Planning	1
FAC 262E	Fire Management 2E, Contemporary Issues and Concepts	1
FAC 272A	Fire Command 2A, Command Tactics at Major Fires	1
FAC 272B	Fire Command 2B, Management of Major Hazardous Materials Incidents	1
FAC 272C	Fire Command 2C, High Rise Fire Tactics	1
FAC 272D	Fire Command 2D, Planning for Large Scale Disasters	1
FAC 273B	Command 2E, Wildland Firefighting Tactics	1

**In addition, select a minimum of 9 units from the following list (classes in this area may be substituted with similar classes):**

		<b>Units</b>
FTC 101	Fire Protection Organization	3
FTC 102	Fire Behavior and Combustion	3
FTC 103	Personal Fire Safety	3
FTC 104	Fire Prevention Technology	3
FTC 105	Building Construction for Fire Protection	3
FTC 106	Fire Protection Equipment and Systems	3
FTC 121	Physical Fitness for Public Safety Personnel	3
FTC 121L	Physical Fitness for Public Safety Personnel - Performance and Assessment	0.3
FAC 060	Basic Fire Academy	12

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<b>Total Units</b>	<b>19</b>
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# 54

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PROGRAM OF STUDY			
Administrative Fire Services Chief Officer Degree (sac.ftco.as) and Certificate (sac.ftco.ca) A.A.S. Degree			
Administrative Fire Services Chief Officer Degree (sac.ftco.as) and Certificate (sac.ftco.ca)			
<p>The Administrative Fire Services, Chief Officer Degree is designed to prepare students for careers as chief officers. This program meets the requirements of the California Fire Chiefs' Association and the Chief Officer Certification track of the California State Fire Marshal.</p> <p>Student must complete the general education requirements as outlined in the appropriate catalog.</p> <p>and</p>			
Major requirements for the associate degree and certificate			
Course			
FAC 262A	Fire Management 2A, Leadership and Effective Communication		1
FAC 262B	Fire Management 2B: Financial Management		1
FAC 262C	Fire Management 2C, Personnel and Labor Relations		1
FAC 262D	Fire Management 2D, Master Planning		1
FAC 262E	Fire Management 2E, Contemporary Issues and Concepts		1
FAC 272A	Fire Command 2A, Command Tactics at Major Fires		1
FAC 272B	Fire Command 2B, Management of Major Hazardous Materials Incidents		1
FAC 272C	Fire Command 2C, High Rise Fire Tactics		1
FAC 272D	Fire Command 2D, Planning for Large Scale Disasters		1
FAC 273B	Command 2E, Wildland Firefighting Tactics		1
In addition, select a minimum of 9 units from the following list (classes in this area may be substituted with similar classes):			-
			<u>Units</u>
FTC 101	Fire Protection Organization		3
FTC 102	Fire Behavior and Combustion		3
FTC 103	Personal Fire Safety		3
FTC 104	Fire Prevention Technology		3
FTC 105	Building Construction for Fire Protection		3
FTC 106	Fire Protection Equipment and Systems		3

FTC 121	Physical Fitness for Public Safety Personnel	4	3
FTC 121L	Physical Fitness for Public Safety Personnel - Performance and Assessment	0.3	
FAC 060	Basic Fire Academy	12	
Total Units		44	19
PID 99370			



## PROGRAM OF STUDY

### Fire Administration Option (sac.ftfa.ca) Certificate of Achievement (Transcripted)

The program in fire administration is designed to prepare students for careers as fire service officers. The program meets requirements of the California State Board of Fire Services Certified Fire Officer and college or university preparation. Transcript evaluation may allow up to a maximum of 18 units of credit for previous fire service education. "If Fire Technology 121 is completed as an elective with a "C" or better grade and FTC 121L is completed with a "pass", it may be used to satisfy the requirements of section F of the general education requirements for graduation."

Student must complete the general education requirements as outlined in the appropriate catalog.

and

<b>Courses</b>	<b>Units</b>
FAC 062            Basic Incident Command Systems	0.3
FAC 062B        ICS-300 Intermediate ICS	0.5
FAC 231A        Fire Prevention Officer IA	1
FAC 231B        Fire Prevention Officer IB	1
FAC 241A        Training Instructor IA	1
FAC 241B        Training Instructor IB	1
FAC 251A        Fire Investigation 1A	1
FAC 251B        Fire Investigation 1B	1
FAC 261         Fire Management I	1
FAC 271A        Fire Command IA	1
FAC 271B        Fire Command IB	1
FTC 101         Fire Protection Organization	3

**In addition, select a minimum of 9 units from the following list (classes in this area may be substituted with similar classes):**

	<b>Units</b>
FTC 102        Fire Behavior and Combustion	3
FTC 103        Personal Fire Safety	3
FTC 104        Fire Prevention Technology	3
FTC 105        Building Construction for Fire Protection	3
FTC 106        Fire Protection Equipment and Systems	3
FTC 121        Physical Fitness for Public Safety Personnel	3
FTC 121L      Physical Fitness for Public Safety Personnel - Performance and Assessment	0.3
FAC 060        Basic Fire Academy	12

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<b>Total Units</b>	<b>21.8</b>
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#56

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PROGRAM OF STUDY		
Fire Administration Option Degree (sac.ftfa.as) and Certificate (sac.ftfa.ca) A.A.S. Degree		
<p>The program in fire administration is designed to prepare students for careers as fire service officers. The program meets requirements of the California State Board of Fire Services Certified Fire Officer and college or university preparation. Transcript evaluation may allow up to a maximum of 18 units of credit for previous fire service education. "If Fire Technology 121 is completed as an elective with a "C" or better grade it and FTC 121L is completed with a "pass", it may be used to satisfy the requirements of section F of the general education requirements for graduation."</p> <p>Student must complete the general education requirements as outlined in the appropriate catalog.</p> <p>and</p> <p>Major requirements for the associate degree and certificate</p>		
Course		-
FAC 062	Basic Incident Command Systems	0.3
FAC 062B	ICS-300 Intermediate ICS	0.5
FAC 231A	Fire Prevention Officer IA	1
FAC 231B	Fire Prevention Officer IB	1
FAC 241A	Fire Instructor IA	1
FAC 241B	Fire Instructor IB	1
FAC 251A	Fire Investigation 1A	1
FAC 251B	Fire Investigation 1B	1
FAC 261	Fire Management I	1
FAC 271A	Fire Command IA	1
FAC 271B	Fire Command IB	1
FTC 101	Fire Protection Organization	3
In addition, select a minimum of 9 units from the following list (classes in this area may be substituted with similar classes):		-
FTC 102	Fire Behavior and Combustion	3
FTC 103	Personal Fire Safety	3
FTC 104	Fire Prevention Technology	3
FTC 105	Building Construction for Fire Protection	3
FTC 106	Fire Protection Equipment and Systems	3
FTC 121	Physical Fitness for Public Safety Personnel	4
		<u>3</u>

FAC 060	Basic Fire Academy	12
FTC 121L	Physical Fitness for Public Safety Personnel - Performance and Assessment	0.3
Total Units		43 21.8
		PID 102371

## PROGRAM OF STUDY

### Public Fire Service Option (sac.ffpfs.ca) Certificate of Achievement (Transcripted)

The public fire service program is designed to provide occupational preparation in federal, state, local and private fire protection agencies and for those desiring to enter fire service work in such areas as firefighting with emphasis in fire prevention, inspection and safety practices. Completion of the Fire Academy 060 course is recognized by the California State Board of Fire Services as meeting the requirements for Certified Firefighter 1 Training Academy and college and university preparation. The units earned in The Basic Fire Academy 060 are nontransferable. Prerequisites to the Basic Fire Academy include: All Fire Technology core courses, meeting the NFPA 1582 medical standards, passing the physical ability test and completing **Emergency Medical Technician I** course, taking and passing the National EMT Certification Exam and receiving **certification in the State of California**

#### Major Requirements for Certificate

Course		Units
FAC 007	Orientation and Physical Fitness	2.5
FAC 008	Firefighter I Physical Ability Examination	0.1
FAC 060	Basic Fire Academy	12
FTC 101	Fire Protection Organization	3
FTC 102	Fire Behavior and Combustion	3
FTC 103	Personal Fire Safety	3
FTC 104	Fire Prevention Technology	3
FTC 105	Building Construction for Fire Protection	3
FTC 106	Fire Protection Equipment and Systems	3
FTC 121	Physical Fitness for Public Safety Personnel	3
FTC 121L	Physical Fitness for Public Safety Personnel - Performance and Assessment	0.3
<b>Total Units</b>		<b>35.9</b>



#58

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PROGRAM OF STUDY		
Public Fire Service Option <del>Degree</del> (sac.ftpfs.as) and <del>Certificate</del> (sac.ftpfs.ca) A.A.S. Degree		
<p>The public fire service program is designed to provide occupational preparation in federal, state, local and private fire protection agencies and for those desiring to enter fire service work in such areas as firefighting with emphasis in fire prevention, inspection and safety practices. Completion of the Fire Academy 060 course is recognized by the California State Board of Fire Services as meeting the requirements for Certified Firefighter 1 Training Academy and college and university preparation. The units earned in The Basic Fire Academy 060 <del>credits</del> are nontransferable. Prerequisites to the Basic Fire Academy include: All Fire Technology core courses <del>and students must meet</del>, <u>meeting the NFPA 1582 medical standards, pass passing the physical ability test and achievespecific reading, and writing skills.completing Emergency Medical Technician I course, taking and passing the National EMT Certification Exam and receiving certification in the State of California.</u></p> <p>Student must complete the general education requirements as outlined in the appropriate catalog.</p> <p><u>and</u></p>		
Major requirements for the associate degree and certificate		
Course		
FAC 007	Orientation and Physical Fitness	2.5
FAC 008	Firefighter I Physical Ability Examination	0.1
FAC 060	Basic Fire Academy	12
FTC 101	Fire Protection Organization	3
FTC 102	Fire Behavior and Combustion	3
FTC 103	Personal Fire Safety	3
FTC 104	Fire Prevention Technology	3
FTC 105	Building Construction for Fire Protection	3
FTC 106	Fire Protection Equipment and Systems	3
FTC 121	Physical Fitness for Public Safety Personnel	4 <u>3</u>
FTC 121L	Physical Fitness for Public Safety Personnel - Performance and Assessment	0.3
Total Units		36 <u>35.6-9</u>
PID 112357		





159

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Speech Communication

;

&  
requirement  
fulfill

and successfully complete the Computer Skills and Applications requirement

RECOMMENDED ELECTIVESEarly Childhood Education Setting

PROGRAM OF STUDY	
Speech-Language Pathology Assistant Degree (sac.slpa.aa) A.A. Degree	
<p>(Formerly: Speech-Language Pathology Assistant Degree (SAC 1510) and Certificate (SAC 1998))</p> <p>The Speech-Language Pathology Assistant Program is designed to prepare <u>trained students for employment assisting speech-language pathology assistants to assist speech-language pathologists in the speech and language development of pathologists working with</u> communicatively disordered children and adults. <u>They</u> <u>Students will be trained to conduct screenings for speech-language and hearing disorders, administer treatment assistance as prescribed by the speech-language pathologist, conduct screenings for speech-language and hearing disorders, and to provide general support assistance to the speech-language pathologist. They will work with infants, children, young adults and seniors in educational, clinical and medical settings such as schools, day care centers, hospitals, nursing homes and clinics.</u> The Associate of Arts program offers an intensive course of study in the area of speech and language disorders, including supervised treatment and field experience in a variety of settings <u>such as educational, clinical, and/or medical.</u> <u>Further, there is a high probability that students will be required to complete immunizations, fingerprinting (at the student's cost) and/or have a drug test and criminal background check at a fieldwork site. Problems with fingerprinting and background checks could result in a delay of placement or failure of program completion.</u></p> <p>Upon completion of the A.A. Degree program, the graduate is eligible for a <u>certificate of completion and registration as a Speech-Language Pathology Assistant by the American Department of Consumer Affairs, Speech-Language Pathology &amp; Audiology &amp; Hearing Aid Dispensers Board. Prior to obtaining employment, students who have completed all A.A. degree requirements will need to apply for registration to practice in the State of California through the Department of Consumer Affairs, Speech-Hearing Association and the California Language Pathology &amp; Audiology &amp; Hearing Aid Dispensers Board, 2005 Evergreen Street, Suite 2100, Sacramento, CA 95815, phone number 916-263-2666. When applying for registration with the California board, applicants will be asked to answer questions related to the topic of felonies. In addition, applicants must submit fingerprints for a Department of Justice and Federal Bureau of Investigation background check, to be done at the applicant's expense, and possess a valid social security number. For information about limitations based on felonies, applicants are advised to call the Board directly anytime prior to the application process. Registration application and complete information on necessary documents can be obtained through the Department of Consumer Affairs, Speech-Language Pathology and Audiology Examining Board. &amp; Audiology &amp; Hearing Aid Dispensers Board website at</u></p>	

[www.speechandhearing.ca.gov](http://www.speechandhearing.ca.gov).

Major requirements for the associate degree:

All ~~AA~~ A.A. degree requirements must be completed with a grade of C or better ~~at the conclusion of the program in order to receive the certificate of completion.~~

Course		
SLPA 118	Introduction to Speech-Language Pathology Assisting	1
SLPA 119	Speech-Language and Hearing Development Across the Life Span	3
CMST 151	Voice <u>and Diction for Effective Communication</u>	3 - 0
HUD 107	Child Growth and Development (DS1)	3
	or	
PSYC 157	Introduction to Child Psychology	3
HUD 108A	Observation and Assessment for Early Learning and Development	3
SLPA 120	Speech-Language Pathology Clinical Management and Procedures	2
SLPA 150	Observation of Speech-Language Pathology Clinical Practices	+ 0.5 - 0
SLPA 160	Introduction to Communicative Disorders and Treatment	3
SPCH CMST 170	Introduction to Phonetics	3 - 0
SLPA 180	Speech-Language Pathology Screening Processes and Intervention Procedures	3
SLPA 190	Speech-Language Pathology Assistant Clinical Fieldwork I	2
SLPA 200	Adult and Geriatric Communication Disorders	3
HUD 205	Exceptionality and Special Needs in Human Development	3
SLPA 250	Speech-Language Pathology Assistant Clinical Fieldwork II	2
SIGN 110	American Sign Language I	3

General Education Requirements:		
BIOL 109	Fundamentals of Biology	3
	or	
BIOL 109H	Honors Fundamentals of Biology	3
BIOL 109L	Fundamentals of Biology Laboratory	1
	or	
BIOL 149	Human Anatomy and Physiology	4
	or	
BIOL 239	General Human Anatomy	4
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
SPCH CMST 101	Introduction to Interpersonal Communication	3
	or	
SPCH CMST 101H	Honors Introduction to Interpersonal Communication	3
SPCH CMST 103	Introduction to Intercultural Communication	3 - 0
	or	
SPCH CMST 103H	Honors Introduction to Intercultural Communication	3
ESHE 105	First Aid and Personal Safety	1.5
ESHE	Cardiopulmonary Resuscitation	2

107		
- 0		
ANTH 104	Language and Culture	3 - 0
	or	
ANTH 104H	Honors Language and Culture	3 - 0
-	or	
ENGL 104	Language and Culture	3
	or	
ENGL 104H	Honors Language and Culture	3
MATH 080	Intermediate Algebra.....(Revised 4/2007)	4
	or	
MATH 081	Intermediate Algebra with Lab	4
PSYC 140	Introduction to Psychology of Adulthood and Aging	3
-		
-		27.5 - 33.5
-		
To complete the AA degree		requirements, students need to
		fulfill the requirements for American Institutions, Reading, Lifelong Understanding and Self-Development Section F2
		-
HUD 111B	Introduction to Curriculum for Young Children	3
HUD 231	Developing Language and Literacy in Young Children	3
-		
Hospital or Medical Setting		-

BIOL 217	Pathophysiology	2
MA 051A	Beginning Medical Terminology	3
Hospital or Medical Setting		3
-	or	
SPCH 107	Communication for the Health Care Professional	1.5
-		
Total Units		<del>78 - 85.5</del>
		PID 171
<u>24 - 33</u>		
-		
Total Units		<u>55 - 70.5</u>
		PID 362



# PROGRAM OF STUDY

## Nursing-Registered Nursing (sac.nrsrg.as) A.S. Degree

The Associate Degree Nursing program is approved by the California Board of Registered Nursing and accredited by the National League for Nursing Accrediting Commission. It is designed to qualify the student for the licensure examination and entry into practice as a Registered Nurse (R.N.). Additionally, completion of the Associate in Science Degree in Nursing prepares a student to transfer to a four-year institution for completion of a baccalaureate degree (see an admissions's counselor for requirements). The curriculum follows the Santa Ana College Conceptual Framework for Nursing.

Advanced placement in the program may be granted to those students with certain prior experience, licensed vocational nurse (L.V.N.), registered nursing education, or equivalent. Advance-placed/Transfer/Challenge applicants require an individual appointment with the Program Director or designee.

Effective January 2011, all students, including Advanced placed/Transfer/Challenge applicants, are required to successfully complete the diagnostic assessment test of preparation, Assessment Technology Institute's Test of Essential Academic Skills (TEAS) prior to entry into the Nursing Program. Remediation is required if the test is not passed.

Completion of an R.N. orientation session (call the Counseling Department for an appointment) is strongly advised.

Please refer to [www.sac.edu](http://www.sac.edu) (go to the SAC A-Z link, click "N", then click Nursing) for current and updated information on admission information.

### Admission Prerequisites:

These prerequisites are also required for Nursing-Registered 101, Nursing Process: Non-Critical Adults, and Nursing-Registered 101L, Nursing Actions: Non-Critical Adults. Nursing Students must meet current departmental catalog requirements.

1. Completion of the 12th grade, verified by transcript or equivalent GED score validated by appropriate testing institution, AND submission of transcripts from all colleges attended is required.

2. Courses or equivalents (units are semester units):

BIOL 239	General Human Anatomy	4
BIOL 249	Human Physiology	4
BIOL 139	Health Microbiology	4
ENGL 101	Freshman Composition	4
	<b>or</b>	
ENGL 101H	Honors Freshman Composition	4

*BIOL 229 General Microbiology (5 Units) can be substituted for BIOL 139 Health Microbiology.*

*The science prerequisites must be completed within five (5) years of applying to the Nursing Program. Please note: Effective Fall 2011, the completed prerequisites require a grade of "C" or higher with an overall Grade Point Average (GPA) of 2.5 or higher.*

3. After all prerequisites have been completed, the student must submit a Prerequisite Verification Form. This form is available in the Health Sciences/Nursing Office (R-213, 714-564-6825) or online at [www.sac.edu](http://www.sac.edu).

### Admission Procedures:

**For Students Entering the First Semester:**

A multi-criteria admission selection process will be implemented when the current entry list nears depletion. The estimated time for the implementation of this selection process for entry could be Fall 2013 or Spring 2014. The multi-criteria admission selection process is based on points given for the science prerequisites' GPA, completion of English and general education courses, previous degrees, recent work in healthcare, life experiences, fluency in specific languages, and results on the TEAS test. Please refer to the Nursing website for specific point breakdown. Once the multi-criteria admission selection process begins, applications will be accepted during the first three weeks of February for Fall admissions and the first three weeks in September for Spring admissions.

Until the current entry list nears depletion, the following process for admission to the Nursing Program remains in place: one-half of the number of students accepted for entry into the Nursing sequence is based on "first to complete all of the requirements, first admitted." One-half of the students will be accepted based on a priority numerical ranking of their grades in the science and English prerequisite courses. The ranking system is A = 10 points, B = 5 points and C = 1 point. Students will be placed on the numerical ranking list from the highest to lowest points. A student who successfully completes all requirements but who is not accepted because of limited class size will be accepted as soon as space becomes available.

**For Advance-placed Students:**

Students are admitted on a space available basis according to "first to complete all of the requirements, first admitted." Continuing and Re-entry students have priority over advance-placed students. A student who successfully completes all requirements but who is not accepted because of limited class size will be accepted as soon as space becomes available.

Santa Ana College reserves the right to designate a certain number of spaces for contract agreements and/or meet grant designated requirements.

**Upon acceptance to all semesters:**

1. Evidence of a physical examination by an M.D., Physician Assistant, or Nurse Practitioner must be submitted upon entry into the program verifying the applicant's physical ability to perform the academic and clinical requirements of an R. N. student. Examinations, including immunization status, must have been performed within 4 months prior to beginning the Nursing Program.

2. A cleared background check is required of all Nursing Students after acceptance in to the Nursing Program.

3. A cleared drug test may be required of all entering Nursing Students after acceptance into the program.

4. A current (within one year of issue date) CPR card for Healthcare Providers from the American Heart Association is required upon entry to the Nursing Program.

5. Malpractice insurance must be maintained throughout the Nursing Program.

Students with incomplete physical information, CPR, malpractice insurance, background check, and drug testing, if required, will not be allowed into the clinical setting because of mandatory hospital and program requirements. If a student re-enters the program, a new background check and drug testing must be provided upon re-entry.

Students who are a "NO SHOW" for the first day of class will be dropped and replaced by an alternate.

Students may turn down entry to the program once. A second refusal will result in the student's name being placed at the end of the entry list. A third refusal will result in removal from the list.

It is the student's responsibility to contact the Health Sciences/Nursing Office (714) 564-6825 when a change of address or phone number has occurred. If mail is returned due to a wrong address or a student does not respond to an acceptance letter, the student's name will be removed from the entry list.

**PROGRAM INFORMATION**

The program is four semesters; there is no summer school. Students are required to have transportation to off-campus clinical sites. There are 1-2 clinical days per week. They may be day or evening shifts including weekends in eight or twelve-hour configurations. Theory courses meet 1 to 2 days per week. Please refer to the website at [www.sac.edu](http://www.sac.edu) for further information.

Please note that this is considered a full-time program. Students are advised to limit outside employment. Excessive work schedules combined with family and school commitments may contribute to being unsuccessful in the program.

Approximate cost for supplies and fees can be obtained on the website at [www.sac.edu](http://www.sac.edu).

**Please Note:** The California Board of Registered Nursing (BRN) requires California Department of Justice and Federal Bureau of Investigation review prior to licensure (upon completion of the program). Section 480 (a) (1) of the Business and Professions Code authorizes the BRN to deny licensure to applicants convicted of crimes substantially related to nursing.

The BRN requires all licensure applicants to provide a valid Social Security Number.



The R. N. program has three options:

**Option I - Generic R.N. academic program of two years.**

Applicants interested in this option must:

- a. Complete the admission prerequisites and
- b. Be admitted into the Santa Ana College R.N. program at the first year of the program or be advance-placed.

**Option II - L.V.N. to R.N., academic program of one year.**

Licensed Vocational Nurses (L.V.N.s) are admitted at the beginning of the second year of the program. To apply for licensure as a Registered Nurse, one must be licensed in California as a Vocational Nurse and:

- a. Complete the admission prerequisites,
- b. Be admitted into the Santa Ana College R.N. program in the beginning of the second year of the program (third semester) with college credit granted for 18 units of L.V.N. courses,
- c. Complete the Role Transition course with "Pass" before entering the program, and
- d. Be advance-placed which is dependent upon space availability in the program.

**Option III - Thirty (30) Unit L.V.N. Option - (BRN regulation 1429), academic program of one year.**

Information on the Thirty (30) Unit L.V.N. Option is available in the Health Sciences/Nursing Office.

Applicants interested in this option are required to meet with the Program Director and:

- a. Must be licensed in California as a Vocational Nurse,
- b. Complete the admission prerequisites required for the 30 Unit L.V.N. Option,
- c. Be admitted into the Santa Ana College R.N. program in the beginning of the second year of the program (third semester),
- d. Complete the Role Transition course with "Pass" before entering the program, and
- e. Be advance-placed which is dependent upon space availability in the program.

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**Major requirements for the Associate Degree in Nursing:  
First Year**

Units

First Semester

NRN 101	Nursing Process: Non-Critical Adults	4.5
NRN 101L	Nursing Actions: Non-Critical Adults	5
NRN 103	Pharmacological Concepts of Nursing	3
NRN 112	Nursing Concepts	1.5

Second Semester

NRN 102	Nursing Process: Women, Parents, and Children	4
NRN 102L	Nursing Actions: Women, Parents and Children	4.6

22.6 - 22.6

**Major requirements for the Associate Degree in Nursing:  
Second Year**

Units

Third Semester

NRN 201	Nursing Process: Critical Biological & Psychosocial System Needs I	4
NRN 201L	Nurse Actions: Critical Biological and Psychosocial System Needs I	5

Fourth Semester

NRN 202	Nursing Process: Critical Biological and Psychosocial System Needs II	4
NRN 202L	Nursing Action: Critical Biological and Psychosocial System Needs II	5.4
NRN 200	Role Transition	2

18.4 - 18.4

NRN 103 and NRN 112 may be taken prior to entering into the first semester of the Nursing Program.

NRN 200 is for Advance-placed students only; not required for generic students.

There are no required electives for the degree. If desired, these courses are recommended: Biology 217; Chemistry 119; Medical Assisting 051A; Nursing Registered 045, 098, 106, 198, 206; Nursing-Continuing Education 145.

The California Board of Registered Nursing stipulates that R.N. students must complete sixteen units of natural, behavioral, and social sciences as well as six (6) units of communications skills, to qualify for examination and licensure.

**Graduation requirements for the Associate Degree in Nursing:**

**Total nursing units required = 41**

	<b>Units</b>
BIOL 239 General Human Anatomy	4
BIOL 249 Human Physiology	4
BIOL 139 Health Microbiology	4

**or**

BIOL 229 General Microbiology	
ENGL 101 Freshman Composition	4

**or**

ENGL 101H Honors Freshman Composition	
CMST 102 Public Speaking	3

**or**

CMST 145 Group Dynamics at SAC	
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**or**

Communications 101 or 110 at SCC	
SOC 100 Introduction to Sociology	3

**or**

SOC 100H Honors Introduction to Sociology	
PSYC 100 Introduction to Psychology	3

**or**

PSYC 100H Honors Introduction to Psychology

Select one course from the Associate Degree Plan A, Social and Behavioral Science category, American Institutions - 3 Units

Select one course from the Associate Degree Plan A, Humanities category - 3 Units

Total units = 72

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15 - 15

**Only Biol 249 and Biol 139 are required for Option III - 30 Unit Option L.V.N. students.**

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**Math proficiency for graduation: Successful completion of the Santa Ana College Math Proficiency Exam or Intermediate Algebra 080/081.**

**Lifelong learning, computer skills competency, and cultural breadth requirements are met upon completion of the Nursing Program.**

**See the Nursing Counselor to determine catalog rights and Santa Ana College graduation requirements which includes mathematics.**

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**Educational Concerns:**

**Students or concerned parties have the right to contact the Board of Registered Nursing (BRN) or the National League for Nursing Accrediting Commission (NLNAC) regarding concerns about the educational program. It is recommended that this is done after all college means for resolving problems/issues have been exhausted.**

**BRN**

**P.O. Box 944210  
Sacramento, CA. 94244-2100  
(916) 32203350/www.rn.ca.gov**

**NLNAC**

**3343 Peachtree Road, NE, Suite 850  
Atlanta, GA. 30326  
(404) 975-5000/www.nlnac.org**

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**Total Units**

**72**

Praxis



**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Communications & Media Studies 123B, Intermediate News Media Production

(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**

<b>Discipline</b>	Communications & Media Studies
<b>Course Number</b>	123B
<b>Course Title</b>	Intermediate News Media Production
<b>Former Title</b>	
<b>Units</b>	4
<b>Lecture Hours</b>	64
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	160
<b>Total Semester Contact Hours</b>	224

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

An intermediate level production-based course designed around a functioning media organization, providing students practical training in print, digital and web-based media through work as members of the campus news magazine *el Don* and its website *eldonnews.org*. Students utilize a digital laboratory to gain practical experience in a variety of disciplines, including writing, editing, design, photography, audio, visual, multimedia and emerging technologies. Completion of CMSD 123 I is required. Arranged laboratory hours (TBA) 10 hours per week.

<b>Budget Unit</b>	15530
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	60100 - Media & Communications, Gen
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 08/11/12 by: Charles Little  
 Divison Chair Approval Date: 10/14/12 by: Eve Kikawa  
 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.)

**Students will work primarily in two of the following areas:** researching, writing, and editing articles for *el Don* news magazine and *eldonnews.org*; taking photographs and creating graphic illustrations; developing multimedia stories; or designing pages. Ethics and legal aspects of communication and media

leadership/management are also covered.

A. Report and write stories for publication using multiple sources

and/or

Design newspaper pages and advertisements using up-to-date design and desktop publishing from the Adobe CS Suite of programs

and/or

Take and prepare photos for publication for print and online

and/or

Write and edit stories using photo slideshows, multimedia, audio, or video.

B. Determine and evaluate appropriate sources of news information.

C. Navigate the content management software used to create online publications (post to SNO).

D. Understand the role of the student press as member of the campus community.

E. Understand the legal aspects of communication (libel, privacy, copyright, etc.).

F. Develop an electronic portfolio of at least **15** writing, design, and photo or multimedia stories published in *el Don* news magazine and *eldonnews.org* (**must include minimum of six in two areas**).

G. Other assignments of greater breadth and depth than in CMSD 123A.

#### **1. 9 lec. 20 lab. Media Law and Ethics**

Lectures introduce key Constitutional amendments and primary court cases in media law. Addresses key legal and ethical issues affecting media. Explore recent court rulings, California public records act, and public access to legal documents, libel, privacy, copyright, and the fundamental legal aspects of communication.

#### **2. 6 lec. 7 lab. Management and Business Practices**

Lectures emphasize management of staff, news budgeting, reportorial etiquette, and role of the student press as member of the campus community. Introduces students to the business side of *el Don* and *eldonnews.org*, through an examination production costs, annual budget and budget planning, advertising sales, and distribution.

#### **3. 3 lec. 3 lab. Reporting Under Deadlines**

Lectures examine the values and practice of daily and weekly newsgathering in a media organization. Introduce students to effective techniques for writing, reporting, photographing, and producing media content under deadlines. Explore ways to determine and define relevant news content.

#### **4. 10 lec. 30 lab. Newswriting, Storytelling, and Style**

Examine types of writing and journalistic style for print, online or broadcast. Introduce techniques for determining the best format – print, multimedia, visual, etc.—for telling basic news stories. Explain the fundamentals of storytelling through written, visual, audio, video, or other multimedia formats. Practice and apply Associated Press Style in media writing.

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Communications & Media Studies 123C, Advanced Intermediate News Media Production

(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**

<b>Discipline</b>	Communications & Media Studies
<b>Course Number</b>	123C
<b>Course Title</b>	Advanced Intermediate News Media Production
<b>Former Title</b>	
<b>Units</b>	4
<b>Lecture Hours</b>	64
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	160
<b>Total Semester Contact Hours</b>	224

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

CMSD 123B with a minimum grade of C  
Or equivalent college media course

**CATALOG DESCRIPTION**

An advanced intermediate level production-based course designed around a functioning media organization, providing students practical training in print, digital and web-based media through work as members of the campus news magazine el Don and its website eldonnews.org. Students utilize a digital laboratory to gain practical experience in a variety of disciplines, including writing, editing, design, photography, audio, visual, multimedia and emerging technologies. Completion of CMSD123 II required. Arranged laboratory hours (TBA) 10 per week.

<b>Budget Unit</b>	15530
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	60100 - Media & Communications, Gen
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 08/11/12 by: Charles Little  
Divison Chair Approval Date: 10/14/12 by: Eve Kikawa  
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.)

**Students will work primarily in three of the following areas:** researching, writing, and editing articles for *el Don* news magazine and *eldonnews.org*; taking photographs and creating graphic illustrations; developing multimedia stories; or designing pages. Ethics and legal aspects of communication and media leadership/management are also covered and students should serve in leadership roles.

A. Report and write stories for publication using multiple sources

and/or

Design newspaper pages and advertisements using up-to-date design and

desktop publishing software from the Adobe CS Suite of programs,

and/or

Take and prepare photos for publication for print and online

and/or

Write and edit stories using photo slideshows, multimedia, audio, or video.

B. Determine and evaluate appropriate sources of news information.

C. Edit peers' stories and photo stories.

D. Navigate the content management software used to create online publications (post to SNO).

E. Understand the role of the student press as member of the campus community.

F. Understand the legal aspects of communication (libel, privacy, copyright, etc.).

G. Develop an electronic portfolio of at least **18** writing, design, photo or multimedia stories published in *el Don* news magazine and *eldonnews.org*. (**must include minimum of four in three areas**).

H. Other assignments of greater breadth and depth than in CMSD 123B.

### **1. 9 lec. 20 lab. Media Law and Ethics**

Lectures introduce key Constitutional amendments and primary court cases in media law. Addresses key legal and ethical issues affecting media. Explore recent court rulings, California public records act, and public access to legal documents, libel, privacy, copyright, and the fundamental legal aspects of communication.

### **2. 6 lec. 7 lab. Management and Business Practices**

Lectures emphasize management of staff, news budgeting, reportorial etiquette, and role of the student press as member of the campus community. Introduces students to the business side of *el Don* and *eldonnews.org*, through an examination production costs, annual budget and budget planning, advertising sales, and distribution.

### **3. 3 lec. 3 lab. Reporting Under Deadlines**

Lectures examine the values and practice of daily and weekly newsgathering in a media organization. Introduce students to effective techniques for writing, reporting, photographing, and producing media content under



**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Communications & Media Studies 123D, Advanced News Media Production  
(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**

<b>Discipline</b>	Communications & Media Studies
<b>Course Number</b>	123D
<b>Course Title</b>	Advanced News Media Production
<b>Former Title</b>	
<b>Units</b>	4
<b>Lecture Hours</b>	64
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	160
<b>Total Semester Contact Hours</b>	224

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

CMSD 123C with a minimum grade of C

**CATALOG DESCRIPTION**

An advanced level production-based course designed around a functioning media organization, providing students practical training in print, digital and web-based media through work as members of the campus news magazine *el Don* and its website [eldonnews.org](http://eldonnews.org). Students utilize a digital laboratory to gain practical experience in a variety of disciplines, including writing, editing, design, photography, audio, visual, multimedia and emerging technologies. Completion of CMSD123 III required. Arranged laboratory hours (TBA)10 per week.

<b>Budget Unit</b>	15530
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	60100 - Media & Communications, Gen
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 08/11/12 by: Charles Little  
 Divison Chair Approval Date: 10/14/12 by: Eve Kikawa  
 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.)

**Students will produce work in each of the following areas:** researching, writing, and editing advanced investigative and in-depth articles for the *el Don* newsmagazine and [eldonnews.org](http://eldonnews.org); taking photographs and creating graphic illustrations; developing multimedia stories; or designing pages. Ethics and legal aspects of

communication and media leadership/management are also covered and students should serve in leadership roles and cover a major or public affairs beat.

A. Report and write and edit advanced, investigative and in depth stories for publication using multiple sources and

Design newspaper pages and advertisements using up-to-date design and desktop publishing from the Adobe CS Suite of programs

and

Take and prepare photos for publication for print and online and

Write and edit stories using photo slideshows, multimedia, audio, or video.

B. Determine and evaluate appropriate sources of news information.

C. Cover a major or public affairs beat on a weekly basis.

D. Editing peers' stories and photo stories.

E. Navigate the content management software used to create online publications (post to SNO).

F. Understand the role of the student press as member of the campus community .

G. Understand the legal aspects of communication (libel, privacy, copyright, etc.) .

H. Develop an electronic portfolio of at least **20** - four writing, design, photo, or multimedia stories published in the student publications *el Don* newsmagazine and *eldonnews.org* (**must include minimum of four in each of the four areas**).

I. Other assignments of greater breadth and depth than in CMSD 123C.

### **1. 9 lec. 20 lab. Media Law and Ethics**

Lectures introduce key Constitutional amendments and primary court cases in media law. Addresses key legal and ethical issues affecting media. Explore recent court rulings, California public records act, and public access to legal documents, libel, privacy, copyright, and the fundamental legal aspects of communication.

### **2. 6 lec. 7 lab. Management and Business Practices**

Lectures emphasize management of staff, news budgeting, reportorial etiquette, and role of the student press as member of the campus community. Introduces students to the business side of *el Don* and *eldonnews.org*, through an examination production costs, annual budget and budget planning, advertising sales, and distribution.

### **3. 3 lec. 3 lab. Reporting Under Deadlines**

Lectures examine the values and practice of daily and weekly newsgathering in a media organization. Introduce students to effective techniques for writing, reporting, photographing, and producing media content under deadlines. Explore ways to determine and define relevant news content.

**SANTA ANA COLLEGE COURSE OUTLINE**

**DISCIPLINE, NUMBER, TITLE:** Communications & Media Studies 160, Introduction to Photojournalism  
(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**

<b>Discipline</b>	Communications & Media Studies
<b>Course Number</b>	160
<b>Course Title</b>	Introduction to Photojournalism
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	48
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	48

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

**Prerequisite**  
None

**CATALOG DESCRIPTION**

Explores the photographer as a journalist, focusing on theory and practice in press and publications photography, with emphasis on using the camera as a reporting and communications tool. Stresses news, feature photography and photographic essays, including composition, impact, and creativity, for newspapers, magazines, Internet and other mass communications media.

<b>Budget Unit</b>	15530
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	60100 - Media & Communications, Gen
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 08/25/12 by: Charles Little  
 Divison Chair Approval Date: 10/14/12 by: Eve Kikawa  
 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.)

1. **3 lecture. History and scope of photojournalism** — assesses the role of photojournalism and press photography in modern mass media, and the development of the camera as a reporting tool.

2. **3 lecture. Photo composition.** Introduces the fundamentals of a digital SLR camera, photography basics,

exposure techniques, and composition for photojournalism.

3. **3 lecture. What makes a good news photo?** Techniques for making the storytelling of a news photograph.

4. **3 lecture. What makes a good feature photo?** Techniques for making the feature photograph.

5. **3 lecture. High impact photography: the decisive moment.** Examines techniques used for photographing movement and capturing the peak action — explores ways to apply storytelling techniques to a given composition.

6. **3 lecture. Environmental portraiture** — A discussion of techniques used to photograph a person in multiple environments and effective ways to capture key moments.

7. **3 lecture. Documentary Photography** — making a photograph that documents or provides an historical record. Assess iconic images in photojournalism history and explore what makes them memorable.

8. **3 lecture. Digital imaging for the photojournalist** — a discussion of digital imaging theory and technique as it relates to photojournalism.

9. **3 lecture. The tools of photojournalism: hardware and software.** Basic Photoshop techniques — an overview of Photoshop and Lightroom tools and processes as they relate to photojournalism.

10. **3 lecture. Introduction to electronic editing of photos.** Preparing images for the Internet and optimizing images for use on websites and print. Introduces fundamental techniques for adjusting images in Adobe Photoshop and Lightroom.

11. **3 lecture. Preparing images for publication pre-press.** How to organize, select and ready images for publication in multiple formats in a digital darkroom environment. Stresses image history, file handling, and mobile reporting. Includes pre-flighting art for FTP and other delivery systems for digital media.

12. **3 lecture. Producing the photographic essay** — A discussion of techniques involved in making storytelling images that attempt to persuade an audience. Introduce ways to make photographs with social relevance.

13. **3 lecture. Cutlines — the photographer as writer.** Introduce and practice effective outline writing

**SANTA ANA COLLEGE COURSE OUTLINE**  
**DISCIPLINE, NUMBER, TITLE:** Dance 109B, Pilates Mat 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**

**Discipline** Dance  
**Course Number** 109B  
**Course Title** Pilates Mat II  
**Former Title**  
**Units** 1  
**Lecture Hours** 8  
**Laboratory Hours** 24  
**Arranged Hours** None  
**Total Semester Contact Hours** 32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**  
 None

**CATALOG DESCRIPTION**

Continued refinement of skills learned in Pilates Mat I with an emphasis on building strength, stability, coordination and control in the core muscles of the body. Applicable to dance and general body conditioning.

**Budget Unit** 15520  
**Classification Code** Y  
**Transfer Code** B-Transferable to CSU only  
**Method of Instruction** 30  
**SAM Priority Code** E - Non-Occupational  
**Repeatability** NR - Non-Repeatable: D, F, NC, W  
**TOPS Code** 100800 - Dance  
**Topics Course** No  
**Open Entry/Exit** No  
**Grading Options** P/NP Only  
 Curriculum Office Use Only.

Department Chair Approval Date: 10/01/12 by:Eve Kikawa  
 Divison Chair Approval Date: 10/04/12 by:Eve Kikawa  
 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.)

1. Pre-test for level of fitness and determination of current skill set.	2 lab	
2. Dance conditioning and technique preparation. Pilates mat exercises:	20 lab	A. Continued study and analysis of beginning through intermediate conditioning exercises developed by Joseph Pilates with an emphasis on

<p>Pelvic Curl, Chest Lift, Chest Lift with Rotation, Leg Lift Supine, Spine Twist Supine, Spine Stretch, Hundred, Roll Up, Leg Circles, Rolling Like a Ball, Single-Leg Stretch, Double-Leg Stretch, Criss-Cross, Open Leg Rocker Prep, Open Leg Rocker, Corkscrew, Saw, Hamstring Pull I and II, Swan Dive Prep, Single-Leg Kick, Double-Leg Kick, Shoulder Bridge Prep, Shoulder Bridge, Spine Twist, Side Kick, Side Kick Kneeling, Side Lift, Leg Pull Side, Single Leg Teaser I-III, Hip Circles Prep, Back Support, Leg Pull Back, Leg Pull Front, Swimming, Seal Puppy, Back Extension Prone, Cat Stretch, Bicycle, Scissors, Crab, Rocking Prep.</p>	<p>muscular endurance, strength, control and coordination.</p>	
<p>3. Lecture and discussion</p>	<p>8 lec</p>	<p>B. Develop discipline and concentration.</p> <p>C. Introduction of more complex and advanced movement patterns.</p> <p>A. Continued study and application of foundation principles of Pilates: Breath, Concentration, Center, Control, Precision and Flow.</p> <p>B. How to modify exercises for level of fitness, injuries or other chronic problems.</p> <p>C. Continued study of Anatomy and Movement Mechanics with emphasis on how it applies to exercises.</p> <p>D. Continued refinement of Pilates' Mechanics of breathing including lateral breathing, active breathing and set breath patterns related to exercises.</p>
<p>4. Final Test and evaluation</p>	<p>2 lab</p>	<p>Instructor evaluation.</p>

#### COURSE MATERIALS

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

**Required:**Klippinger, K., Isacowitz, R.. *Pilates Anatomy*, 1st ed. Champaign, IL: Human Kinetics, 2011, ISBN:

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Dance 109C, Pilates Mat III

(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**

<b>Discipline</b>	Dance
<b>Course Number</b>	109C
<b>Course Title</b>	Pilates Mat III
<b>Former Title</b>	
<b>Units</b>	1
<b>Lecture Hours</b>	8
<b>Laboratory Hours</b>	24
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Intermediate level course in the mat exercises developed by Joseph Pilates to build strength, stability, coordination and control in the core muscles of the body. Applicable to dance and general body conditioning.

<b>Budget Unit</b>	15520
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	100800 - Dance
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	P/NP Only

Curriculum Office Use Only.

Department Chair Approval Date: 10/01/12 by: Eve Kikawa

Division Chair Approval Date: 10/04/12 by: Eve Kikawa

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.)

1. Pre-test for level of fitness and determination of current skill set.	2 lab	
2. Dance conditioning and technique preparation.	20 lab	A. Continued study, analysis and refinement of intermediate through advanced conditioning exercises developed by Joseph Pilates with an
Pilates mat exercises:		

<p>Pelvic Curl, Chest Lift, Chest Lift with Rotation, Spine Twist Supine, Spine Stretch, Hundred, Roll Up, Leg Circles, Rolling Like a Ball, Single-Leg Stretch, Double-Leg Stretch, Criss-Cross, Open Leg Rocker, Corkscrew Advanced, Saw, Hamstring Pull I - III, Swan Dive, Single-Leg Kick, Double-Leg Kick, Shoulder Bridge, Spine Twist, Side Kick, Side Kick Kneeling, Side Lift, Leg Pull Side, Teaser I-III, Hip Circles, Back Support, Leg Pull Back, Leg Pull Front, Swimming, Seal Puppy, Back Extension Prone, Cat Stretch, Bicycle, Scissors, Crab, Rocking Prep, Rocking, Twist, Advanced Crab, Boomerang, Control Balance.</p>		<p>emphasis on muscular endurance, strength, control and coordination.</p> <p>B. Demonstrate and continue application of discipline and concentration.</p> <p>C. Introduction of more complex and advanced movement patterns.</p>
<p>3. Lecture and discussion</p>	<p>8 lec</p>	<p>A. Continued study, application and refinement of foundation principles of Pilates: Breath, Concentration, Center, Control, Precision and Flow.</p> <p>B. How to modify exercises for level of fitness, injuries or other chronic problems.</p> <p>C. In depth study of Anatomy and Movement Mechanics with emphasis on how it applies to exercises.</p> <p>D. Continued refinement of Pilates' Mechanics of breathing including lateral breathing, active breathing and set breath patterns related to exercises.</p>
<p>4. Final Test and evaluation</p>	<p>2 lab</p>	<p>Instructor evaluation.</p>

#### COURSE MATERIALS

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

**Required:** Klippinger, K., Isacowitz, R.. *Pilates Anatomy*, 1st ed. Champaign, IL: Human Kinetics, 2011, ISBN: 978-0-7360-83. \$30.00



**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Music 180B, Intermediate String Methods

(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**

<b>Discipline</b>	Music
<b>Course Number</b>	180B
<b>Course Title</b>	Intermediate String Methods
<b>Former Title</b>	none
<b>Units</b>	1
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	16
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

MUS 180A with a minimum grade of C

**CATALOG DESCRIPTION**

Intermediate instruction on violin, viola, cello or string bass. skills developed through in-class rehearsal and performance of intermediate technical exercises and orchestral repertoire.

<b>Budget Unit</b>	15535
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	100400 - Music
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 09/12/12 by: Brian Kehlenbach

Division Chair Approval Date: 10/04/12 by: Eve Kikawa

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.)

**2 lec. 2 lab** Review beginning level techniques and introduction to intermediate musical concepts. Students begin rehearsing technical selections and assigned repertoire appropriate for an intermediate level. Intermediate level bowing techniques introduced.

**2. 2 lec. 2 lab.** Intermediate fingering and bowing techniques for notes for octave scales, introduction of flat scales and 2nd position.

**3. 2 lec. 2 lab.** Intermediate ensemble techniques.

Students learn intermediate selections with 2 and 3 part harmony. Introduction of running 8th note patterns, 8th rests.

**4. 5 lec. 5 lab.** Intermediate repertoire.

Students learn and rehearse assigned intermediate selections for ensemble and solo performance.

**5. 3 lec. 3 lab.** Continued assignment of repertoire with more advanced technique.

Students continue learning repertoire for ensemble playing with an emphasis of on more advanced technical playing including; additional scales and 16th note patterns.

**6. 2 lec. 2 lab.** Small ensemble and solo repertoire.

Students practice and prepare for final performance exams, in groups and solo performance.

**Lecture sessions:** Instructor introduces and/or demonstrates each new technique or concept in relation to music notation, technique, fingering, rhythm notation and music theory. Instructor also leads class discussions on aspects of ensemble playing, solo playing and theory.

**Lab sessions:** Lab sessions will consist of individual and small group rehearsal of assigned materials.

**COURSE MATERIALS**

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

**Required:**Brungard K. D.. *Orchestra Expressions*, First ed. Miami: Warner Bros., 2008, ISBN: 0-7579-1991-x.  
8.95

**Required:**Brungard K. D.. *Orchestra Expressions*, First ed. Miami: Warner Bros., 2008, ISBN: 0-7579-1992-8.  
8.99

**Required:**Brungard K. D.. *Orchestra Expressions*, First ed. Miami: Warner Bros., 2008, ISBN: 0-7579-1993-6.  
8.99

**Required:**Brungard K. D. . *Orchestra Expressions*, First ed. Miami: Warner Bros., 2008, ISBN: 0-7579-1994-4.  
8.95

**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 )

**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: **Music 268, Intermediate Keyboard Repertoire**

(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**

<b>Discipline</b>	Music
<b>Course Number</b>	268
<b>Course Title</b>	Intermediate Keyboard Repertoire
<b>Former Title</b>	
<b>Units</b>	1
<b>Lecture Hours</b>	16
<b>Laboratory Hours</b>	16
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	32

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

MUS 168 with a minimum grade of C

**CATALOG DESCRIPTION**

Style characteristics of Baroque, Classical, Romantic and 20th Century music studied through intermediate level piano compositions. Students learn to play expressively within currently accepted performance practices for each period.

<b>Budget Unit</b>	15535
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	100400 - Music
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 09/04/12 by: Brian Kehlenbach

Division Chair Approval Date: 10/04/12 by: Eve Kikawa

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.)

1. **3 lec.** Introduction to style elements in music:

Dynamics, ornaments, phrasing, articulation, representative pedaling.

Presentation of style elements from Baroque Period and assignment of intermediate level piano piece.

- Students learn basic elements of keyboard style for performance of Baroque, Classical, Romantic, and 20th Century compositions.
- Students learn how to apply basic elements of style to performance of compositions.

c. Students learn how to listen critically to another's performance and make constructive suggestions.

2. **4 lab.** Students work on materials with instructor guidance. They play for class and instructor gives critique of progress and makes suggestions for improvement.

Instructor models supportive technique as necessary. By playing regularly for class members as well as instructor, students have an opportunity to improve quality by reducing performance anxiety.

3. **1 lec.** Performance and instructor evaluation of Baroque piece.

4. **3 lec.** Presentation of style elements of Classical Period and assignment of intermediate level piano piece from this era.

5. **4 lab.** Students play for class and instructor gives critique off progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.

6. **1 lec.** Performance and instructor evaluation of Classical piece.

7. **3 lec.** Presentation of style elements of Romantic Period and assignment of intermediate level piano piece from this era.

8. **4 lab.** Students play for class and instructor gives critique of progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.

9. **1 lec.** Performance and instructor evaluation of Romantic piece.

10. **3 lec.** Presentation of style elements of 20th Century and assignment of intermediate level piano piece from this era.

11. **4 lab.** Students play for class and instructor gives critique of progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.

12. **1 lec.** Instructor evaluation of 20th century piece.

Final Written Exam

## COURSE MATERIALS

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

**Required:**Hinson, Maurice. *Essential Keyboard Repertoire, Vol. 4*, ed. Alfred, 2008, ISBN: 9780739008867. \$21

**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 )

### STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

#### Communication Skills

4 - Very important-often try to achieve

1. Listening and Speaking - Students will give clear oral critique of own performance and performances of others using technical and aesthetic issues of Baroque to Modern repertoire covered in class.

2. Reading and Writing - Students will express in written form elements of musicality and piano technique heard and seen in a concert.

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: Accounting 160, ~~Computerized Accounting with MAS 90@ - Part 1 Core Modules~~ Sage MAS Software

(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**

Discipline	Accounting		
Course Number	160		
Course Title	<del>Computerized Accounting with MAS 90@ - Part 1 Core Modules</del>	<del>Former Title</del>	<u>Sage MAS Software</u>
<u>Former Title</u>	<u>Acct. w/MAS90 Pt.1</u>		
Units	3		
Lecture Hours	48		
Laboratory Hours	None		
Arranged Hours	None		
Total Semester Contact Hours	48		

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

Hands-on training in the use of Sage MAS 90 integrated accounting software, covering setup and transaction processing for the three core modules: General Ledger, Accounts Payable and Accounts Receivable. Suggested preparation: Completion of a basic accounting course or practical accounting experience.

<b>Budget Unit</b>	<del>0210</del>	<u>15115</u>
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	10	
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	50200 - Accounting	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	Letter Grade or P/NP	

Curriculum Office Use Only.

Department Chair Approval Date: 09/14/12 by: Sheila ShainDivison Chair Approval Date: 10/03/12 by: Craig Takahashi

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.)

**Introduction to computerized integrated accounting systems and Blackboard to Integrated Accounting Systems:** (4 hrs)1) Students will learn how to login to MAS 90 using assigned user ID's. Each student will be assigned 2 unique company databases, one for class exercises and one for homework assignments. As an introduction to the program they will be instructed on the use of a self paced tutorial and on changing and saving company information in their databases.2) Class lecture will include a discussion of: a) advantages of using computerized account software b) criteria for choosing a software system c) how and when to convert to a computerized system or from another system d) comparison of low end accounting software, such as QuickBooks to higher end accounting software in the range of MAS 903) Students will access the Blackboard website and learn how to access course documents and save and submit their homework assignments via this website.**Use of the "Library Master" module and Introduction to the MAS 90®**

**General Ledger:** (4 hrs)Lecture with student access to their company data:1) Instruction on how to navigate within the MAS 90® program2) Using various common menu functions such as the Repair menu, the printing functions, and other functions basic to entry level proficiency with the software3) Discussion of the basic Comparison of accounting software packages; overview of Sage MAS software. 3 hrs.)

**The Library Master and Introduction to the General Ledger:** (3 hrs.)

Navigating within Sage MAS software; using various menu functions; skills required to obtain a job using MAS90® 4) Discussion of uses of General Ledger moduleHands-on practice exercises Sage MAS software; uses of the the general ledger module.

**General Ledger Setup and Chart of Accounts creation and setupSetup:** (4-3 hrs)Lecture with student access to their company data:1) General Ledger.)

General ledger setup options, the process of copying setup information, and the process for executing fiscal year maintenance.2) How General Ledger works; integration of the general ledger with sub-ledger modules= integration3) Setting company defaults4) Criteria for creation of; setting company defaults; setting up a company chart of accounts5) Setting up chart of accountsHands on practice exercises:General Ledger maintenance and additionChanging company defaultsGeneral Ledger Data entry: (4 hrs)Lecture with student access to their company data:1) .

**General Ledger Data Entry:** (3 hrs.)

Entering, editing and posting general journal entries, recurring entries, and standard entries2) Instructions for processing the General Ledger projectHands on practice exercises:Entering and correcting entries in General LedgerGeneral Ledger Transaction Journal entry and Period-End closing: (4 hrs)Lecture with student access to their company data:1) What are transaction journal.

**General Ledger Journal Entry and Period-End Closing:** (3 hrs.)

Journal entries and when are they used2) Formatting; formatting and entering transaction journal entries3) Updating entries4) Creating; updating entries; creating and modifying financial statements5) Period;period end closing proceduresHands on practice exercises:Processing transaction journal entriesGenerating and printing financial statementsWork on General Ledger Project.

**Introduction and Setup of Accounts Payable:** (4 hrs)Lecture with student access to their company data:1) Features of Accounts Payable and benefits of using2) Integrating Accounts Payable with General Ledger3) Setting.)

Features and benefits of accounts payable; integrating accounts payable with general ledger; setting up and configuring the Accounts Payable module Hands on practice exercises:Setting A/P optionsCompletion of General Ledger ProjectAccounts Payable transaction processingaccounts payable module.

#170

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: Accounting 161, ~~Computerized Accounting with Sage MAS 90@ - Part 2 Operations Modules~~ Software - Advanced

(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**

Discipline	Accounting		
Course Number	161		
Course Title	<del>Computerized Accounting with Sage MAS 90@ - Part 2 Operations Modules</del>	<b>Former Title</b>	<u>Software - Advanced</u>
<u>Former Title</u>	<u>Acct.w/MAS90 Pt.2</u>		
Units	3		
Lecture Hours	48		
Laboratory Hours	None		
Arranged Hours	None		
Total Semester Contact Hours	<del>None</del>		<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

~~Prerequisite Accounting 160:~~  
ACCT 160 with a minimum grade of C

**CATALOG DESCRIPTION**

Expanded hands-on training in the use of Sage MAS 90 integrated accounting software ~~Software~~, covering setup and transaction processing for the primary operations modules of a merchandising business: Inventory Management, Sales Order and Purchase Order.

<b>Budget Unit</b>	<u>15115</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	B - Advance Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>50200 - Accounting</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>
Curriculum Office Use Only.	

Department Chair Approval Date: 09/14/12 by: Sheila Shain  
 Divison Chair Approval Date: 10/03/12 by: Craig Takahashi  
 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 will cover setup and transaction processing using Inventory Management, Sales Order and Purchase Order integrated modules and their integration with the General Ledger, Accounts Payable and Accounts Receivable core modules. Review features of MAS 90® Core Modules: Students will review system setup and utilities, keyboard and desktop conventions, and Overview of Features of Sage MAS Software Core Modules: (3 hrs.)~~

~~System setup and utilities; keyboard and desktop conventions; General Ledger, Accounts Payable and Accounts Receivable functions. 3-hours. Core Modules to Operations Modules: Students will identify~~

### **The Integration Process:** (3 hrs.)

~~Identifying key relationships of Inventory Management, Sales Order and Purchase Order to General Ledger, Accounts Payable and Accounts Receivable (the integration process). Students will be introduced to the basic; basic functions of Inventory Management: Setup procedures and options, product line maintenance, unit of measure conversion tables, pricing, costing methods, and serial number, lot number, commission and location tracking. 3-hours. Inventory item setup and maintenance: Students will learn the processes of determining~~

### **Inventory Item Setup and Maintenance:** (3 hrs.)

~~Determining inventory numbering methods, building the inventory master file, using an alias, renumbering and copying inventory items, setting up sales promotions, building "kits", using physical counts, adjusting physical counts, setting quantity price breaks, integrating items with Accounts Payable vendors. 3-hours:~~

### **Transaction Entry:** Students will learn the following functions; recording beginning on-hand (3 hrs.)

~~Recording beginning quantities, Sales Order processing setup procedures and options; integration with General Ledger and Inventory Maintenance, "on the fly"; setup options; miscellaneous charge and shipping rate options; entering Sales Orders; integrating Sales Order with Accounts Receivable customers and customer credit limit, maintaining ship to addresses, processing overrides, copying sales orders, and using default values. 3 hours. Sales Order processing: Students will learn functions for managing quotes and repeating orders, maintaining customer memos, \_~~

### **Sales Order Processing:** (3 hrs.)

~~Managing quotes and repetitive orders; maintaining customer memos; listing alias item numbers; alternate item selection; checking item availabilities when entering orders; calculating sales tax; processing credit card sales, faxing options. Printing; printing and customizing Sales Order Confirmations, Picking Slips, Shipping Labels and Invoices. 3 hours. Processing batches: Students will learn the processes for automatically generating sales order confirmations, picking slips, shipping labels and invoices.~~

### **Processing batches:** (3 hrs.)

~~Generating invoices from shipped orders, processing item returns and credit and debit memos. Sales; sales order data entry in batch mode. 3-hours:~~

### **Reporting and sales analysis:** Students will learn the processes for tracking Sales Analysis: (3 hrs.)

~~Tracking status of incomplete orders; developing back order reports; reporting customer sales history and monthly recap reports; and performing Sales Order Period End Processing. 3 hours. Mid-term exam: 1 hour. Introduction to Purchase Order processing: Students will learn setup procedures and options, and the processes for integration sales order period end processing.~~

### **Purchase Orders:** (4 hrs.)

~~Setup procedures and options; integration of purchase orders with General Ledger and Inventory Maintenance.~~



#71

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: Engineering 051, Basic Technical Drawing  
 (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**

Discipline	Engineering	
Course Number	051	
Course Title	Basic Technical Drawing	
Former Title		
Units	3	
Lecture Hours	32	
Laboratory Hours	64	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>96</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

None

**CATALOG DESCRIPTION**

Principles of mechanical drawing including projections, views, dimensions, and conventions, utilizing sketches and computer drafting program. Designed for students with no prior mechanical drawing experience. Suggested preparation: Engineering 183 (may be taken concurrently).

<b>Budget Unit</b>	<u>15150</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	D - Possible Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	<u>95300 - Drafting Technology</u>
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 05/27/12 by: Craig Takahashi

Divison Chair Approval Date: 10/08/12 by: Craig Takahashi

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.)

1. ~~Hand lettering, sketching (lines, arcs, basic shapes) (3 hours)~~2. ~~Drawing basics - basic layout, scale (2 hrs)~~  
Introduction - drafting tools, good design,
2. (2 hrs) Drawing Basics - hand sketches, lettering, sheet formats, line types (3 hours)3. ~~Geometry & shape description - rules for drawing lines, surface types, projection theory (3 hours)~~4. ~~Orthographic views, scale~~
3. (2 hrs) Basic Geometry & Shape Description - geometry of shapes, projection theory, geometric relations, surface types, line rules
4. (2 hrs) Orthographic Views - orthographic projection, 1st/3rd angle projection, foreshortening, practice (3 hours)
5. ~~CAD basics (3 hours)~~6. ~~Basics of dimensioning/tolerancing (3 hours)~~7. ~~Manufacturing processes - mill, lathe, molding, casting (2 hours)~~8. ~~Other views - auxiliary, sections (2 hrs)~~9. ~~Dimensioning - complete dimensioning rules, dimension layout (baseline, chain, direct) (2 hours)~~10. ~~Tolerancing/assemblies (2 hrs)~~  
Orthographic Views II - practice, intro to CAD
6. (2 hrs) Exam 1
7. (2 hrs) Orthographic Views III - more practice, harder parts
8. (2 hrs) Basic dimensioning, View Selection - terminology,
9. (2 hrs) Dimensioning I - complete dimensioning, dimension layout,
10. (2 hrs) Dimensioning II - manufacturing processes, dimensioning rules
11. (2 hrs) Exam 2
12. (2 hrs) Other Views - auxiliary, section, & detail views
13. (2 hrs) Tolerancing/Assemblies/Annotations/Features - tolerance forms, fits, assembly drawings, bill of materials (2 hours)11. ~~Annotations/features - , centerlines, breaks, symbols, notes~~
14. (2 hours)12. ~~Threads (hrs) Fasteners, Threads, Holes - thread types, callouts, fasteners~~
15. (2 hours)13. ~~Project - design project/drawing (2 hours)~~hrs) Pictorials, CAD - axonometric, oblique, perspective
16. (2 hrs) Final Exam

(Note: all topics include instruction in related computer drafting skills)

Plus ~~48~~ 64 hours of directed assignments on computer and hand drafting.

**COURSE MATERIALS**

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

**Required:**Jensen. *Engineering Drawing & Design*, 7 ed. McGraw-Hill, 2007, ISBN: 978-007352151. 120

**Recommended readings and/or materials:** ~~None~~ **Other:** None

student edition of CAD software

**Other:**

Pencil, paper, triangle, ruler, t-square, drafting board

**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 )

#72

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: Engineering 115, Cooperative Work Experience Education-Occupational  
(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**

Discipline	Engineering
Course Number	115
Course Title	Cooperative Work Experience Education-Occupational
Former Title	
Units	1 - <del>4</del> <u>16</u>
Lecture Hours	None
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**

Prerequisite  
None

**CATALOG DESCRIPTION**

Supervised paid or volunteer experience in student's major including new or expanded responsibilities. ~~One unit credit for each 5 hours worked per week to a 75 hours of paid work or 60 hours of un-paid work equals one unit.~~  
A maximum of 4 units for 20 hours worked per week each is allowed per semester. Limitation of 16 units in occupational cooperative education courses. ~~Student must be enrolled in a minimum of 7 units including 4 units for Engineering 115.~~

Budget Unit	<u>15150</u>	
Classification Code	Y	
Transfer Code	<del>B-Transferable to CSU only</del>	-
Method of Instruction	40	
SAM Priority Code	C - Occupational	
Repeatability	<del>R3 - Repeatability x3</del>	
<del>TOPS Code</del>	-	-
<u>VR - May Be Repeated up to maximum units</u>		
<u>TOPS Code</u>	<u>95300 - Drafting Technology</u>	-
Topics Course	No	
Open Entry/Exit	<del>No</del>	<u>Yes</u>
Grading Options	<u>P/NP Only</u>	
Curriculum Office Use Only.		

Department Chair Approval Date: 05/27/12 by: Craig Takahashi  
 Divison Chair Approval Date: 10/08/12 by: Craig Takahashi  
 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. Orientation. 1 Week. The student will learn what is required to earn 1-4 units of college credit. Each student will be given state mandated forms to be completed by the student, employer, and instructor.

### Enrollment Requirements

A. On the worksite, students must

~~average, for an entire semester, 20 hours work per week to be eligible for 4 units of credit, 15 hours work per week for 3 units of credit, 10 hours work per week for 2 units of credit, or 5 hours work per week for one~~

~~work a total of 75 paid hours or 60 un-paid hours for each unit of credit. To be eligible for occupational work experience, the student's job and major must be related. If the job and major are not related, the student is eligible for general work experience.~~

B.

~~All work experience students must be currently enrolled in 7 units to be eligible for credit. These 7 units include the number of units for Cooperative Work Experience Education.~~

Students may be enrolled in only one Cooperative Education class each semester.

II. Create and Complete Objectives. 15 Weeks.

A. The student and on-the-job supervisor will write learning objectives which ensure the student will develop skills in a new aspect of the job which furthers their occupation or educational goals.

B. To earn units of credit the student must complete three work related objectives during each semester. These objectives will include new or expanded responsibilities or learning opportunities beyond those experienced previously.

C. The worksite supervisor and student will discuss the possible avenues of growth for upward mobility on the job. They will determine which new skills will be developed to earn 1-4 units of college credit.

D. The student, working with the supervisor, will create three measurable objectives to meet the required workload of a class with the same number of units offered in the traditional manner.

E. The student will submit the objectives to his/her instructor and discuss the validity for college credit. After several rough drafts have been written and reworked, the final performance objectives will be presented to the Work Experience Coordinator for approval. Three levels of approval are necessary before the final objectives are accepted for college credit.

F. The student will prepare for the instructors on site visit by completing the timesheet and gathering the necessary information to prove how completion of the objectives will be measured. Field work at learning station. one semester. The students will learn to benefit from an employer's expertise by employer supervision of student's daily progress in reaching his/her stated objectives.

## **COURSE MATERIALS**

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

### **Recommended readings and/or materials:**

**KISS, BOW OR SHAKE HANDS, Terri Morrison, Adams Media Corporation, 1994, \$19.95**

#73

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

A description of the course that will appear in the class schedule.

<b>SANTA ANA COLLEGE COURSE OUTLINE</b> DISCIPLINE, NUMBER, TITLE: Counseling N98, <u>Topics</u> (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.)		
<b>CATALOG ENTRY</b> Discipline Counseling Course Number N98 Course Title <u>Topics</u> Former Title Units 0 1 Lecture Hours None 16 Laboratory Hours None Arranged Hours None Total Semester Contact Hours None 16		<b>Budget Unit</b>
<b>COURSE IDENTIFICATION NUMBER(S) (C-ID)</b>		
<b>PREREQUISITE(S)</b> Prerequisite None		
<b>CATALOG DESCRIPTION</b> <del>Assistance in using Career Center to explore career areas, job outlook/requirements. Resources include computerized data bases, directories/college catalogs. Prereq: Concurrent enrollment in counseling courses requiring career/employment research. Not applicable to associate degree.</del>		

<b>Budget Unit</b>	<u>15320</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	C-Not transferable	
<b>Method of Instruction</b>	20	<u>10</u>
<b>SAM Priority Code</b>	E - Non-Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	493010 - Guidance	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	Yes	
<b>Grading Options</b>		
Curriculum Office Use Only.		

Department Chair Approval Date: 09/27/12 by: Reymundo Robledo

Divison Chair Approval Date: 10/03/12 by: Dennis Gilmour  
Curriculum and Instruction Council Chair Approval Date:

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**COURSE CONTENT**

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

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**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

None

**Other:**

None

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**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

**Thinking and Reasoning**

**Information Management**

**Diversity**

**Civic Responsibility**

**Life Skills**

**Careers**

---

**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

---

**STANDARDS OF ACHIEVEMENT**

List graded activities.

---

31 74

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: Counseling 150, Introduction to Human Services

(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**

Discipline	Counseling	
Course Number	150	
Course Title	Introduction to Human Services	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

None

**CATALOG DESCRIPTION**

The history and philosophy of human services including theoretical frameworks, the function and orientation of human service organizations and the roles and qualifications of human service workers. A study of the target populations served by the human services and the professional, ethical and cultural issues facing the human service field.

<b>Budget Unit</b>	<u>15320</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	493010 - Guidance
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
Curriculum Office Use Only.	

 Department Chair Approval Date: 09/24/12 by: Reymundo Robledo

 Division Chair Approval Date: 10/03/12 by: Dennis Gilmour

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.)

**UNIT I Introduction To Human Services and the History of Helping (9 hours)**

1. Define direct aid and indirect aid, primary prevention, counseling, psychotherapy, crisis intervention, rehabilitation, social support and community organization.
2. Trace the history of helping in prehistoric civilizations, the Golden Age of Greece, the Middle Ages, and Industrial Revolution and the Reform Movements in the United States.
3. Analyze the roles and functions of human service workers. Distinguish between professional, indigenous and paraprofessional helpers. Identify professional associations, credentialing and ethical guidelines.

**UNIT II Define Problems and Causes (6 hours)**

1. Define problem behavior, optimum psychological state, personal discomfort, statistical norms and cultural/societal norms.
2. Compare and contrast the theoretical causes of problems including organic, psychodynamic, Rogerian, behavioral and cultural/societal perspectives.

**UNIT III Target Populations (9 hours)**

1. Define poverty and America's poor. Analyze the dismantling of the welfare system. Discuss the poverty line, the homeless and the working poor.
2. Identify children in need, runaways and chronic juvenile offenders. Discuss abused and neglected children and reporting requirements.
3. Define domestic violence, myths and cycles of violence. Identify the role of shelters.
4. Identify the elderly and discuss healthy care, community programs, service providers and elder abuse and neglect.
5. Examine the mentally ill and service providers. Discuss deinstitutionalization and the "revolving door" effect.
6. Identify substance abusers including alcoholics, heroin addicts and cocaine abusers. Contrast various treatment regimes.

**UNIT IV Contemporary Strategies for the Person in Need (12 hours)**

1. Evaluate managed care and case management. Discuss documentation, gate keeping, brief counseling style and confidentiality issues.
2. Analyze the medical/psychiatric approach to treatment including chemotherapy, electroconvulsive therapy and psychosurgery. Define organic and functional disorders. Identify human service issues related to physical diseases including HIV/AIDS.
3. Assess the behavioral approaches to treatment including systematic desensitization, aversion therapies, token economies, behavioral rehearsal and biofeedback.
4. Examine psychoanalytic theory. Discuss client-centered therapy and transactional analysis.

**UNIT V Human Services and Psychosocial Change Agency (6 hours)**

1. Assess prevention strategies and social intervention. Understand the role of social advocacy, levels of prevention, limited social intervention and comprehensive intervention. Define prevention and its targets.
2. Discuss the ethical issues in human services including due process, equal protection, the right to service, the least drastic or restrictive alternatives, confidentiality and exceptions, duty to warn.

**UNIT VI Skills and Characteristics of Human Service Professionals (6 hours)**

1. Define empathy, genuineness, objective/subjective balance and basic helping skills. Understand how to work with difficult behaviors.
2. Know the intake/interview process and understand and processes of information gathering, assessment and referral.
3. Assess crisis intervention strategies. Define crisis states and post disaster phases. Discuss suicide assessment, risk factors and intervention strategies.



#75

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

Description of the course that will appear in the class schedule

<b>SANTA ANA COLLEGE COURSE OUTLINE</b> DISCIPLINE, NUMBER, TITLE: Counseling 198, <u>Topics</u> (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.)		<b>Budget Unit</b>
<b>CATALOG ENTRY</b>		
Discipline	Counseling	
Course Number	198	
Course Title	<u>Topics</u>	
Former Title		
Units	† <u>0.5 – 3</u>	
Lecture Hours	†6 <u>8 – 48</u>	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del> <u>8 – 48</u>	
<b>COURSE IDENTIFICATION NUMBER(S) (C-ID)</b>		
<b>PREREQUISITE(S)</b>		
<b>Prerequisite</b> None		
<b>CATALOG DESCRIPTION</b> <del>Orientation course for students who want to be future teachers with a focus on a successful transition into college. Topics include an overview of teacher education programs, introduction to university campuses, community college educational planning and transfer requirements. Students will formulate career objectives and develop an educational plan leading to acquiring a teaching credential.</del>		
<b>Budget Unit</b>	<u>15320</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	10	
<b>SAM Priority Code</b>	C - Occupational	
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W	
<b>TOPS Code</b>	493010 - Guidance	
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>	
Curriculum Office Use Only.		

Department Chair Approval Date: 09/27/12 by: Reymundo Robledo  
Divison Chair Approval Date: 10/03/12 by: Dennis Gilmour  
Curriculum and Instruction Council Chair Approval Date:

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**COURSE CONTENT**

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

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**COURSE MATERIALS**

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

**Recommended readings and/or materials:**

None

**Other:**

None

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**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 )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

**Thinking and Reasoning**

**Information Management**

**Diversity**

**Civic Responsibility**

**Life Skills**

**Careers**

---

**WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

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**WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

---

**STANDARDS OF ACHIEVEMENT**

List graded activities.

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

This multimedia course explores the social, cultural and historical implications of visual communications from Gutenberg's printing press to present day digital media. Using works of philosophical, historical and cultural importance students will analyze and debate the changes in the way visual communications affect society, and shape cultural values.

<b>SANTA ANA COLLEGE COURSE OUTLINE</b>		
DISCIPLINE, NUMBER, TITLE: Communications & Media Studies 103, <u>Introduction to Visual Communications</u> (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.)		
<b>CATALOG ENTRY</b>		
Discipline	Communications & Media Studies	<b>Budget Unit</b>
Course Number	103	
Course Title	<u>Introduction to Visual Communications</u>	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	48	
<b>COURSE IDENTIFICATION NUMBER(S) (C-ID)</b>		
<b>PREREQUISITE(S)</b>		
Prerequisite	None	
<b>CATALOG DESCRIPTION</b> A study of Visual Communication including design principles, aesthetics, visual perception, and non-verbal messages. Examines the relationship of Visual Communication to verbal communication, audience, and persuasion through analysis of works of philosophical and cultural importance. Historical overview of visual media including current trends and technologies.		

<b>Budget Unit</b>	<u>15530</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B <u>A-Transferable to both UC and CSU only</u>
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	60100 - Media & Communications, Gen
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No

**Grading Options** Letter Grade or P/NP  
Curriculum Office Use Only.

Department Chair Approval Date: 09/14/12 by: Charles Little  
Division Chair Approval Date: 10/04/12 by: Eve Kikawa  
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.)

†

1.

-6

**8 hrs lec.**

~~Introduction. A. Universals of communication process. B. Motivation and need satisfaction in communication. C. Distinguishing characteristics of visual communication. D. Non-verbal communication. II. 4 lec. Framework for visual analysis. A. Visual literacy. B. PCTECH: personal, cultural, technical, ethical, critical, historical. C. Motivation for communication: PEEEE (persuade, inform, educate, entertain, express). III. 6 lec. **Aesthetics.** A. Principles and elements of art. B. Principles of design: form and function relationship, problem solving. C. Role of the audience: composition for communication. D. Style, genre and treatment. E. Constraints on design. IV. 4 lec. **Light.** A. Physical characteristics of light. B. Symbolic nature of light and color. C. Social and biological influence of light. V. 4 lec. **Biology of seeing.** A. Structure of the eye. B. Vision and the brain. C. Brain: color, form, depth, and movement. D. Relationship to other senses. E. Comparisons with animal vision. VI. 6 lec. Sensual and perceptual theories of vision. A. Biological, psychological, and cultural influences. B. Gestalt theory of organization and grouping. C. Semiotics: signs and codes. D. Visual illusions. VII. 6 lec. **Visual persuasion.** A. Aristotle: ethos, logos, and pathos. B. Mass media: definition and social role. C. Journalism, advertising, and public relations. D. Persuasion and propaganda. E. Visual stereotyping. VIII. 6 lec. Overview of visual media. A. Visual records from pre-reading eras. B. Visual and verbal communication progression: printing press, photography, motion pictures, television, video, and the computer. C. Relationship of available technology to content. D. Media convergence. IX. 6 lec. Media: characteristics and analysis. A. Typography. B. Graphic design. C. Informational graphics. D. Cartoons.~~

### **Functions and Effects of Visual Communications Culture.**

#### **Students will:**

- a. Explain how visual culture has shaped a viewer's perception.
- b. Know the definitions of visual communications, mass communication, mass media and culture, and examine the implications for media audiences.
- c. Recognize the social and cultural effects of constructed images, and images with text, on viewers.
- d. Understand the joy of discovery by critically examining pictures, Art and images with text.
- e. Recognize the influence of Aldous Huxley on the study of visual communications and sight-related theories.
- f. Examine the historical influence of media on visual communications.
- g. Explain how a changing visual culture challenges mainstream perceptions of social class, gender, ethnicity

#77

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: ~~Communications & Media Studies 123~~ 123A, News Media Production

(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**

Discipline	Communications & Media Studies	
Course Number	<del>123</del>	<u>123A</u>
Course Title	News Media Production	
Former Title	<del>Print and Digital News Production or Newspaper Production</del>	<u>CMSD-123</u>
Units	4	
Lecture Hours	64	
Laboratory Hours	160	
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>224</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**

A production-based course designed around a functioning media organization, providing students practical training in print, digital and Web-based media through work as members of the campus newspaper news magazine el Don and its various forms website eldonnews.org. Students utilize a digital laboratory to ~~develop skills~~ gain practical experience in a variety of disciplines, including writing, editing, design, photography, and ~~visual reporting~~. Completion of Journalism 121 ~~recommended~~ audio, visual, multimedia and emerging technologies. Arranged laboratory hours (TBA) 10 hours per week.

<b>Budget Unit</b>	<u>15530</u>	
<b>Classification Code</b>	Y	
<b>Transfer Code</b>	B-Transferable to CSU only	
<b>Method of Instruction</b>	30	
<b>SAM Priority Code</b>	E - Non-Occupational	
<b>Repeatability</b>	<del>R3-NR</del> - Repeatable x3	
<b>TOPS Code</b>	-	-
<b>Non-Repeatable: D, F, NC, W</b>		
<b>TOPS Code</b>	<u>60100 - Media &amp; Communications, Gen</u>	-
<b>Topics Course</b>	No	
<b>Open Entry/Exit</b>	No	
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>	
Curriculum Office Use Only.		

Department Chair Approval Date: 10/26/12 by: Charles LittleDivison Chair Approval Date: 10/26/12 by: Eve Kikawa

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.)

A large portion of each laboratory session is devoted to the production of the student newspaper, in both print and digital forms.

and implementing the techniques presented in course lectures. Student editors lead all planning sessions and Editorial Board meetings. The adviser is present at all but closed editorial meetings; however no prior restraint of the student press is advised; and the Journalism Department recognizes that the 1st Amendment and the 14th Amendment to the U.S. Constitution protect the rights of the students to free speech and free press. The Journalism Department also recognizes and respects California Law and statutes protecting student media from prior restraint, censorship and attempts to intimidate/influence editorial control. The Journalism Department follows all doctrines of the U.S. Constitution, the guidelines and rulings of the U. S. Supreme Court as they pertain to media and press law, student press rights, and freedom of speech, censorship, prior restraint and individual freedoms:

The Journalism Department practices and endorses the following codes of journalism: The Journalism Association of Community College's press code, The American Association of University Professors Bill of Rights for Press Freedoms, The Society of Professional Journalists code of ethics, The American Newspaper Publishers Association code of ethics, The Associated Collegiate Press and College Media Adviser's rules doctrines and bylaws, The Community College Journalism Association's rules, codes and bylaws:

**Students will work primarily in one of the following areas: researching, riting, and editing articles for the two publications; taking photographs and creating graphic illustrations; developing multimedia stories; or designing pages. Ethis and legal aspects of communication are also covered.**

**A. Report and write stories for publication using multiple sources.**

or

**Design newspaper pages and advertisements using up-to-date design and desktop publishing software from the Adobe CS Suite of programs,**

or

**Take and prepare photos for publication for print and online**

or

**Write and edit stories using photo slideshows, multimedia, audio, or video.**

**B. Determine and evaluate appropriate sources of news information.**

**C. Navigate the content management software used to create online publications (post toSNO).**

**D. Understand the role of the student press as member of the campus community.**

**E. Understand the legal aspects of communication (libel, privacy, copyright, et.).**

**F. Develop an electronic portfolio of at least 12 writing, design, photo or multimedia stories published in *el Don* news magazine and *eldonnews.org*.**

**1. 9 lec. 20 lab. Lecture: Media law and ethics.**Explores the First and fourteenth amendments and their relation to media law and ethics.Stresses Student Press Law Center access and California Newspaper Publisher's Association media rules regarding the Ralph M. Brown Act - California's Sunshine Law, public Records Act and public access.**2. 9 lec. 10 lab. Lecture:** Reporters and editors as leaders.Emphasizes the journalists as an agent of change in the community, reportorial etiquette and social responsibility.**3. 10 lec. 30 lab. Lecture: Copy editing, style, grammar and usage in a digital age.**Explores application of Associated Press Style and media writing. Emphasizes grammar, usage and copy editing techniques for media convergence.**4. Media Law and Ethics.**

**Lectures introduce key Constitutional amendments and primary court cases in media law. Addresses key legal and ethical issues affecting media. Explores recent court rulings, CAifornia public records act, and public access to legal documents, libel, privacy, copyright, and the fundamental legal aspects of communication.**

**2. 6 lec. 7 lab. Management and Business Practices.**

**Lectures emphasize management of staff, news budgeting, reportorial etiquette, and role of the student press as member of the campus community. Introduces students to the business side of *el Don* and *eldonnews.org*, through an examination of production costs, annual budget and budget plannng, advertising sales, and distribution.**

**3. 3 lec. 3 lab. Reporting Under Deadlines**

**Lectures examine the values and practice of daily and weekly newsgathering in a media organizatin. Introduce students to effective techniques for writing, reporting, photographing, and producing media content under deadlines. Explore ways to determine and define relevant news content.**

**4. 10 lec. 30 lab. Newswriting, Storytelling, and Style**

**Examine types of writing and journalistic style for print, online or broadcast. Introduce techniques for determining the best format - print, multimedia, visual, etc. - for telling basic news stories. Explain the fundamentals of storytelling through written, visual, audio, video, or other multimedia formats. Practice and apply Associated Press Style in media writing.**

#178

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: ~~Dance 109~~ Dance 109A, ~~Pilates Conditioning Mat 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**

Discipline	Dance	
Course Number	<del>109</del>	<u>109A</u>
Course Title	<del>Pilates Conditioning Mat I</del>	
Former Title	<u>Pilates Conditionin</u>	
Units	<del>0.5</del>	<u>1</u>
Lecture Hours	<del>4</del>	<u>8</u>
Laboratory Hours	<del>12</del>	<u>24</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION** ~~Using exercises designed~~

An introduction to the mat exercises developed by Joseph Pilates, ~~students develop to build~~ strength, stability, coordination and control in the core muscles of the body. Applicable for to dance, ~~sports and general~~ body conditioning.

<b>Budget Unit</b>	<u>15520</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	C-Not transferable
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <u>x3-Non-Repeatable: D, F, NC, W</u>
<b>TOPS Code</b>	100800 - Dance
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>P/NP Only</u>

Curriculum Office Use Only.

Department Chair Approval Date: 05/02/11 by: Eve KikawaDivison Chair Approval Date: 05/02/11 by: Sylvia TurnerCurriculum and Instruction Council Chair Approval Date: 05/09/2011

**COURSE CONTENT**

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

1. <u>Introduction and pre-test for level of fitness</u>	2 lab	
2. <u>Dance conditioning and technique preparation.</u>  <u>Pilates mat exercises:</u>  <u>Pelvic Tilt, Pelvic Curl, Chest Lift, Leg Lift Supine, Spine Twist Supine, Spine Stretch, Hundred Prep, The Hundred, Roll Up, Leg Circles, Rolling Like a Ball, Single-Leg Stretch, Double-Leg Stretch, Open Leg Rocker Prep, Corkscrew, Saw, Hamstring Pull I, Swan Dive Prep, Single-Leg Kick, Shoulder Bridge Prep, Spine Twist, Side Kick, Side Lift, Single Leg Teaser, Hip Circles Prep, BAcK Support, Leg Pull Front, Leg Pull Front, Swimming, Seal Puppy, BAcK Extension Prone, Cat Stretch.</u>	20 lab	<u>A. Introduction to Fundamental through beginning and intermediate conditioning exercises developed by Joseph Pilates to develop muscular endurance, strength, control and coordination.</u>  <u>B. Develop discipline and concentration</u>
3. <u>Lecture and discussion</u>	8 lec	<u>A. Introduction to foundation principles of Pilates: Breath, Concentration, Center, Control, Precision and Flow.</u>  <u>B. How to modify exercises for level of fitness, injuries or other chronic problems.</u>  <u>C. Introduction to BAsic Anatomy and Movement Mechnaics.</u>  <u>D. Introduction to Pilates Mechanics of breathing including lateral breathing, active breathing and set breath patterns related to exercises.</u>
4. <u>Final Test and evaluation</u>	2 lab	<u>Instructor evaluation.</u>

**COURSE MATERIALS**

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

Required: Clippinger, K & Isacowitz, R.. *Pilates Anatomy*, 1st ed. Champaign, IL: Human Kinetics, 2011, ISBN: 9780736083. \$30.00**Recommended readings and/or materials:**

None



#79

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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: Dance 204A, Dance Production

(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**

Discipline	Dance	
Course Number	204A	
Course Title	Dance Production	
Former Title		
Units	3	<u>2</u>
Lecture Hours	16	
Laboratory Hours	<del>104</del>	<u>48</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>120</del>	<u>64</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

Audition.

**CATALOG DESCRIPTION**

Concert Dance production experience culminating in public performances in Phillips Hall Theater as part of the Spring Student/Faculty Dance Concert. Includes production basics, with an emphasis on working with faculty/student choreographers to create original dances. Focus on performance techniques.

<b>Budget Unit</b>	15520
<b>Classification Code</b>	Y
<b>Transfer Code</b>	<u>A, B</u> -Transferable to both UC and CSU <u>only</u>
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	100800 - Dance
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: ~~04~~10/~~16~~01/12 by: Eve Kikawa

Divison Chair Approval Date: 10/04/22/12 by: Eve Kikawa  
 Curriculum and Instruction Council Chair Approval Date: 08/27/2012 by: Tina Pov

## COURSE CONTENT

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

### I. Introduction Techniques for Taking Auditions Successfully.

#### **1 lec hour:**

- How to successfully audition in various dance techniques such as jazz, ballet, modern or tap. Criteria for choreographers to watch and judge dancers at auditions.
- Results from audition, as decided by faculty directors and choreographers, will be announced. Each student's individual responsibilities and commitments for the concert will be defined.

#### **2 lab hours:**

Personal assessment of ability as a dancer to meet demands of roles.  
 First meetings with choreographers. Understanding of choreographers intent.

### 2. Repertory and Working with Choreographers.

#### **3 lec hours:**

Guidelines for being an effective dancer in rehearsal. How to work with different choreographers. Techniques on how to capture the style and quality of a dance. Increasing the students knowledge and background in dance through the learning of repertory. How to perform a dance piece at concert level.

#### **19.5-10 lab hours:**

Rehearsal of dances. Awareness of process of developing development of a dance. Ability to help a choreographer create and develop a role.

### 3. Other Aspects of a Dance.

#### **3 lec hours:**

Knowledge of musical accompaniment, scene design, costume design, lighting design, stage setup.

#### **19.5-10 lab hours:**

Rehearsal of dances. Awareness of how design elements enhance the development of a dance. Ability to act professionally when interacting with other designers and when in the theatre.

### 4. Management.

#### **2 lec hours:**

Introduction to: 1) Budget concerns. 2) Production schedules. 3) Publicity and Box Office

#### **13 lab 4 lab hours:**

Rehearsal of dances. How to be mentally flexible as design elements are added to dances. How to maintain discipline and concentration backstage.

### 5. Mental Aspects of Performance.

#### **2 lec hours:**

The performer's responsibility in preparing for a performance. Physical concerns of a dance performance versus mental concerns.

#### **6 lab hours:**

Rehearsal of dances. How to keep developing a role after the steps have been set. How to "clean up" a dance.

### 6. Effective use of Theatre Technical Time

#### **2 lec hours:**

How to communicate one's needs for technical support to the sound, lighting and set design crew.

#### **6 lab hours:**

How to adjust to a different space while performing. Knowledge of what a dancer should do in technical rehearsals.

### 7. Performance Experience

A. Direct experience of dance concert.

480

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Dance 204B, Dance Production

(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**

Discipline	Dance	
Course Number	204B	
Course Title	Dance Production	
Former Title		
Units	3	<u>2</u>
Lecture Hours	16	
Laboratory Hours	<del>10</del> 4	<u>48</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>120</del>	<u>64</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite**

Dance 202A or 202B and Audition.

**CATALOG DESCRIPTION**

Concert Dance production experience for students creating and producing original choreography for and/or performing in the SAC dance concert. Includes production basics with an emphasis on creating, rehearsing and performing dances. Focus on choreography.

<b>Budget Unit</b>	15520
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	100800 - Dance
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

 Curriculum Office Use Only.

 Department Chair Approval Date: ~~04~~10/~~16~~01/12 by: Eve Kikawa

Divison Chair Approval Date: 10/04/22/12 by: Eve Kikawa

Curriculum and Instruction Council Chair Approval Date: ~~08/27/2012~~ by: Tina Pov

## COURSE CONTENT

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

1. Introduction Techniques for running and judging auditions successfully. Experiencing auditions ~~Auditions~~.

**Lecture:** ~~2 hrs.~~ 1 hr

Lecture on audition requirements for various dance techniques such as jazz, ballet, modern, tap. Determination of intent. Results from audition, as decided by faculty supervisors and student choreographers, will be announced. Each student's individual responsibilities and commitments for the concert will be defined.

**Lab session:** ~~3~~ 2 hrs

Audition Experience. Personal assessment of ability to ~~and first meetings with 3.5 hrs arr perform in audition situation. Under choreographers. standing of choreographers intent.~~ meet technical dance requirements.

Audition experience. Meeting choreographers.

2. Repertory and working with dancers in rehearsal

**Lecture: 3 hours**

Guidelines for being an effective choreographers. How a choreographer prepares for and runs a rehearsal. Evaluation of dance during rehearsal process. How to work with different choreographers. Techniques on how to capture the style and quality of a dance. Increasing the students knowledge and background in dance through the learning of repertory. How to perform a dance piece at concert level.

**Lab session:** ~~9~~ 10 hours

Rehearsal : Awareness of process of developing development of dances. Ability to help a choreographer develop a role. ~~+0.5 hrs arr a dance.~~

3. Other aspects of a dance.

**Lecture: 3 hours.**

Knowledge of accompaniment, scene design, costume design, lighting , stage setup.

**Lab session:** ~~9~~ 10 hours

Rehearsal : Awareness of process of developing development of dances. Ability to help a choreographer develop a role. ~~+0.5 hrs arr a dance.~~

4. Management.

**Lecture: 2 hours**

Introduction to budget concerns. Production schedules. ~~2Publicity~~ Publicity and ticket sales.

**Lab session:** ~~6~~ 4 hours

Rehearsal: How to be mentally flexible in rehearsal. Development of dances. How to maintain discipline and concentration. ~~7 hrs arr~~

5. Mental aspects of performance.

**Lecture: 2 hours**

The performer's responsibility preparing for a performance. Physical concerns of a dance perform ance versus mental concerns.

**Lab session: 6 hours**

Rehearsal: How to keep developing a role after dances have been set. ~~7How~~ How to "clean up" a dance. ~~7 hrs arr~~

6. Effective use of theatre

**Lecture:** ~~2:~~ 3 hours

How to use theatre time wisely. Technical time. How to communicate one's needs for technical support to the sound, lighting and set design crew.

**Lab session: 6 hours**

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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:** Music 144, Projects in Electronic Music

(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**

Discipline	Music	
Course Number	144	
Course Title	Projects in Electronic Music	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	<del>32</del>	<u>16</u>
Arranged Hours	None	
Total Semester Contact Hours	<del>48</del>	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**
**PREREQUISITE(S)**
**Prerequisite-Music**
MUS 143

 or ~~147~~.

MUS 147 with a minimum grade of C
**CATALOG DESCRIPTION**

Exploration of digital recording and MIDI concepts for commercial applications. Individual projects will improve and extend students' skills in the areas of composition, sequencing, and recording. Assignments will help prepare students for level 1 certification in Logic.

<b>Budget Unit</b>	<u>15535</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	<del>R3-NR - Repeatable</del> <del>x3-Non-Repeatable</del> : <u>D, F, NC, W</u>
<b>TOPS Code</b>	100500 - Commercial Music
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	Letter Grade or P/NP

Curriculum Office Use Only.

Department Chair Approval Date: 09/04/12 by: Brian Kehlenbach

Divison Chair Approval Date: 10/04/12 by: Eve Kikawa

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.)

1. ~~1 lec-2 lec.~~ 1 lab. Review of basic features of MIDI sequencing.

Students will sharpen their skills in MIDI recording, basic editing, punching in, and synchronization.

2. ~~2 lec-4, 2 lab.~~ Drum machine programming: song construction, advanced programming techniques.

Students will learn techniques for "humanizing" the otherwise rigid sound of the drum machine. These techniques include drum tuning, amplitude manipulation, and timing adjustments.

3. ~~2 lec-4, 2 lab.~~ MIDI sequencing: editing via graphic displays.

Students learn to edit MIDI data using notation screens and "piano roll" scrolling screens.

4. ~~2 lec-4, 2 lab.~~ Using computer controller data. Sliders and consoles.

Manipulation of controller data to include building consoles which adjust volume, modulation, and pan location.

5. ~~2 lec-4, 2 lab.~~ Creating sequenced percussion tracks without the drum machine.

Students learn to play percussion parts directly on the sequencer for a more "human" result. Techniques of looping, cut and paste, and chunking will be utilized.

6. ~~2 lec-4 lec.~~ 2 lab. Arranging concepts: acoustic instrument groups which can be emulated via electronic means. Students learn to apply traditional arranging techniques to the electronic medium.

7. ~~2 lec-4, 2 lab.~~ Arranging concepts: rhythm section simulation.

Students learn to apply traditional rhythm section techniques to the electronic medium.

8. ~~3 lec-6, 3 lab.~~ Further aspects of composition: SMPTE and MIDI time code. Video and film scoring considerations.

Students learn timing and synchronization skills which will allow them to compose a video or film clip. ~~NOTE: Students who repeat class will be exposed to more in-depth explorations of sequencing software. Repeating students will be required to submit projects which reflect this greater depth of exposure. Examples of these more in-depth topics are system exclusive manipulation and sampler programming.~~

## COURSE MATERIALS

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

Required: Nahmani, David. *Apple Pro Training Series: Logic Pro 9 and Logic Express 9*, 1 ed. Peachpit Press, 2010, ISBN: 9780321636. \$49

## 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 )

## STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

~~1. - Students will be able to participate in group discussion in order to share their knowledge of career paths and opportunities that relate to the field of MIDI sequencing.~~

### Communication Skills

3 - Important-sometimes try to achieve

1. Reading and Writing - Students will be able to express in written form a detailed plan of a musical

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# 62

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Music 168, Stylistic Interpretation of Piano Repertoire  
(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**

Discipline	Music	
Course Number	168	
Course Title	Stylistic Interpretation of Piano Repertoire	
Former Title		
Units	1	
Lecture Hours	16	
Laboratory Hours	16	
Arranged Hours	None	
Total Semester Contact Hours	None	<u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**

~~Prerequisite Music 164B:~~  
MUS 164B with a minimum grade of C

**CATALOG DESCRIPTION**

Style characteristics of Baroque, Classical, Romantic and 20th Century music studied through representative piano compositions. Students learn to play expressively within currently accepted performance practices for each period. Not for beginners.

<b>Budget Unit</b>	<u>15535</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	<del>R+NR - Repeatable</del> <u>x+ Non-Repeatable: D, F, NC, W</u>
<b>TOPS Code</b>	100400 - Music
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/13/12 by: Brian Kehlenbach

Divison Chair Approval Date: 10/04/12 by: Eve Kikawa

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.)

### **Music 168 Content**

The student must learn to perform physical actions to demonstrate in sound the mental concept derived from reading the score. This complex skill involves correct music reading skills development of musical concepts based on reading the score, and the ability to match performance to concept. To do this requires critical thinking at both verbal and non-verbal levels.

#### **1. 1 lec. Introduction to style elements in music:**

Dynamics, ornaments, phrasing, articulation, representative pedaling.

Presentation of style elements from Baroque Period and assignment of representative piano piece.

- a. Students learn basic elements of keyboard style for performance of Baroque, Classic, Romantic, and 20th Century compositions.
- b. Students learn how to apply basic elements of style to performance of compositions.
- c. Students learn how to listen critically to another's performance and make constructive suggestions.

#### **2. 2 lec. Students play for class and instructor gives critique of progress and makes suggestions for improvement.**

Instructor models supportive technique as necessary. By playing regularly for class members as well as instructor, students have an opportunity to improve quality by reducing performance anxiety.

#### **3. 1 lec. Instructor evaluation of Baroque piece.**

#### **4. 1 lec. Presentation of style elements of Classic Period and assignment of representative piano piece.**

#### **5. 2 lec. Students play for class and instructor gives critique off progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.**

#### **6. 1 lec. Instructor evaluation of Classic piece.**

#### **7. 1 lec. Presentation of style elements of Romantic Period and assignment of representative piano piece.**

#### **8. 2 lec. Students play for class and instructor gives critique of progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.**

#### **9. 1 lec. Instructor evaluation of Romantic piece.**

#### **10. 1 lec. Presentation of style elements of 20th Century and assignment of representative piano piece.**

#### **11. 2 lec. Students play for class and instructor gives critique of progress and makes suggestions for improvement. Students encouraged to listen critically and critique each other.**

#### **12. 1 lec. Instructor evaluation of 20th century piece.**

### **Final Written Exam**

**NOTE:** 16 lab hours: Instructor will assign work to be completed in the Music Lab, N-119. Students may use computer music lessons or listen to recorded performances assigned by instructor. Self-paced materials will be assigned on an individual basis. Students must pass achievement levels at end of semester.



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**SANTA ANA COLLEGE COURSE OUTLINE**DISCIPLINE, NUMBER, TITLE: Music ~~+80~~180A, String Methods

(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**

Discipline	Music
Course Number	<del>+80</del> <u>180A</u>
Course Title	String Methods
Former Title	<u>MUS 180</u>
Units	1
Lecture Hours	16
Laboratory Hours	16
Arranged Hours	None
Total Semester Contact Hours	<del>None</del> <u>32</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)****Prerequisite**

None

**CATALOG DESCRIPTION**~~Instruction~~

Beginning instruction on violin, viola, cello or string bass ~~in an ensemble setting at the beginning and intermediate levels.~~ Fundamental skills developed through ~~rehearsal and in-class~~ rehearsal and performance of technical exercises and beginning orchestral repertoire.

Budget Unit	<u>15535</u>
Classification Code	Y
Transfer Code	B-Transferable to CSU only
Method of Instruction	30
SAM Priority Code	E - Non-Occupational
Repeatability	<del>R3-NR - Repeatable</del> <u>x3-Non-Repeatable: D, F, NC, W</u>
TOPS Code	100400 - Music
Topics Course	No
Open Entry/Exit	No
Grading Options	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 10/25/12 by: Brian KehlenbachDivison Chair Approval Date: 10/26/12 by: Eve Kikawa

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.)

1. ~~2 lec. 2 lab.~~ Introduction Introduction to basic music notation and orientation to the instruments. ~~Students choose~~ After selecting an instrument and learn basic methods of sound students learn proper instrument and bow position and basic tone production. ~~Students also learn to interpret notation on the printed page.~~

2. ~~2 lec. 2 lab.~~ Basic Basic fingering techniques and notes for notes and scales in the lower positions. Students learn warm-up techniques and the fingering patterns ~~of notes within the easiest octave on their respective instruments.~~ Students must for scale notes in first position. Students must also learn rudimentary exercises and simple pieces that are to be performed in class within the context of small groups for in small group and large group class performance.

3. ~~2 lec. 2 lab.~~ Ensemble playing techniques.-

Students learn rehearsal techniques for playing rudimentary pieces and technical exercises as part of ~~an~~ the ensemble.

4. ~~5 lec. 3 lab.~~ 3 lec. 5 lab. Instrumental repertoire.-

Students learn instrumental beginning instrument ensemble pieces of increasing difficulty through ensemble rehearsal and individual practice.

5. ~~3 5 lec. 3 5 lab.~~ More instrumental More instrument repertoire. ~~More advanced technical studies (etudes, scales and songs).~~ Students continue learning

Students learn basic ensemble selections of increasing difficulty through class rehearsal and individual practice. Students also learn repertoire for ensemble playing. ~~In addition, they learn and more advanced technical exercises that include major including scales, counting techniques including that include eighth note and dotted eighth notes rhythms, and major scale patterns.~~ In addition, All students learn techniques that are specific to their chosen instruments to expand their the range and endurance.

6. ~~2 lec. 2 lab.~~ Introduction Introduction to solo instrumental repertoire.

Students plearn and practice and learn pieces that involve solo playing performance or playing as ~~soloists~~ soloist within the ensemble.

**Lecture sessions** Sessions: Instructor explains and demonstrates basic music notation, instrumental technique, fingering, rhythmic concepts, and music theory. ~~Instructor also will lead class discussions of various aspects of ensemble playing, solo playing and music theory concepts.~~

**Lab sessions:** Lab sessions will consist of individual and/or small group rehearsal and performance of technical exercises, finger patterns, rhythmic drills, and ensemble pieces. ~~This is a repeatable class. Upon subsequent repetitions of this class, students will be expected to learn ensemble and solo pieces of increasing difficulty. Students repeating this class must also advance to higher levels of technique through exercises of increasing difficulty, including major scales and other exercises appropriate to their chosen instrument. Students who repeat this class are also allowed to study a different instrument than the one chosen in the previous semester.~~ assignments materials.

**COURSE MATERIALS**

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

Required:Brungard, Kathleen D.. *Orchestra Expression, Viola*, 1st ed. Warner Bros., 2008, ISBN: 0-7579-1992-8. \$8.99

or

Required:Brungard, Kathleen D.. *Orchestra Expression, Violin*, 1st ed. Warner Bros., 2008, ISBN: 0-7579-1992-8. 8.99

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Theatre Arts 133, Stage Lighting

(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**

Discipline	Theatre Arts
Course Number	133
Course Title	Stage Lighting
Former Title	
Units	3
Lecture Hours	32
Laboratory Hours	48
Arranged Hours	None
Total Semester Contact Hours	<del>None</del> <u>80</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)****PREREQUISITE(S)**~~Prerequisite Theatre Arts 131.~~None**CATALOG DESCRIPTION**

Theory and practice of modern stage lighting including the ~~design of lighting layouts, properties and characteristics of varied conventional lighting instruments, and the hang and focus of lighting equipment for college productions~~ control systems and instruments. Techniques for proper installation, maintenance and safety are included.

<b>Budget Unit</b>	<u>15560</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	30
<b>SAM Priority Code</b>	C - Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	100600 - Technical Theater
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>

Curriculum Office Use Only.

Department Chair Approval Date: 09/27/12 by: Valinda TivenanDivison Chair Approval Date: 10/04/12 by: Eve Kikawa

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.)

PRACTICAL EXAMS REQUIRE THE STUDENT TO ASSIMILATE TEXT AND LECTURE NOTES, AND IN A HANDS-ON ENVIRONMENT, MAKE THE THEORY WORKABLE. THIS INVOLVES PROBLEM SOLVING ACTIVITIES, ANALYSIS, AND DEMONSTRATION OF THE DESIRED PRACTICAL TASK.

**1. 2 lec. 3 lab. Introduction to Stage Lighting.**

Functions of stage lighting

Properties of light

Qualities of light

**2. 4 lec. 6 lab. Color and Light.**

Language of color

Color theory

a. Subtractive and Additive

Color perception

Color psychology

Color Filtering

**3. 2 lec. 3 lab. Basic Electricity.**

Introduction

Terminology

Current limiting

Circuit protection

Power distribution

**4. 2 lec. 3 lab. Mounting Positions and Equipment.**

Balcony Rail

Beams

Box Booms Electrics

Booms

Alternatives

**5. 4 lec. 6 lab. Light Sources.**

Lamp types:

a. Incandescent

b. Arc

c. Gas discharge

Lamp life

Color Temperature

ANSI lamp code

Common Stage lamps

**6. 4 lec. 6 lab. Lighting Instruments.**

Generic Components:

a. Housing

b. Reflector

c. Socket

d. Pigtail

e. Mounting hardware

Classifications of Lighting Fixtures:

1. Floods

a. scoops

185

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**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: Geography 102, Cultural Geography  
 (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**

Discipline	Geography	
Course Number	102	
Course Title	Cultural Geography	
Former Title		
Units	3	
Lecture Hours	48	
Laboratory Hours	None	
Arranged Hours	None	
Total Semester Contact Hours	<del>None</del>	<u>48</u>

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**  
 None

**CATALOG DESCRIPTION**

An introductory survey of the geography of culture, and the influences of the physical environment on culture, along with the impact of human activity on the environment, and the role of culture within societies and social groups. The course includes global patterns of population, migration, religion, language, agriculture, politics, customs, resources, and urban and rural settlement.

<b>Budget Unit</b>	<u>15650</u>
<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	220600 - Geography
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	<u>Letter Grade or P/NP</u>
Curriculum Office Use Only.	

Department Chair Approval Date: 09/11/12 by: Tonimarie Withey  
 Divison Chair Approval Date: 10/03/12 by: Kristen Guzman  
 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.)

Students will be expected to ~~understand the~~ to demonstrate a knowledge of the concepts and use the terminology germane to cultural geography and apply those concepts and the terminology to discussions, written assignments, maps, charts, and on exams. Lectures will include class discussion in which students will be encouraged to share their opinions and think critically about current cultural geography issues. Additionally, students will be able to analyze and evaluate applications and current trends directly related to topics in a logical manner. Cooperative learning assignments will foster the development of group working skills. Novels, if utilized, will reinforce course topics and foster development of analytical and interpretive skills.

1. Introduction and General Course Content (.5 hours)

2. Basic Concepts in Geography (4 hours)

Students will:

- a. ~~Consider~~ Explain the geographic perspective as it relates to culture, cultural traits, customs, and distribution on earth.
- b. Use and analyze maps.
- c. ~~Be introduced to the concept of~~ Demonstrate a knowledge of spatial analysis and develop a geographic world view.

3. Population Geography (6 hours)

Students will:

- a. Assess population growth and draw conclusions about the ramifications of continued growth.
- b. ~~Draw inferences through the examination of~~ Examine demographics on a local, regional, and global scale.
- c. Analyze population trends using appropriate and germane terminology.
- d. Discuss the potential outcomes of population trends and develop a thesis based on both statistical and cultural descriptions.

4. The Geography of Migration (3 hours)

Students will:

- a. ~~Recognize~~ Discuss population movement within an historical context to and in the United States, and currently on a global scale.
- b. Assess migration issues and trends, and construct and define the possibilities for the future.

5. The Geography of Language (3 hours)

Students will:

- a. ~~Consider~~ Explain the development of language, and the special role and areal extent of English on earth.
- b. Identify the major language families and their distribution across the earth.

6. Geography of Religion (3 hours)

Students will:

- a. Identify the types of religions, and categorize the major religions and religious belief systems along with their traits and characteristics.
- b. ~~Recognize~~ Summarize the origin and diffusion of the major world religions and assess several large and ongoing religious conflicts.

7. Social Customs (3 hours)

Students will:

- a. Analyze traditional folk and popular customs, the distribution of each, and will deduce the threats to traditional/folk customs from globalization.
- b. ~~Recognize~~ Discuss the differences between ethnicity, nationality, and identify the distribution of ethnic groups in the United States, and evaluate the reasons for the specific distributions of Latinos/Hispanics, African-Americans, Asian Americans and Native Americans.

RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

SANTA ANA COLLEGE

SANTIAGO CANYON COLLEGE

PROPOSAL FOR NEW OR REVISED CERTIFICATE/DEGREE PROGRAMS

ORIGINATING COLLEGE SANTA ANA COLLEGE

NEW \_\_\_\_\_ REVISED X  
(If any added courses are new, attached New Course Proposal)

TITLE CUSTOMER SERVICE REPRESENTATIVE CERTIFICATE OF COMPLETION  
(If name is being revised, above should reflect the NEW information; AND, type former name here: )  
( )

(Attach rationale)

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

This series of courses prepares students for customer service positions in a wide variety of business fields. The program provides an open entry/open exit instructional format that allows students to attain skill development to interface directly with customers as the company representative in identifying customer needs, providing appropriate service, and in resolving special problems that may arise. Focus is on interpersonal and customer services in the workplace, as well as on upgrading technological competence. Students will be prepared to work as commercial or residential service representatives in major department stores, collection agencies, credit bureaus, airlines, travel agencies, medical insurance agencies, public utilities and telephone answering services.

**Core Courses:**

- ~~Vocational Business 122, Introduction to Keyboarding and Basic Windows~~
- Vocational Business 124, Introduction to Keyboarding I
- Vocational Business 243, Introduction to Customer Service Skills
- Vocational Business 258, Navigating the Internet
- Vocational Business 259, Orientation to Computers
- Vocational Business 260, Introduction to Word Processing Using MS Word
- Vocational Business 400, Employability Skills

**Elective:**

- ~~Vocational Business 123, Introduction to Computer Software Applications~~

ADMINISTRATOR SIGNATURE Christi Foster DATE 10-15-12

DEPT. CHAIR (SAC/SCC) Ronald Bullock DATE 10-15-12

DEPT. CHAIR (SAC/SCC) \_\_\_\_\_ DATE \_\_\_\_\_ PHONE \_\_\_\_\_ Agree/Disagree

SAC/SCC CURRICULUM COMMITTEE DATE 10/14/12 CURRICULUM CHAIR/CO-CHAIR Henry Kim

COLLEGE CURRICULUM COUNCIL DATE \_\_\_\_\_ DISTRICT CURRICULUM COUNCIL DATE \_\_\_\_\_



Title Customer Service Representative Certificate of Completion New \_\_\_\_\_ Revised X

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

A new course replaced an old course and an elective was deleted. These changes were made to make the course more relevant and the requirements more clear.

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



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

SANTA ANA COLLEGE

SANTIAGO CANYON COLLEGE

PROPOSAL FOR NEW OR REVISED CERTIFICATE/DEGREE PROGRAMS

ORIGINATING COLLEGE SANTA ANA COLLEGE

NEW REVISIED X

(If any added courses are new, attached New Course Proposal)

TITLE EXECUTIVE SECRETARY/ADMINISTRATIVE ASSISTANT CERTIFICATE OF COMPLETION

(If name is being revised, above should reflect the NEW information; AND, type former name here: )

(Attach rationale)

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

This series of courses prepares students for in-depth training in executive secretary/administrative assistant positions. The open-entry/open-exit, competency-based format promotes success in a high employment occupational field. This certificate program develops skills in research, report and correspondence preparation, advanced computer software applications, database management, interactive presentations, customer service and telephone techniques, and other advanced office procedures.

Core Courses:

- Vocational Business 125, Introduction to Keyboarding II
Vocational Business 244, Introduction to Databases Using Microsoft Access
Vocational Business 245, Introduction to Desktop Publishing using Microsoft Publisher
Vocational Business 304, Introduction to Electronic Presentations Using PowerPoint
Vocational Business 400, Employability Skills

Elective:

Vocational Business 123, Introduction to Computer Software Applications

ADMINISTRATOR SIGNATURE [Signature] DATE 10-15-12
DEPT. CHAIR (SAC/SCC) [Signature] DATE 10-15-12
DEPT. CHAIR (SAC/SCC) DATE PHONE Agree/Disagree
SAC/SCC CURRICULUM COMMITTEE DATE 10/15/12 CURRICULUM CHAIR/CO-CHAIR [Signature]
COLLEGE CURRICULUM COUNCIL DATE DISTRICT CURRICULUM COUNCIL DATE



RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT

SANTA ANA COLLEGE

SANTIAGO CANYON COLLEGE

PROPOSAL FOR NEW OR REVISED CERTIFICATE/DEGREE PROGRAMS

ORIGINATING COLLEGE SANTA ANA COLLEGE

NEW \_\_\_\_\_ REVISED X  
(If any added courses are new, attached New Course Proposal)

TITLE GENERAL OFFICE CLERK CERTIFICATE OF COMPLETION  
(If name is being revised, above should reflect the NEW information; AND, type former name here: )  
( )

(Attach rationale)

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

This series of courses prepares students for entry-level general office clerk positions in a business environment. This program provides an open-entry/open-exit instructional format that allows students to attain knowledge of basic level office concepts, procedures, and technology commonly used in an office setting. Students learn introduction to keyboarding, computer software applications, general office skills, customer service and telephone techniques, and soft skills. This certificate provides the foundation for preparing students in entry level jobs and careers in the business environment.

**Core Courses:**

- Vocational Business 118, Introduction to Windows
- ~~Vocational Business 122, Introduction to Keyboarding and Basic Windows~~
- Vocational Business 124 Introduction to Keyboarding I
- Vocational Business 258, Navigating the Internet
- Vocational Business 260, Introduction to Word Processing Using MS Word
- Vocational Business 262, Introduction to Spreadsheets Using MS Excel
- Vocational Business 400, Employability Skills

**Elective:**

~~Vocational Business 301, Business Skills~~

ADMINISTRATOR SIGNATURE Christine Gresh DATE 10-15-12

DEPT. CHAIR (SAC/SCC) Donald Balle DATE 10-15-12

DEPT. CHAIR (SAC/SCC) \_\_\_\_\_ DATE \_\_\_\_\_ PHONE \_\_\_\_\_ Agree/Disagree

SAC/SCC CURRICULUM COMMITTEE DATE 10/15/12 CURRICULUM CHAIR/CO-CHAIR Henry Fow

COLLEGE CURRICULUM COUNCIL DATE \_\_\_\_\_ DISTRICT CURRICULUM COUNCIL DATE \_\_\_\_\_



Title GENERAL OFFICE CLERK CERTIFICATE OF COMPLETION New \_\_\_\_\_ Revised X

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

A new course replaced an old course and an elective was deleted. These changes were made to make the course more relevant and the requirements more clear.

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