COR Template

Timer Hide
45 minutes

* = required field
Some content may be updated based on selection

COR Proposal Submission Form

New or Revised COR?

* ○ Create a NEW course not based on a previous course
○ REVISE a course based on a previous course
○ DELETE a previous course

Proposal Information

Proposer

Corey Marvin

Submission Justification

*

Effective Date

Choose the effective date carefully with the guidance of CIC members. The effective date can be impacted by a number of factors, including transferability, UC/CSU general ed approval, other courses it may be a prerequisite for or courses it is a prerequisite of, SLO assessment schedules, and others. In some cases, effective dates can be out as far as three years.

Effective term *

Effective year *

Basic Course Information

Course subject (CB01a) *

Course number (CB01b) *

Course Code

Course title (CB02) *

Catalog description *

TOP Code (CB03) *

Repeatability *

Grading option *

Credit Status (CB04) *

Course Units Max (CB06) *

Basic Skills (CB08) *

SAM Priority Code (CB09) *

Recommended section size *

Transfer Status (CB05) *

Course Units Min (CB07) *

Co-op Work Exp (CB10) *

Course Classification (CB11) * | **Special Class (CB13)** *

Prior to Transfer Level (CB21) * | **Non-Credit Category (CB22)** *

Funding Agency Category (CB23) * | **Program Status (CB24)** *

General Education (CB25) * | **Support Course (CB26)** *

Upper Division (CB27) * | **Credit for Prior Learning?** *

Materials Fee? *

Course crosslisted with (if applicable)

Course previously known as (if applicable)

Faculty Minimum Qualifications

Field Service Area(s) (When a value is entered, another row appears. Up to 10 entries.)

*

Additional Faculty Minimum Qualifications (rare)

Hours & Units

After choosing the type of course below, enter values into the highlighted fields as appropriate. The non-highlighted fields are designed to calculate automatically. In any of the cases, when you have entered the values germane to your course and generated a final number in the Rounded Units field, you will need to transfer this value to CB codes 06 and 07 in the Basic Course Information section above. If the course is a fixed number of units (most common), enter the same number into both CB06 (max) and CB07 (min). If the course variable in units (rare), enter the maximum and minimum values respectively. If the course is noncredit, enter zeroes.

Is this course credit, variable credit, or noncredit?

*

Requisites

Prerequisite, Corequisite or Advisory

Type | Course | Rationale

Alternative Course | Additional Course

Or

AND

Type | Course | Rationale

Alternative Course | Additional Course

Or

AND

Type | Course | Rationale

Alternative Course

Additional Course

Or

AND

Type

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AND

Type

Course

Rationale

Alternative Course

Additional Course

Or

AND

Type

Course

Rationale

Alternative Course

Additional Course

Or

Limitations on Enrollment

COR is a requisite for these Courses: NA

Outcomes and Objectives

Student Learning Outcomes

Number	SLO	Target %
*	*	*

Course Objectives

General Education and Program Applicability

Cerro Coso Local GE

	Category
1	
2	
3	

CSU Breadth

	Category (proposed)	Status	Effective Date
1			
2			
3			

IGETC

	Category	Status	Effective Date
1			
2			
3			

CalGETC

	Category	Status	Effective Date
1			
2			
3			

C-ID Applicability

	C-ID	C-ID Status	C-ID Approval Date
1			
2			

CSU Comparable Courses

CTE Only - Comparable CSU Courses

Program Applicability

The following is generated for your information only and shows the programs which this course is applied to in the CAMS database, as well as which courses this course is a requisite for. Adding or deleting courses to or from a program must be done through a revision of the official Program Outline of Record, submitted as an action item to the curriculum committee

COR in these Programs: NA

Instructional Specifications

Please clean up any html tags and other stray bits in the existing Topical Outline and in other fields, where you find them.

Topical Outline
with overflow fields if needed

*

More space for those who need it...

Even more space for those who need it...

Methods of Instruction

Category	Examples
*	*

Methods of Evaluation

Category	Examples
*	*

Types and Examples of Assignments

*

Textbooks and Other Course Materials

*

Distance Education Addendum

Distance Education Approval

*

Correspondence Education Approval

*

DE/CE Rationale and Rigor Statement

Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

Save Progress | Next

MATHC110

Proposal Information

Proposer

Steven Rogers, Dean Bernsten, Yihfen Chen, Jaclyn Kessler, Joseph Slovacek, Michael Bonner

Action

Justification

New Course This is a new transfer-level math course option for non-STEM majors

Effective Term

Fall 2022

Course Information

Course Subject and Number (CB01)

MATH C110

Course Title (CB02)

College Algebra for Non-STEM Majors

Catalog Description

This is a transfer-level algebra course for non-STEM majors which includes theory and applications of the following: linear functions and graphs, laws of exponents and logarithms, exponential and logarithmic functions, power functions, and quadratic and polynomial functions. A lab provides support to review basic algebra.

TOP Code (CB03)

1701.00 Mathematics, General

CIP Code

27.0101

SAM Priority Code (CB09)

E - Non-Occupational

Repeatability

Not repeatable

Grading Option

Standard letter only

Recommended Section Size

Credit Status (CB04)

D - Credit - Degree Applicable

Transfer Status (CB05)

A - Transferable to both UC and CSU

Course Units (CB06 & CB07)

4.00 Units

Basic Skills Status (CB08)

N - Course is not a basic skills course.

Co-operative Work Experience Status (CB10)

N - Is not part of a cooperative work experience education program

Course Classification Code (CB11)

Y - Credit Course

Special Class Status (CB13)

N - Course is not a special class.

Prior to Transfer Level Status (CB21)

Y - Not Applicable

Non-credit Category (CB22)

Funding Agency Category (CB23)

Y - Not Applicable (funding not used to develop course.)

Program Status (CB24)

No - Stand-alone

General Education Status (CB25)

B - Course meets any of the following: CSU General Education Breadth Area B4: Mathematics/Quantitative Reasoning; UC IGETC Area 2: Mathematical Concepts and Quantitative

Reasoning; OR Course has a general education certification or articulation agreement that ensures the course fulfills mathematics or quantitative reasoning requirements at an accredited four-year institution.

Support Course Status (CB26)

N - Course is not a support course.

Upper Division Status (CB27)

N - course is not an upper division course.

Credit for Prior Learning

No

Materials Fee

No

Faculty Minimum Qualifications

Field Service Areas

- Chemistry (Masters)
- Engineering (Masters)
- Mathematics (Masters)
- Mathematics-Basic Skills: Noncredit (Specific BA or AA and professional experience)
- Physics/Astronomy (Masters)

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	54	3.00
Lab	54	1.00
Activity	0	0.00
Non-Standard		0.00
Outside of Class	108.00	-
Total	216.00	4.00

Requisites

Prerequisites

Requisite Course

MATH C053 or MATH C055

Rationale for Requisite

Outcomes

Demonstrate numerical and algebraic reasoning skills.
Use mathematical concepts to effectively interpret statistical data.
Formulate and research questions that can be addressed with data, and then address these questions through proper organization, display, and analysis of the data.
Perform numerical and algebraic reasoning skills.

Outcomes and Objectives

SLO 1

Outcome

Analyze and investigate properties of functions.

Expected Performance

70%

SLO 2

Outcome

Apply functions and other algebraic techniques to model real world applications.

Expected Performance

70%

SLO 3

Outcome

Choose at least two advanced course topics such as analyzing conics and using sequences and series to solve applications.

Expected Performance

70%

SLO 4

Outcome

Solve and apply equations including rational, linear, absolute value, polynomial, exponential, and logarithmic equations.

Expected Performance

70%

SLO 5

Outcome

Solve linear and nonlinear systems of equations and inequalities.

Expected Performance

70%

SLO 6

Outcome

Synthesize results from the graphs and/or equations of functions.

Expected Performance

70%

General Education and Program Applicability

IGETC

Area

Area 2 - Mathematical Concepts and Quantitative Reasoning: Mathematical Concepts and Quantitative Reasoning

Status

Approval

CSU

Area

Area B4 - Scientific Inquiry and Quantitative Reasoning: Mathematics/Quantitative Reasoning

Status

Approval

LOCAL

Area

Area 4.2 - Language and Rationality: Analytical Thinking

Status

Approval

C-ID

Number

MATH 150 College Algebra for Liberal Arts

Status

Approval

Instructional Specifications

Topical Outline

The Mathematics Department has adopted the following best practices for teaching this course: offering or awarding extra-credit is forbidden; the allowance of multiple attempts at exams is forbidden; and an approved on-site proctor for online course exams is required.
A. Linear Equations and Inequalities
1. Linear equations in one variable
2. Formulas
3. Applications-word problems
4. Linear inequalities in one variable
5. Absolute value equations
6. Compound inequalities
7. Absolute value inequalities
B. Exponents and Polynomials
1. Integer Exponents-zero exponent; product rule; quotient rule; power rule
2. Polynomials - addition and subtraction
3. Multiplication of polynomials
4. Greatest common factors: factoring by grouping
5. Factoring trinomials
6. Special factoring - difference of squares; sum of cubes; difference of cubes
7. General methods of factoring
8. Solving equations by factoring
C. Rational Expressions
1. Basics of rational expressions
2. Multiplication and division of rational expressions
3. Addition and subtraction of rational expressions
4. Complex fractions
5. Dividing polynomials by monomials and by polynomials
6. Synthetic division
7. Equations and rational expressions
8. Applications-work problems and motion problems
D. Rational Exponents and Radicals
1. Rational exponents
2. Radicals
3. Simplifying radicals
4. Adding and subtracting radical expressions
5. Equations with numbers
6. Complex numbers
E. Quadratic Equations and Inequalities
1. Solving quadratic equations by completing the square
2. The quadratic formula

3. The discriminant and the sum and product of solutions
4. Equations and quadratic in form
5. Formulas and applications
6. Nonlinear inequalities
F. The Straight Line
1. The rectangular coordinate system
2. The slope of a line
3. Linear equations
4. Linear inequalities
5. Variation
G. Systems of Linear Equations
1. Linear systems of equations in two variables
2. Applications of linear systems of equations
3. Linear systems of equations in three variables
4. Determinants
5. Solution of linear systems of equations by determinants - Cramer's Rule
6. Solution of linear systems of equations by Matrix Methods (optional)
H. Exponential and Logarithmic Functions
1. Graphs of the exponential and logarithmic functions
2. Properties of logarithms
3. Solving equations involving exponents and logarithms
4. Application problems
I. Introduction to Conic Sections
1. The parabola
2. The circle and the ellipse
3. The hyperbola
4. Nonlinear systems of equations
5. Second-degree inequalities
J. Selected Algebraic Applications To Be Chosen From:
1. Mathematics: other branches
2. Biological Sciences: e.g.; general biology; anatomy; physiology; microbiology
3. Physical Sciences: e.g.; chemistry; physics; geology; astronomy; oceanography
4. Computer Sciences: e.g.; computer graphics; computer animation
K. Substantial introduction to at least two topics chosen from the list below:
i Inverses of functions
ii Transformations of functions
iii Linear programming
iv Zeros of polynomials
v Matrices and determinants
vi Properties of conic sections
vii Combinatorics and probability theory
viii Sequences and series
In the lab portion of the course, basic algebra and arithmetic skills will be reviewed prior to completing activities with the topics below.

1. Visualizing Functions exercise
2. Construct linear models for data
3. Finding solutions to systems of linear equations
4. Base 10 logarithms
5. Exponential growth and decay functions

6. Transforming exponential functions to base e
7. Visualizing negative integer power functions
8. Transforming and composing functions

Methods of Instruction

Group Work

In the lab portion of the class students may work in small groups to complete assignments and applications in algebra which are designed to provide them with the math and algebra skills needed to succeed in this transfer-level class. Example: Students complete a short review of order of operations and then work collaboratively to construct, evaluate, and graph an exponential decay function.

Lecture

Lectures are based on the course objectives. Example : Lecture on Fractional Exponents

Applications in the lab allow students to apply the theory they learn in the lecture and at the same time practice needed math and algebra skills. Example: Given an initial amount deposited in a bank account and an annual interest rate, students compute the interest earned after 1 year if the interest is compounded annually, monthly, and daily.

Methods of Evaluation

Tests

Example: Students take an exam that assesses their knowledge of graphing functions. Students analyze functions by determining asymptotic behavior, intercepts, and vertices.

Participation

In-class assignments
Example: Students work mathematics problems assigned from the text and from hand- outs to reinforce concepts and skills discussed in lecture. Instructor provides feedback to students on their work.

Online assignments and exams.

Example: Students complete an online homework problem where they find an equation for the number of E. coli bacteria as a function of the time given a fission rate for the bacteria. They graph the exponential function and use the equation to predict the time needed for the population to double.

Assignments

A. Daily homework assignments -Students work mathematics problems. For example, students complete a homework assignment graphing exponential functions to determine the effects of the base a and initial value C on the graph.

Textbooks and Instructional Material

Lial, Margaret. Intermediate Algebra. Pearson. 2020. .

Distance Education Addendum

Distance Education Approval

Yes

Correspondence Education Approval

During Emergency Conditions Only

DE/CE Rationale and Rigor Statement

All assignments, exams, and SLOs in distance education courses (online, hybrid and iTV) of MATH C110 are the same as those in the on- ground courses, except that, students in purely online sections will submit all of their assignments and exams virtually. In some distance education courses and face-to-face courses, homework assignments and exams may be submitted online via a publisher's website. Whether a course is face-to-face, hybrid or purely online, students will receive feedback from the instructor on the work they submit. In a purely online course, this feedback may be provided by emails from the instructor, discussion forums, or via live Zoom tutoring. Instead of onsite lectures, hybrid and online courses will use written or video lectures. The documentation of completed work is updated weekly on the Canvas site. Student-instructor contact may include, but is not limited to, the following: discussion forums, learning management system messages, announcements, email, chat, online video conference, and feedback on each student's work. If a student asks the instructor a question about a homework problem, student-instructor contact will also occur when the instructor responds with a detailed explanation to the student's question. Student-student contact may include, but is not limited to, the following: discussion forums, chat, online video conference, learning management system messages, email, group work, and peer review.

Instruction Office Addendum

COR Status

Active

CIC Approval

Board Approval

Course Control Number

Assignment Load Factor

Load Amount

COR Listing History

Updated: June 28, 2023 01:02:51. Created: March 10, 2023 09:30:10.

Report pulled September 24, 2024.

ANTHC141

Proposal Information

Proposer

Sarah King, Alec Griffin, Nakysha Cummings

Action

This is a Brand New COR for a new course

Justification

Mandatory Revision Revising for submission to CSU GE area F, making minor changes to DTO, SLOs, and methods of instruction to align with the area requirements.

Effective Term

Fall 2022

Course Information

Course Subject and Number (CB01)

ANTH C141

Course Title (CB02)

Introduction to Native American Studies

Catalog Description

This ethnic studies course is a survey of the Native peoples and cultures of North America. It emphasizes native languages, history, culture, intellectual traditions, social organizations, religion, world view, artistic representations, social struggles, and social justice movements. Students critically examine the impact of tribal nations on each other, as well as the interactions with other groups of people. This course examines the roots of present-day conditions of Native communities and the contributions of Native Americans to the cultures of the Americas. This course is cross-listed with ETHN C141.

TOP Code (CB03)

2203.00 Ethnic Studies

CIP Code

05.0200

SAM Priority Code (CB09)

E - Non-Occupational

Repeatability

Not repeatable

Grading Option

Standard letter only

Recommended Section Size

35

Credit Status (CB04)

D - Credit - Degree Applicable

Transfer Status (CB05)

A - Transferable to both UC and CSU

Course Units (CB06 & CB07)

3.00 Units

Basic Skills Status (CB08)

N - Course is not a basic skills course.

Co-operative Work Experience Status (CB10)

N - Is not part of a cooperative work experience education program

Course Classification Code (CB11)

Y - Credit Course

Special Class Status (CB13)

N - Course is not a special class.

Prior to Transfer Level Status (CB21)

Y - Not Applicable

Non-credit Category (CB22)

Funding Agency Category (CB23)

Y - Not Applicable (funding not used to develop course.)

Program Status (CB24)

Yes - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course.

Upper Division Status (CB27)

N - course is not an upper division course.

Credit for Prior Learning

No

Materials Fee

No

Previously Known As

Native Peoples of North America

Faculty Minimum Qualifications

Field Service Areas

- Anthropology (Masters)
- Ethnic Studies (Masters)

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	54	3.00
Lab	0	0.00
Activity	0	0.00
Non-Standard		0.00
Outside of Class	108.00	-
Total	162.00	3.00

Requisites

Advisories

Requisite Course

ENGL C101

Rationale for Requisite

Students are expected to read and comprehend college-level texts explaining complex theories. In addition, they must critically analyze advanced scholarly articles for a research project. Students are also expected to write papers as well as respond to essay questions on exams. This requires that they write in a clear and organized manner free from errors. The advisory level ensures students have the skills necessary for success in these assignments.

Requisite Course

LIBR C100

Rationale for Requisite

Students in this course are required to write a research paper. This requires that they have the ability to find and evaluate scholarly sources, know the difference between publication types, and cite in proper APA format.

Outcomes and Objectives

SLO 1

Outcome

Analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethnocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as presented in Native American studies.

Expected Performance

70%

SLO 2

Outcome

Apply theory and knowledge produced by Native American communities to describe the critical events, histories, cultures, intellectual traditions, contribution, lived-experiences and social struggles with a particular emphasis on agency and group-affirmation.

Expected Performance

70%

SLO 3

Outcome

Critically analyze the intersection of race and racism as they relate to other aspects of social identity such as class, gender, sexuality, religion, spirituality, ability, tribal citizenship, sovereignty, language, and/or age in Native American communities.

Expected Performance

70%

SLO 4

Outcome

Critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by Native Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as for example, in immigration, reparations, settler colonialism, multiculturalism, language policies.

Expected Performance

70%

General Education and Program Applicability

IGETC

Area

Area 4 - Social and Behavioral Sciences: Social and Behavioral Sciences

Status

Active

Approval

CSU

Area

Area D - Social Sciences: Social Sciences

Status

Active

Approval

LOCAL

Area

Area 2.5 - Social and Behavioral Science: Ethnic Studies

Status

Active

Approval

Area

Status

Active

Approval

Area

Area 6 - Ethnic Studies: Ethnic Studies

Status

Active

Approval

Instructional Specifications

Topical Outline

Introduction to Native American studies

Ethnic studies and Native American studies
Analyses of race and ethnicity

Race and biology
Cross-cultural definitions of race
Origins of race concept
Racialization
Ethnicity and identity

Social inequality and colonialism

Racism
Settler colonialism
Imperialism
Systemic oppression
Prejudice and discrimination
Acculturation
Ethnocide
Genocide
Ethnocentrism
Eurocentrism

White supremacy

Reactions to change

Revitalization
Syncretism

History of research on Indigenous peoples

Colonialist
Oral histories
Primary sources
Written history
Social cultural approaches
Ethnic studies and Native American studies
Ethics and debates

Prehistoric and historic North America

Origins

Origin stories
Linguistic patterns
Genetic patterns
Migration

Regional diversity

Arctic
Subarctic
Northwest Coast
California
Plateau
Great Basin
Southwest
Plains
Southeast
Northeast Woodlands

European contact

Trade treaties
Conversion
Disease
Warfare
Genocide
Assimilation
The reservation system

Mission system
Boarding schools

Current Native American cultural traditions

Linguistic diversity

Origins of tribal relationships
Reflections of world view
Linguistic links between groups
Language revitalization and preservation

Social and political organization

Gender roles
Political organization
Kinship
Sovereignty

Religious beliefs

Prehistoric and historic regional belief systems

Eastern Mound Builders
Central Plains Sun Dancers
Northwest Totem Makers
Southwest Kachinas

Revitalization movements
Sacred geography
Modern indigenous religions

Expressive culture

Art
Music
Literature
Film

Contemporary issues

On-going effects of colonialism

Institutionalized racism
Ethnocentrism
Eurocentrism
Cultural appropriation
Adaptation and culture change
Federal recognition

Media representation

Film
Television
News
Advertising

Intersectionality

Indigenous feminism
Lesbian, gay, bisexual, transgender, queer, intersex, and asexual lived experiences
Socio-economic class
Age groups
Ability

Social justice movements, struggle, and resistance in national and international politics

Identity building
Interethnic solidarity
Self-determination
Liberation
Environmental protection
Decolonization
Anti-racism
Sovereignty
International Indigenous peoples movements

Methods of Instruction

Watch "Inside an Apache Rite of Passage into Womanhood" and explain how the ritual establishes

cultural expectations for the young woman and enhances tribal bonds, self-determination, liberation, and ethnic identity for the community.

Discussion

Class discussion answering the questions - "Using examples from your reading (this week and previous weeks) how are Native American activists involved in environmental movements? In what ways do environmentalism and civil rights overlap in the United States?"

Short essay exam question - According to your Talbot (2015) reading, what is "wilding" and how can it be applied to Euro American interactions with Native Americans in California, especially regarding settler colonialism and genocide?

Lecture

Lecture on the role of women in Haudenosaunee society and intersections of ethnicity and gender.

Methods of Evaluation

Homework

Review the lecture on the contributions of Native American women to arts and literature. Read Joy Harjo's She Had Some Horses and write a brief reflection on the main themes of the poem.

Tests

Multiple choice and essay exams that require students to define key terms from the lecture and reading, including (but not limited to) race, ethnicity, radicalization, racism, ethnocentrism, imperialism, colonialism, and white supremacy.

Participation

A group project that allows students to work with others in researching and designing a class presentation on the origin story from a particular Native American group. Groups should address how the intellectual tradition of oral storytelling has shaped modern Native culture and identity.

Research Paper

Write a 1500 word essay on American Indian Residential Schools in the early 20th century and explore their role in the acculturation and ethnocide of Native Americans.

or

Write a 1500 word essay on social justice movements in Native American communities and how they work with on the national and international level to create a just and equitable society.

Online assignments are submitted via LTI and assessed using the same criteria as onsite assignments.

Assignments

Assignment one: evaluate the cultural content of a documentary shown in class using terminology from the textbook and class discussions. For example, analyze the significance of the California Indian Basketweaver Association (CIBA) video in regards to tribal solidarity, sovereignty, land use, and political voice.

Assignment two: written analysis of one specific change within one Indigenous culture. For example, analyze and explain the impact of fish-ins for the Metis people of Canada and how this helped with the Pan-Indian movement in national and transnational politics.

Assignment three: Explain how the contributions of Native writers and film makers have changed the portrayal of Native Americans in film and TV. What impact have they had on representation, character development, and narrative themes?

Assignment four: Write a short essay on the history of the Two Spirit movement and how it has contributed to revitalization of non-Western gender norms and LGBTQ activism.

Textbooks and Instructional Material

Ada Deer. Making a Difference: My Fight for Native Rights and Social Justice. University of Oklahoma Press. 2019. ., Colin G. Galloway. First Peoples: A Documentary Survey of American Indian History. Macmillan Learning. 2019. ., David Beck and Rosalyn R. LaPier. City Indian: Native American Activism in Chicago. University of Nebraska Press. 2020. ., Steve Talbot. Native Nations of North America: An Indigenous Perspective. Pearson. 2015. ., Sutton, M.Q.. Introduction to Native North America. Pearson. 2012. .

Distance Education Addendum

Distance Education Approval

Yes

Correspondence Education Approval

During Emergency Conditions Only

DE/CE Rationale and Rigor Statement

All assignments and SLO assessments in distance education courses (online, hybrid and iTV) of ANTH C141/ETHN C141 are the same as those in the on-ground course, except that students in purely online sections will submit all of their assignments virtually, and students in hybrid sections will submit some of their assignments virtually. Instructor evaluation of student work in distance education courses is the same as in the on-ground course, except that evaluation of student work in online and hybrid courses is presented virtually. Instead of onsite lectures, hybrid and online courses will use videos and written lecture notes. Student interaction will take place in online discussion forums.

Instruction Office Addendum

COR Status

Active

CIC Approval

October 29, 2021

Board Approval

December 16, 2021

Course Control Number

CCC000639644

Assignment Load Factor

15 - Lecture, Laboratory

Load Amount

0.2

COR Listing History

Updated: July 11, 2024 08:57:12. Created: March 10, 2023 09:30:10.

Report pulled September 24, 2024.

EMTCC105

Proposal Information

Proposer

Action

Justification

New Course

Effective Term

Fall 2015

Course Information

Course Subject and Number (CB01)

EMTC C105

Course Title (CB02)

Emergency Medical Technician

Catalog Description

This course provides instruction in pre-hospital techniques in the evaluation and emergency medical care through the recognition of signs and symptoms of illnesses and injuries. This course also includes instruction in the care rendered on scene and during transportation by EMT personnel. The student shall meet health requirements to participate in the clinical section of the course. Any expenses involved in meeting the health requirements are at the student's expense. Failure to meet the health requirements results in student ineligibility for clinical objectives. Upon successful completion of the mandated course criteria the student receives a Certificate of Completion and this qualifies the student to apply and take the national exam for the Emergency Medical Technician, to ultimately qualify for application within the State of California to become certified. The student must provide a valid American Heart Association Healthcare Provider CPR/AED card to the instructor at the first class session to remain enrolled in this course.

TOP Code (CB03)

1250.00 Emergency Medical Services

CIP Code

SAM Priority Code (CB09)

B - Advanced Occupational

Repeatability

Not repeatable

Grading Option

Standard letter only

Recommended Section Size

Credit Status (CB04)

D - Credit - Degree Applicable

Transfer Status (CB05)

B - Transferable to CSU only

Course Units (CB06 & CB07)

9.50 Units

Basic Skills Status (CB08)

N - Course is not a basic skills course.

Co-operative Work Experience Status (CB10)

N - Is not part of a cooperative work experience education program

Course Classification Code (CB11)

Y - Credit Course

Special Class Status (CB13)

N - Course is not a special class.

Prior to Transfer Level Status (CB21)

Y - Not Applicable

Non-credit Category (CB22)

Funding Agency Category (CB23)

Y - Not Applicable (funding not used to develop course.)

Program Status (CB24)

No - Stand-alone

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course.

Upper Division Status (CB27)

N - course is not an upper division course.

Credit for Prior Learning

No

Materials Fee

No

Faculty Minimum Qualifications

Field Service Areas

- Emergency Medical Technologies (Any degree and professional experience)

Hours and Units

Credit Type

Credit Course

Hours and Units

Category	Hours	Units
Lecture	162	9.00
Lab	27	0.50
Activity	0	0.00
Non-Standard		0.00
Outside of Class	324.00	-
Total	513.00	10.00

Requisites

Advisories

Requisite Course

ENGL C070

Rationale for Requisite

Students in this course will read technical language in texts and other resource materials written at the college level. Students must be able to have a college level competency in reading to interpret, identify central points, and disseminate the material presented to progress throughout the course.

Students in this course must be able to articulate information related to patient evaluation and care in a written form using the English language, medical terminology and anatomical terms. Students must have the ability to provide written patient information in a clear, concise, structured, and logical manner. The analysis of college-level reading, practice in expository and argumentative essay writing, and implementation and documentation of outside sources covered in English 70 will insure that students are prepared for EMTC C105 assignments.

Requisite Course

HCRS C150

Rationale for Requisite

Students must have the ability to articulate information related to patient evaluation and care using the appropriate medical terminology and anatomical terms.

Outcomes and Objectives

SLO 1

Outcome

Demonstrate appropriate scene survey, patient assessment, management and treatment of medical and trauma patients, in a safety conscious manner, to the training level of an EMT.

Expected Performance

70%

SLO 2

Outcome

Demonstrate knowledge and ability that meet or exceed national and state criteria by passing the cognitive and practical final exams.

Expected Performance

70%

SLO 3

Outcome

Explain how the human organ systems react in various medical and traumatic conditions.

Expected Performance

70%

SLO 4

Outcome

Identify the basic topographical anatomy of the human body organ systems.

Expected Performance

70%

SLO 5

Outcome

Recognize minor to major medical and trauma patient conditions.

Expected Performance

70%

General Education and Program Applicability

Instructional Specifications

Topical Outline

#CALC!

Methods of Instruction

Audiovisual

Case Study

Demonstration

Discussion

Group Work

Informational Interviews

Instruction through examination or quizzing

Job Shadowing

Laboratory

Lecture

Outside reading

Peer Analysis, Critique, and Feedback

Performance

Problem Solving

Skills Development and Performance

Written work

Methods of Evaluation

Tests

Students are assessed by a cognitive exam meeting or exceeding national and state criteria.
Students are assessed by modules exams.
Students are assessed using performance based exams complying with the standards established by the National Highway Traffic Safety Administration's National Standard Curriculum for the EMT.
Students are assessed with problem solving activities and/or exercises related to patient assessment and treatment meeting or exceeding national and state criteria.

Participation

Students are assessed using skill practical application of mandated techniques in the Emergency Medical Technician scope of practice meeting or exceeding national and state criteria.

Assignments

Required readings provide updated material related to the knowledge attainment required to perform and define relevant medical signs and symptoms of patient problems. Skill practice should include practicing medical and trauma patient scenarios using mannequins, live persons, and computer simulations. Writing assignments include completion of case scenario questions followed with reflective discussions. Workbook completion provides repetition and self-grading leading to better retainment of course material. Supervised online exams provide students access to test in a less stressful environment. A minimum of 24 clinical experience hours is required in the emergency room, ambulance or at other clinical providers. Students perform basic evaluations in
a controlled environment under the direct supervision of licensed preceptors. One to three essays may be required by students completing research, analysis and writing papers relating to the evaluation, management and treatment of medical and trauma patients.

Textbooks and Instructional Material

American Academy of Orthopedic Surgeons. Emergency Care and Transportation of the Sick and Injured textbook. Jones and Bartlett. 2016. ., American Academy of Orthopedic Surgeons.. Emergency Care and Transportation of the Sick and Injured workbook. Jones and Bartlett. 2016. .

Distance Education Addendum

Distance Education Approval

Yes

Correspondence Education Approval

No

DE/CE Rationale and Rigor Statement

Through utilization of lecture series, Moodle forums, discussions, email, online meetings (Adobe Connect), and other resources deliver and evaluation of students is similar to that of a face-to-face course. Students testing is completed with online proctored exams for the didactic portions of the course. Students are required to complete practical lab portions of the course to practice and ultimately pass practical skills exams.

Instruction Office Addendum

COR Status

Active

CIC Approval

Board Approval

Course Control Number

CCC000530563

Assignment Load Factor

Load Amount

COR Listing History

Updated: June 28, 2023 01:02:51. Created: March 10, 2023 09:30:10.

Report pulled September 24, 2024.