

**Fall 2009 Associate Faculty Orientation**  
**Saturday, August 15, 2009**

At College of the Redwoods, associate faculty are recognized as playing a critically important role in providing quality education for our students. As associate faculty you are encouraged to participate in this comprehensive orientation program, which includes reviewing relevant college policies and procedures. Orientation activities will be held at the Eureka Downtown Instructional Site 605 "K" St. (6<sup>th</sup> & K).

The program will increase your classroom effectiveness, allow you to network with your colleagues, and provide a possible priority for future part time teaching opportunities. The college will pay mileage for in district associate faculty who are out of the Eureka area. Participants will be paid a \$25.00 honorarium.

8:15 am—8:45 am      Coffee and Pastries      Room 110

8:45 am—9:00 am      Welcome and "What's Happening at CR"  
 Facilitator: Marjorie Carson, Vice President of Instruction      Room 111

9:00 am—10:15 am      A Recipe for Success for Associate Faculty  
 Facilitators: Rachel Anderson, Dean of Academic Affairs  
 Laura Wolfson, Associate Faculty Member      Room 111

Topics covered will include an emphasis on student learning, effective syllabus design, lesson design, discussion of several case studies on classroom management, in addition to practical tips and tricks!

10:15 am-10:45 am      What Your Office Assistants Think You Need to Know  
 Facilitators: Eloise Cottrell: Math, Science, and Engineering  
 Connie Simpson: Business and Technology      Room 111

This highly informative session designed and facilitated by our division Administrative Office Assistants provides associate faculty with essential information for a smooth semester.

10:45 am—11:00 am      What You Need to Know About Student Conduct and Grade Rosters      Room 111  
 Facilitator: Melissa Green, Dean of Student Development

Faculty will be provided with the updated information about the student conduct process and submitting census and grade rosters.

11:00-12:30      Concurrent Sessions

	Group A Room 110	Group B Room 112	Group C Room 113
11:00-11:30	What You Need to Know from Human Resources with Connie Carlson, Coordinator Human Resources	Student Learning Outcomes and Assessment with Marjorie Carson, Vice President of Instruction	Introduction to Teaching Online with Maggie Lynch, Dean of Distance Education
11:30-Noon	Student Learning Outcomes and Assessment with Marjorie Carson, Vice President of Instruction	Introduction to Teaching Online with Maggie Lynch, Dean of Distance Education	What You Need to Know from Human Resources with Connie Carlson, Coordinator Human Resources
Noon-12:30	Introduction to Teaching Online with Maggie Lynch, Dean of Distance Education	What You Need to Know from Human Resources with Connie Carlson, Coordinator Human Resources	Student Learning Outcomes and Assessment with Marjorie Carson, Vice President of Instruction

12:30-1:00      Lunch and Roundtable discussion with your colleagues and academic administrators      Room 111  
 1:00      Closing



**College of the Redwoods**  
**CURRICULUM PROPOSAL**

1. Course ID and Number: **ANTH 4**

2. Course Title: **Folklore**

3. Check one of the following:

- New Course *(If the course constitutes a new learning experience for CR students, the course is new)*  
 Updated/revised course

If curriculum has been offered under a different discipline and/or name, identify the former course:

Should another course be inactivated? No  Yes  Inactivation date:

Title of course to be inactivated:

4. If this is an update/revision of an existing course, provide explanation of and justification for changes to this course. Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites. **ANTH 4 is being updated in order to attempt to stagger the number of ANTH courses being updated each year, based upon the Curriculum Committee's recommendation that each discipline update 20% of its course outlines each year. Additionally, an option for Honors students to take the course has been added and the recommended textbooks have been updated.**

5. If any of the features listed below have been modified in the new proposal, indicate the "old" (current) information and proposed changes. If a feature is not changing, leave both the "old" and "new" fields blank.

	FEATURES	OLD	NEW
<input type="checkbox"/>	Course Title		
<input type="checkbox"/>	Catalog Description (Please include complete text of old and new catalog descriptions.)		
<input type="checkbox"/>	Grading Standard	Select	Select
<input type="checkbox"/>	Total Units		
<input type="checkbox"/>	Lecture Units		
<input type="checkbox"/>	Lab Units		
<input type="checkbox"/>	Prerequisites		
<input type="checkbox"/>	Corequisites		
<input type="checkbox"/>	Recommended Preparation		
<input type="checkbox"/>	Maximum Class Size		
<input type="checkbox"/>	Repeatability— Maximum Enrollments		
<input type="checkbox"/>	Other		

**College of the Redwoods  
COURSE OUTLINE**

1. DATE: **01/27/09**
2. DIVISION: **Arts, Languages, and Social Sciences**
3. COURSE ID AND NUMBER: **ANTH 4**
4. COURSE TITLE (appears in catalog and schedule of classes): **Folklore**
5. SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces): **Folklore**
6. LOCAL ID (TOPS): **2202.00** (Taxonomy of Program codes [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
7. NATIONAL ID (CIP): **450201** (Classification of Instructional Program codes can be found in Appendix B of the TOPS code book [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
8. Discipline(s) (Select from CCC System Office *Minimum Qualification for Faculty* [copy following web address and paste into web browser [http://www.cccco.edu/divisions/esed/aa\\_ir/psmq/min\\_qual/min\\_qual%20\\_revApr406.pdf](http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min_qual%20_revApr406.pdf)] Course may fit more than one discipline; identify all that apply): **Anthropology**
9. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: **Fall 2009**
10. TOTAL UNITS: **3.0** [Lecture Units: **3.0** Lab Units: ]  
TOTAL HOURS: **54** [Lecture Hours: **54** Lab Hours: ]  
(1 unit lecture=18 hours; 1 unit lab=54 hours)
11. MAXIMUM CLASS SIZE: **35**
12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No  Yes  Fee: \$  
(If "yes," attach a completed "Instructional Materials Fee Request Form"—form available in Public Folders>Curriculum>Forms)

**GRADING STANDARD**

Letter Grade Only  Pass/No Pass Only  Grade-Pass/No Pass Option

Is this course a repeatable lab course: No  Yes  If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No  Yes

If yes, explain how honors sections of the course are different from standard sections.

Honors students will be expected to write longer versions of any assigned papers or projects, focusing to a greater degree on controversies within the subject of folklore. They will be expected consider the issues and problems raised in these assignments in more detail than non-Honors students and to conduct more in-depth research using library and online resources, including professional publications. If this is a section exclusively for Honors students, students should also be "in charge" of portions of the class, responsible for presentations and coordinating educational activities for the entire class. These student-led portions of the class may be done individually or in groups.

**CATALOG DESCRIPTION** -- *The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.*

**A course in the collecting, presenting, and analyzing of oral, material, and written forms of folklore, such as urban legends, folk art, foodways, folk music, folkspeech, gestures, and superstitions. Emphasis will be on analysis of collections and the use of folklore as a tool for understanding a variety of cultures.**

Special notes or advisories (e.g. field trips required, prior admission to special program required, etc.):

**PREREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Prerequisite:

*Describe representative skills without which the student would be highly unlikely to succeed.*

**COREQUISITE COURSE(S)**

No  Yes  Course(s):

**RECOMMENDED PREPARATION**

No  Yes  Course(s): **English 350**

Rationale for Recommended Preparation:

Since this course carries with it UC and CSU equivalent transfer units, students must be able to meet college-level reading and writing standards to successfully complete the course. Being able to read and write at, or near, a college level is necessary for students to understand assigned texts, follow detailed written instructions, and present findings in writing on essay exams and in papers. This eligibility is a continuation from the prior course outline.

**COURSE LEARNING OUTCOMES** –*This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. **Each outcome should be numbered.***

1. Distinguish the dynamic and "traditional" components of folklore.
2. Analyze primary and secondary sources in order to extract information relevant to an issue of concern in folklore.
3. Apply anthropological concepts to real-world situations, demonstrating an ability to process factual information into their own interpretive frameworks.
4. Create their own arguments based upon anthropological concepts and data.
5. In class discussions, written work, and written examinations, exhibit the ability to think logically about issues in folklore and how people have interpreted those issues.
6. Communicate about issues in folklore and how people have interpreted those issues.
7. Discuss how folklorists have analyzed and interpreted various aspects of societies including, but not limited to, race, ethnicity, class, gender, technology, and religion in class discussions, essay exam questions, and term papers.

**COURSE CONTENT** –*This section describes what the course is “about”—i.e. what it covers and what knowledge students will acquire. **Each item should be numbered.***

**Concepts:** *What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes?*

1. Working and scholarly definitions of folklore
2. Genres of folklore
3. A brief history of the study of folklore
4. Definition of folk group and an understanding of how folk groups form
5. An ability to describe examples of folk groups including family, school, and occupational groups
6. Define and explain what tradition is, as well as how traditions create and form individual and community identities
7. Traditions have dynamic and conservative elements and include invented elements
8. The concept of authentic traditions is controversial
9. Define and explain what ritual is, including both sacred and secular rituals
10. The concept of liminality and ritual space
11. An understanding of the major types of rituals, including definitions and examples
12. A definition of performance, including performance texts
13. Recognizing the importance of the context of a performance
14. The complex nature of the aesthetics of performance
15. The varied approaches to interpreting folklore, including functionalism, structuralism, psychoanalytic interpretation, and post-structural approaches
16. The basic methods used by folklore researchers, including interpersonal and ethical concerns

**Issues:** *What primary tensions or problems inherent in the subject matter of the course will students engage?*

1. Cultural relativism: Although cultures vary greatly, they can not and should not be judged in any relative or absolute manner.
2. Cultural dynamism: Cultures are dynamic, not static. Even "traditions" change through time, so that there never were any "original" or "pure" forms of any culture.
3. Reflexivity: The presence of a folklorist may influence performers and audience members.

**Themes:** *What motifs, if any, are threaded throughout the course?*

1. Interpreting Folklore: It is important to not only look at the structure of a text, but also at its context, in order to understand its meaning.
2. Means of Transmission: Folklore is informally learned, unofficial knowledge about the world, ourselves, our communities, our beliefs, our cultures and our traditions.
3. Variety: While folklore includes analyses of oral narratives, it also encompasses all types of lore transmitted within



College of the Redwoods  
COURSE OUTLINE

1. DATE: **02-02-09**
2. DIVISION: **Math, Science, and Engineering**
3. COURSE ID AND NUMBER: **Biology 8**
4. COURSE TITLE (appears in catalog and schedule of classes): **Human Biology**
5. SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces): **Human Biology**
6. LOCAL ID (TOPS): **0410.00** (Taxonomy of Program codes [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
7. NATIONAL ID (CIP): **260901** (Classification of Instructional Program codes can be found in Appendix B of the TOPS code book [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
8. Discipline(s) (Select from CCC System Office *Minimum Qualification for Faculty* [copy following web address and paste into web browser [http://www.cccco.edu/divisions/esed/aa\\_ir/psmq/min\\_qual/min\\_qual%20\\_revApr406.pdf](http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min_qual%20_revApr406.pdf)] Course may fit more than one discipline; identify all that apply): **BIOL, NURS**
9. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: **Summer 2009**
10. TOTAL UNITS: **4** [Lecture Units: **3** Lab Units: **1**]  
TOTAL HOURS: **108** [Lecture Hours: **54** Lab Hours: **54**]  
(1 unit lecture=18 hours; 1 unit lab=54 hours)
11. MAXIMUM CLASS SIZE: **24 per lab section**
12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No  Yes  Fee: \$  
(If "yes," attach a completed "Instructional Materials Fee Request Form"—form available in Public Folders>Curriculum>Forms)

**GRADING STANDARD**

Letter Grade Only  Pass/No Pass Only  Grade-Pass/No Pass Option

Is this course a repeatable lab course: No  Yes  If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No  Yes

If yes, explain how honors sections of the course are different from standard sections.

**CATALOG DESCRIPTION** -- *The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.*

**A survey of human biology focusing on anatomy, physiology, cell development, tissues, organs, and organ systems. The course also covers molecular biology, genetics, evolution, and diversity. Laboratories include microscopic observations, experiments, and animal/cadaver dissections. This course is specifically designed for health occupations students as a prerequisite to Microbiology and Human Physiology, but is also designed for non-majors.**

Special notes or advisories (e.g. field trips required, prior admission to special program required, etc.):

**Laboratories include microscopic observations, experiments, and animal/cadaver dissections.**

**PREREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Prerequisite:

*Describe representative skills without which the student would be highly unlikely to succeed.*

**COREQUISITE COURSE(S)**No  Yes  Course(s):

Rationale for Corequisite:

**RECOMMENDED PREPARATION**No  Yes  Course(s): **ENGL 150**

Rationale for Recommended Preparation:

**Students must be able to read college-level science textbooks, and be able to compose coherent written answers to exam questions.**

**COURSE LEARNING OUTCOMES** –*This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. **Each outcome should be numbered.***

- 1. Gather ideas from various sources of information. Recognizes faults in logical fallacies in reasoning.**
- 2. Evaluate sources of information and is able to differentiate between data and interpretation. Is able to critique sources of information for bias.**
- 3. Develop a scientific study using the scientific method.**
- 4. Comprehend the atomic theory and is able to apply the principals of chemical bonding and ion formation in predicting how atoms will bond. Compares the solubility characteristic between polar and non polar molecules. Applies bonding and solubility concepts to predict how molecules and ions move across the cell membrane.**
- 5. Conduct an experiment that demonstrates the concepts of osmosis and diffuse. Synthesizes information from the experiment and constructs a scientific report.**
- 6. Compare and contrasts animal cells, bacteria, and viruses. Describes these differences in writing.**
- 7. Describe the differences between sexual and asexual cell division. Identifies which cells undergo sexual cell division. Predicts how each type of cell division affects the genotype of the offspring.**
- 8. Identify the rules of heredity. Calculates the probability of genotype and phenotype outcome, using the rules of heredity.**
- 9. Explain natural selection and the evolutionary process in nature. Participates in laboratory exercise that employs natural selection. Collect and compiles data. Synthesizes scientific report of the outcome of the exercise. Extrapolates findings to predict outcomes to current trends in environmental change.**
- 10. Describe the structure and function of organs within body systems. Predicts the response of an organ or organ system to stimuli to achieve homeostasis.**
- 11. Apply ethical principles to guide value assessment regarding advances in medicine and science.**
- 12. Demonstrate developing health literacy by obtaining, processing and articulating basic health information.**

**COURSE CONTENT** –*This section describes what the course is “about”—i.e. what it covers and what knowledge students will acquire. **Each item should be numbered.***

**Concepts:** *What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes?*

**Students will need to understand the following:**

- 1. Scientific method: Evidence-based findings.**
- 2. Attributes of life.**
- 3. Atomic theory.**
- 4. Cell Theory.**
- 5. Prokaryote and eukaryote cellular organization.**
- 6. Virus organization and replication.**
- 7. Diffusion and osmosis and their relationships to cell membrane transport.**
- 8. The cell cycle, cell cycle control, and cancer in the eukaryote.**
- 9. Bacterial replication.**
- 10. Sexual reproduction via meiosis/recombination events.**
- 11. Principles of heredity: Mendelian genetics and beyond.**
- 12. Human heredity and genetic diseases.**



**College of the Redwoods  
CURRICULUM PROPOSAL**

1. Division: **Business Technology**
2. Course ID and Number: **IT-46**
3. Course Title: **Computers in Industrial Management**
4. Discipline(s) (Select from CCC System Office *Minimum Qualification for Faculty* [copy following web address and paste into web browser [http://www.cccco.edu/divisions/esed/aa\\_ir/psmq/min\\_qual/min\\_qual%20\\_revApr406.pdf](http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min_qual%20_revApr406.pdf)]  
Course may fit more than one discipline; identify all that apply): **Construction Technology, Industrial Technology, Drafting Technology, Office Technologies, Business Education, Agriculture**
5. Check one of the following:  
 New Course  
 If curriculum has been offered under a different discipline and/or name, identify the former course:  
  
 Change to existing course (course discipline and number are **not** changing)  
  
 Should another course be inactivated? No  Yes  Inactivation date:  
 Title of course to be inactivated:
6. Is course part of a CR Degree/Certificate Program? (If New is selected above, check No) No  Yes   
 If yes, specify program code(s). (Codes can be found in Outlook/Public Folders/All Public Folders/  
 Curriculum/Degree and Certificate Programs/choose appropriate catalog year):**DHET.AS,  
 DT.AS.ARCHITECTURE, DT.CA.ARCHITECTURE, DT.AS.CIVIL DESIGN, DT.CA.CIVIL  
 DESIGN, DT.AS.MECHANICAL, DT.CA.MECHANICAL, MT.AS, MT.AS.CADD-CAM**  
  
 Required course  
 Restricted elective
7. Provide explanation and justification for addition/change/deletion:  
**Update Course outline of Record, Course Learning Outcomes, assessments, texts.**
8. List any special materials, equipment, tools, etc. that students must purchase:  
**personal computer storage device (usb drive)**
9. Will this course have an instructional materials fee? No  Yes   
 Fee: \$

Submitted by: **Paul Kinsey**

Tel. Ext. **4349**

Date: **10/01/07**

Division Chair: **Helen Edwards**

Review Date: **10/9/07**

**CURRICULUM COMMITTEE USE ONLY**

Approved by Curriculum Committee: No  Yes  Date: **11/9/07, 11.14.08**  
 Academic Senate Approval Date: , **11/21/08**  
 Board of Trustees Approval Date: **12/11/07**



College of the Redwoods  
COURSE OUTLINE

DATE: **10/01/07**

COURSE ID AND NUMBER: **IT-46**

COURSE TITLE: **Computers in Industrial Management**

FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: **Spring '08**

TOTAL UNITS: **3** [Lecture Units: **2.5** Lab Units: **.5**]

TOTAL HOURS: **72** [Lecture Hours: **45** Lab Hours: **27**]

MAXIMUM CLASS SIZE: **25**

**GRADING STANDARD**

Letter Grade Only  CR/NC Only  Grade-CR/NC Option

Is this course repeatable for additional credit units: No  Yes  If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No  Yes

If yes, explain how honors sections of the course are different from standard sections.

**CATALOG DESCRIPTION**

*The catalog description should clearly state the scope of the course, its level, and what kinds of student goals the course is designed to fulfill.*

**Application of the microcomputer to the management of industrial and commercial operations and businesses. Topics will include computer integrated management of contracts and accounts, materials, work processes, spreadsheets, and personnel.**

Special notes or advisories:

**PREREQUISITES**

No  Yes  Course(s):

Rationale for Prerequisite:

*Describe representative skills without which the student would be highly unlikely to succeed.*

**COREQUISITES**

No  Yes  Course(s):

Rationale for Corequisite:

**RECOMMENDED PREPARATION**

No  Yes  Course(s): **CIS-1**

Rationale for Recommended Preparation:

**Students in this course should be computer literate e.g., browsing, file saving and keyboarding skills. The focus of IT 46 will be the application of specialized proprietary hardware and software--not basic computer skills.**

## COURSE LEARNING OUTCOMES

*What should the student be able to do as a result of taking this course? State some of the objectives in terms of specific, measurable student accomplishments.*

1. Perform microcomputer operations that create workplace documents, i.e., contracts, spreadsheets, inventories, and accounts.
2. Define microcomputer terminology.
3. Understand the hierarchy of computer program design.
4. Explain the value of the microcomputer as a business management tool.
5. Demonstrate the ability to use microcomputer programs relating to business and industry through the use of proprietary programs such as Excel, Dreamweaver, Word, Powerpoint, Contract Buddy, etc..
6. Create a custom computer program that has a specific application to the student's degree or certificate area of study.

## COURSE CONTENT

**Themes:** *What themes, if any, are threaded throughout the learning experiences in this course?*

1. Systematic production and management of computer programs and files.

**Concepts:** *What concepts do students need to understand to demonstrate course outcomes?*

1. Select appropriate, task-specific software.
2. Create and manage workplace documents.
3. Merge and integrate computer files.
4. The computer workplace environment and its expectations.

**Issues:** *What primary issues or problems, if any, must students understand to achieve course outcomes (including such issues as gender, diversity, multi-culturalism, and class)?*

1. Ethical use of software.

**Skills:** *What skills must students master to demonstrate course outcomes?*

1. Navigate and use a network infrastructure for file storage and management.
2. Use a portable file storage device for storage and management of programs.
3. Save and retrieve programs and files from a variety of sources.
4. Create spreadsheets.
5. Create presentations.
6. Create web pages.
7. Create computer programs to meet industrial specifications.
8. Run and proof computer programs.

## REPRESENTATIVE LEARNING ACTIVITIES

*What will students be doing (e.g., listening to lectures, participating in discussions and/or group activities, attending a field trip)? Relate the activities directly to the Course Learning Outcomes.*

1. Listening to lectures.
2. Observing instructor demonstrations.
3. Using computers and computer software to complete activities and assignments.

## ASSESSMENT TASKS

*How will students show evidence of achieving the Course Learning Outcomes? Indicate which assessments (if any) are required for all sections.*

**Representative assessment tasks:**

1. In-class examinations and/or quizzes.
2. Individual projects and/or presentations.



**College of the Redwoods  
CURRICULUM PROPOSAL**

1. Course ID and Number: **JOURN 1**
2. Course Title: **Beginning Reporting**
3. Check one of the following:
  - New Course *(If the course constitutes a new learning experience for CR students, the course is new)*
  - Updated/revised course

If curriculum has been offered under a different discipline and/or name, identify the former course:

Should another course be inactivated? No  Yes  Inactivation date:  
 Title of course to be inactivated:

4. If this is an update/revision of an existing course, provide explanation of and justification for changes to this course. Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites.
5. List the faculty with which you consulted in the development and/or revision of this course outline:  
**Faculty Member Name(s) and Discipline(s): Dave Silverbrand, Carole Harrison**
6. If any of the features listed below have been modified in the new proposal, indicate the “old” (current) information and proposed changes. If a feature is not changing, leave both the “old” and “new” fields blank.

FEATURES		OLD	NEW
<input type="checkbox"/>	Course Title		
<input type="checkbox"/>	Catalog Description (Please include complete text of old and new catalog descriptions.)		
<input type="checkbox"/>	Grading Standard	<b>Select</b>	<b>Select</b>
<input type="checkbox"/>	Total Units		
<input type="checkbox"/>	Lecture Units		
<input type="checkbox"/>	Lab Units		
<input type="checkbox"/>	Prerequisites		
<input type="checkbox"/>	Corequisites		
<input type="checkbox"/>	Recommended Preparation		
<input type="checkbox"/>	Maximum Class Size		
<input type="checkbox"/>	Repeatability— Maximum Enrollments		
<input type="checkbox"/>	Other		



**College of the Redwoods  
COURSE OUTLINE**

1. DATE: **April 20, 2009**
2. DIVISION: **Humanities and Communications**
3. COURSE ID AND NUMBER: **Journalism 1**
4. COURSE TITLE (appears in catalog and schedule of classes): **Beginning Reporting**
5. SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces):
6. LOCAL ID (TOPS): **0602.00** (Taxonomy of Program codes [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
7. NATIONAL ID (CIP): **090401** (Classification of Instructional Program codes can be found in Appendix B of the TOPS code book [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
8. Discipline(s): Select from CCC System Office *Minimum Qualifications for Faculty* <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx>  
Course may fit more than one discipline; identify all that apply: **Journalism, English**
9. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: **Fall 2009**
10. TOTAL UNITS: **3** [Lecture Units: **3** Lab Units: **0**]  
TOTAL HOURS: **54** [Lecture Hours: **54** Lab Hours: ]  
(1 unit lecture=18 hours; 1 unit lab=54 hours)
11. MAXIMUM CLASS SIZE: **30**
12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No  Yes  Fee: \$  
(If "yes," attach a completed "Instructional Materials Fee Request Form"—form available in Public Folders>Curriculum>Forms)

**GRADING STANDARD**

Letter Grade Only  Pass/No Pass Only  Grade-Pass/No Pass Option

Is this course a repeatable lab course: No  Yes  If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No  Yes

If yes, explain how honors sections of the course are different from standard sections.

**CATALOG DESCRIPTION --** *The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.*

**An introduction to the basic principles of newsgathering and newswriting with an emphasis on journalistic style. Students will explore and analyze basic news story structure and development, newsgathering methods and presentation modes, interviewing, ethics, news analysis, and media law.**

Special notes or advisories (e.g. field trips required, prior admission to special program required, etc.):

**PREREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Prerequisite:

*Describe representative skills without which the student would be highly unlikely to succeed.*

**COREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Corequisite:

## RECOMMENDED PREPARATION

No  Yes  Course(s): **English 1A eligible**

Rationale for Recommended Preparation: **Because this course carries with it CSU equivalent transfer units, students must be able to meet college-level reading and writing standards to successfully complete this course.**

**COURSE LEARNING OUTCOMES** –*This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. Each outcome should be numbered.*

**Upon completion of Journalism 1, Beginning Reporting, students will be able to:**

1. Identify news.
2. Analyze news stories and features for content and execution.
3. Develop news story ideas consistent with traditional news values.
4. Recognize and write an extended news feature using standard journalistic methods and incorporating appropriate, accurate research.
5. Interview for and find pertinent information with professional note-taking standards.
6. Identify and avoid libelous writing, invasion of privacy, and unethical reporting.
7. Appropriately use the First Amendment, copyright, freedom of information, shield, and open meeting laws to gather information.
8. Gather, sort, and organize information.

**COURSE CONTENT**–*This section describes what the course is “about”—i.e. what it covers and what knowledge students will acquire*

**Concepts:** *What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes? Each concept should be numbered.*

1. News
2. Judgment and balance
3. Localizing news
4. Statistical evidence
5. Bias
6. Journalistic style
7. Interviewing (face-to-face, phone, email; source-identification; on and off the record; attribution)
8. Freedom of information, First Amendment, open meeting and shield laws
9. Libel
10. Privacy

**Issues:** *What primary tensions or problems inherent in the subject matter of the course will students engage? Each issue should be numbered.*

1. Public distrust of journalists
2. Unwillingness of sources to speak on the record
3. Public misunderstanding regarding the role of a free press to democracy and community
4. Challenges of presenting differing viewpoints
5. Inherent conflict between the right to privacy and the right to know

**Themes:** *What motifs, if any, are threaded throughout the course? Each theme should be numbered.*

1. Importance of developing trusting relationships
2. Value of information gathering from a variety of sources
3. Information synthesis
4. Organization and preparation of materials for presentation to diverse audiences

**Skills:** *What abilities must students have in order to demonstrate course outcomes? (E.g. write clearly, use a scientific calculator, read college-level texts, create a field notebook, safely use power tools, etc). Each skill should be numbered.*

**REPRESENTATIVE LEARNING ACTIVITIES** –*This section provides examples of things students may do to engage the course content (e.g., listening to lectures, participating in discussions and/or group activities, attending a field trip). These activities should relate directly to the Course Learning Outcomes. Each activity should be numbered.*



**College of the Redwoods  
CURRICULUM PROPOSAL**

- Course ID and Number: **MT 59A**
- Course Title: **Mastercam 2-D Programming**
- Check one of the following:
  - New Course *(If the course constitutes a new learning experience for CR students, the course is new)*
  - Updated/revised course

If curriculum has been offered under a different discipline and/or name, identify the former course:

Should another course be inactivated? No  Yes  Inactivation date:  
 Title of course to be inactivated:

- If this is an update/revision of an existing course, provide explanation of and justification for changes to this course. Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites. **Update to new curriculum documents reflecting SLOs, new assessments and disciplines.**
- If any of the features listed below have been modified in the new proposal, indicate the “old” (current) information and proposed changes. If a feature is not changing, leave both the “old” and “new” fields blank.

FEATURES		OLD	NEW
<input checked="" type="checkbox"/>	Course Title	MasterCAM 2-D Programming	Mastercam 2-D Programming
<input checked="" type="checkbox"/>	Catalog Description (Please include complete text of old and new catalog descriptions.)	<b>This course covers numerical controlled machining including its application, control units, type of machine tools, positioning, tape, and tape processing equipment. Instruction is given in manual operation of SLO-SYN control unit and basic programming for point to point and continuous path operation. Students will operate the Bridgeport Series I computer numerical control vertical mill with Boss 8 control and Mori-Seiki/ Yasnac lathe.</b>	<b>A beginning course in computer assisted manufacturing using Mastercam X3. Students in this class will learn two-dimensional CAD drafting techniques, solid modeling, tool path programming for three-axis machine tools, and applications for CAM systems in manufacturing. This course prepares students for occupations in the CNC machining industry.</b>
<input type="checkbox"/>	Grading Standard	<b>Select</b>	<b>Select</b>
<input type="checkbox"/>	Total Units		
<input type="checkbox"/>	Lecture Units		
<input type="checkbox"/>	Lab Units		
<input type="checkbox"/>	Prerequisites		
<input type="checkbox"/>	Corequisites		
<input type="checkbox"/>	Recommended Preparation		
<input type="checkbox"/>	Maximum Class Size		
<input type="checkbox"/>	Repeatability— Maximum Enrollments		
<input type="checkbox"/>	Other		



**College of the Redwoods  
COURSE OUTLINE**

1. DATE:
2. DIVISION: **Business Technology**
3. COURSE ID AND NUMBER: **MT 59A**
4. COURSE TITLE (appears in catalog and schedule of classes): **Mastercam 2-D Programming**
5. SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces): **Mastercam 2-D Programming**
6. LOCAL ID (TOPS): **0956.00** (Taxonomy of Program codes [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
7. NATIONAL ID (CIP): **150613** (Classification of Instructional Program codes can be found in Appendix B of the TOPS code book [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
8. Discipline(s) (Select from CCC System Office *Minimum Qualification for Faculty* [copy following web address and paste into web browser [http://www.cccco.edu/divisions/esed/aa\\_ir/psmq/min\\_qual/min\\_qual%20\\_revApr406.pdf](http://www.cccco.edu/divisions/esed/aa_ir/psmq/min_qual/min_qual%20_revApr406.pdf)] Course may fit more than one discipline; identify all that apply): **Industrial Technology, Machine Tool Technology, Manufacturing Technology**
9. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: **Fall 2010**
10. TOTAL UNITS: **4** [Lecture Units: **3** Lab Units: **1**]  
TOTAL HOURS: **108** [Lecture Hours: **54** Lab Hours: **54**]  
(1 unit lecture=18 hours; 1 unit lab=54 hours)
11. MAXIMUM CLASS SIZE: **20**
12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No  Yes  Fee: \$  
(If "yes," attach a completed "Instructional Materials Fee Request Form"—form available in Public Folders>Curriculum>Forms)

**GRADING STANDARD**

Letter Grade Only  Pass/No Pass Only  Grade-Pass/No Pass Option

Is this course a repeatable lab course: No  Yes  If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No  Yes

If yes, explain how honors sections of the course are different from standard sections.

**CATALOG DESCRIPTION --** *The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.*

**A beginning course in computer assisted manufacturing using Mastercam X3. Students in this class will learn two-dimensional CAD drafting techniques, solid modeling, tool path programming for three-axis machine tools, and applications for CAM systems in manufacturing. This course prepares students for occupations in the CNC machining industry.**

Special notes or advisories (e.g. field trips required, prior admission to special program required, etc.):

**PREREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Prerequisite:

*Describe representative skills without which the student would be highly unlikely to succeed.*

**COREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Corequisite:

## RECOMMENDED PREPARATION

No  Yes  Course(s): **MT 54A or DT 25**

Rationale for Recommended Preparation:

**MT 54A provides computer numerical control manufacturing skills, DT 25 provides computer aided drafting and design skills.**

**COURSE LEARNING OUTCOMES** –*This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. **Each outcome should be numbered.***

- 1. Create Mastercam X3 solid model computer files that represent machined objects.**
- 2. Produce machining simulations and CNC programs per instructor's assignments.**
- 3. Manufacture repeatable machine parts that fall within dimensional tolerances from standard engineering drawings.**
- 4. Research and report on current topics regarding CAM systems and CNC machining.**

**COURSE CONTENT** –*This section describes what the course is “about”—i.e. what it covers and what knowledge students will acquire **Each item should be numbered.***

**Concepts:** *What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes?*

- 1. Translating measured dimensions and specifications into virtual solid models.**
- 2. Dimensional tolerancing.**
- 3. Graphical representation of three-dimensional objects.**
- 4. The machining properties of common materials, and their relationship to tool feeds and speeds.**
- 5. Machine tool terminology, selecting the proper machine for the application.**
- 6. Cutting tool terminology, selecting the proper cutters for the application.**
- 7. Machining operation sequence e.g., roughing, predrilling, drilling, boring, finishing.**
- 8. Terminology and commands specific to two-dimensional CAD/CAM systems, for example, line, arc, circle, break, trim, extend, mirror, stretch, transform, etc.**
- 9. Terminology and commands specific to Mastercam software, for example, contour, pocket, lead-in, lead-out, island, remachining, facing, etc.**
- 10. Simulation of machining operations by setting up rough stock, creating tool-paths, selecting virtual cutting tools, and adjusting parameters to view the simulation properly.**
- 11. Performing machining operations by setting up rough stock, creating CNC code, selecting cutting tools, and adjusting parameters on machine tools.**

**Issues:** *What primary tensions or problems inherent in the subject matter of the course will students engage?*

- 1. Computer file management and backup.**
- 2. Shop safety.**
- 3. Computer workstation ergonomics.**
- 4. Legal and ethical use of software.**
- 5. Environmental issues associated with automated manufacturing, for example, proper recycling of waste materials and disposal of used cutting fluids.**
- 6. The globalization of manufacturing.**
- 7. Gender and race equality in the workplace.**

**Themes:** *What motifs, if any, are threaded throughout the course?*

- 1. Efficient automated manufacturing techniques minimize machine run time.**
- 2. Mastercam allows for rapid generation of complex CNC code.**
- 3. Commands in Mastercam can be accessed in several ways, for example, use a hotkey or click on an icon.**
- 4. The same two-dimensional drawing outcome can be produced by using a variety of different commands.**
- 5. Knowledge of basic CNC programming is essential to troubleshoot Mastercam output code.**

**Skills:** *What abilities must students have in order to demonstrate course outcomes? (E.g. write clearly, use a scientific calculator, read college-level texts, create a field notebook, safely use power tools, etc.)*

- 1. Creating 2-D CAD geometry, solid models, cutting tool paths, and CNC Programs.**
- 2. Setting up and operating CNC machine tools.**



**College of the Redwoods  
CURRICULUM PROPOSAL**

1. Course ID and Number: **NURS 24**
2. Course Title: **NURSING Science & Practice IV**
3. Check one of the following:
  - New Course *(If the course constitutes a new learning experience for CR students, the course is new)*
  - Updated/revised course

If curriculum has been offered under a different discipline and/or name, identify the former course:

Should another course be inactivated? No  Yes  Inactivation date:

Title of course to be inactivated:
4. If this is an update/revision of an existing course, provide explanation of and justification for changes to this course. Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites. **1**  
**To update the course curriculum (last major revision – 2/28/03 and to align course content with the revised ADN curriculum, the other ADN course revisions, and with the NCLEX national test plan.**
5. List the faculty with which you consulted in the development and/or revision of this course outline:  
**Faculty Member Name(s) and Discipline(s): Connie Wolfsen (co-faculty), Pat Girczyc (HO Director)**
6. If any of the features listed below have been modified in the new proposal, indicate the “old” (current) information and proposed changes. If a feature is not changing, leave both the “old” and “new” fields blank.

FEATURES		OLD	NEW
<input type="checkbox"/>	Course Title		
<input type="checkbox"/>	Catalog Description (Please include complete text of old and new catalog descriptions.)	<b>A synthesis of the major concepts of the client, environment, health, holism, and the art and science of nursing essential to enhancing a caring-collaborative relationship in nursing practice. Nursing management and leadership of other health care workers are incorporated with the provision and management of care of clients with complicated and critical pathophysiological conditions. Concurrent clinical experiences occur in acute, long-term care facilities and community settings.</b>	<b>Synthesis of the major concepts of the client, environment, health, holism, and the art and science of nursing. Course focuses on critical thinking and professional behaviors essential to enhancing a caring-collaborative relationship in nursing practice. Nursing management and leadership of other health care workers are incorporated with the provision and management of care of clients with complicated and critical pathophysiological conditions.</b>  <b>Special Advisory: Concurrent clinical experiences occur in SIM laboratory, acute-care, long-term care and community settings.</b>
<input type="checkbox"/>	Grading Standard	<b>Select</b>	<b>Select</b>
<input type="checkbox"/>	Total Units		
<input type="checkbox"/>	Lecture Units		
<input type="checkbox"/>	Lab Units		



College of the Redwoods  
COURSE OUTLINE

1. DATE: **3/28/2009**
2. DIVISION: **Health Occupations**
3. COURSE ID AND NUMBER: **NURS 24**
4. COURSE TITLE (appears in catalog and schedule of classes): **Nursing Science and Practice IV**
5. SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces): **Nursing Science Practice IV**
6. LOCAL ID (TOPS): **123010** (Taxonomy of Program codes [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
7. NATIONAL ID (CIP): **51.1601** (Classification of Instructional Program codes can be found in Appendix B of the TOPS code book [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
8. Discipline(s): Select from CCC System Office *Minimum Qualifications for Faculty* <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx>  
Course may fit more than one discipline; identify all that apply:
9. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: **Spring 2010**
10. TOTAL UNITS: **10** [Lecture Units: **4** Lab Units: **6**]  
TOTAL HOURS: **396** [Lecture Hours: **72** Lab Hours: **324**]  
(1 unit lecture=18 hours; 1 unit lab=54 hours)

11. MAXIMUM CLASS SIZE: **60**

12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No  Yes  Fee: \$  
(If "yes," attach a completed "Instructional Materials Fee Request Form"—form available in Public Folders>Curriculum>Forms)

**GRADING STANDARD**

Letter Grade Only  Pass/No Pass Only  Grade-Pass/No Pass Option

Is this course a repeatable lab course: No  Yes  If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No  Yes

If yes, explain how honors sections of the course are different from standard sections.

**CATALOG DESCRIPTION** -- *The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.*

**Synthesis of the major concepts of the client, environment, health, holism and the art and science of nursing. Course focuses on critical thinking and professional behaviors essential to enhancing a caring-collaborative relationship in nursing practice. Nursing management and leadership of other health care workers are incorporated with the provision and management of care of clients with complicated and critical pathophysiological conditions.**

Special notes or advisories (e.g. field trips required, prior admission to special program required, etc.): **Concurrent clinical experiences occur in SIM laboratory, acute-care, long-term care and community settings.**

**PREREQUISITE COURSE(S)**

No  Yes  Course(s): **NURS 23**

Rationale for Prerequisite:

*Describe representative skills without which the student would be highly unlikely to succeed. Registered nursing concepts and experience provided in NURS 23 are essential to the understanding of the materials and*

experience in this course.

**COREQUISITE COURSE(S)**

No  Yes  Course(s):  
Rationale for Corequisite:

**RECOMMENDED PREPARATION**

No  Yes  Course(s):  
Rationale for Recommended Preparation:

**COURSE LEARNING OUTCOMES** –*This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. Each outcome should be numbered.*

**Learning Outcomes are organized based upon three role competencies defined by the National League for Nursing.**

**Provider of Care:**

1. Employs nursing interventions based upon the Nursing Process to assist groups of clients and their families who are experiencing crises associated with chronic illness, acute illness, multiple medical disorders, complex surgery and mental illness in the acute care hospital and in the community environment.
2. Demonstrates respect of the client’s uniqueness, developmental level, perceptions and values, and joins with clients on a mutual search for their wellness and wholeness of being .
3. Applies knowledge from the biological, physical and behavioral sciences, to clients who have multiple, complex, health problems or critical illness/injury with unpredictable outcomes.
4. Demonstrates a commitment to providing client-centered holistic care and client advocacy through an interactive, transpersonal, caring collaborative approach involving the client, family, and members of the health care team.
5. Evaluates the effectiveness of the communication process between clients; families and other health care team members in acute, critical care and community environments.
6. Independently designs and implements goal-directed teaching plans based upon identified needs of clients with complicated and critical conditions.

**Manager of Care:**

7. Demonstrates critical thinking to problem solve, organize, prioritize, and delegate care for a group of clients.
8. Provides effective leadership for other health care team members in a caring, collegial manner.
9. Uses current technology to provide quality care and manage care in an efficient and cost effective manner.

**Member of the Profession:**

10. Demonstrates accountability for the provision and evaluation of nursing care that conforms to professional standards and incorporates legal and ethical responsibilities of the nurse, especially the rights of clients.
11. Demonstrates autonomy and recognize own needs for life-long learning, continuous self-development, personal transformation, and professional growth.

**COURSE CONTENT**–*This section describes what the course is “about”—i.e. what it covers and what knowledge students will acquire*

**Concepts:** *What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes? Each concept should be numbered.*

**Professionalism**

**30%**

1. Evidence-based Practice
2. Lifelong Learning
3. Management of Client Care in the Community
4. Leadership and Management
5. Conflict and Change
6. Quality and Performance Improvement



**College of the Redwoods  
CURRICULUM PROPOSAL**

1. Course ID and Number: **WAT-100**
2. Course Title: **Introduction to Water & Wastewater Technology**
3. Check one of the following:
  - New Course *(If the course constitutes a new learning experience for CR students, the course is new)*
  - Updated/revise course

If curriculum has been offered under a different discipline and/or name, identify the former course:

Should another course be inactivated? No  Yes  Inactivation date: \_\_\_\_\_  
 Title of course to be inactivated: \_\_\_\_\_
4. If this is an update/revision of an existing course, provide explanation of and justification for changes to this course. Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites.
5. List the faculty with which you consulted in the development and/or revision of this course outline:  
**Faculty Member Name(s) and Discipline(s): Barbara Jaffari (business technology), Michael Dennis (business), Dave Bazard (math, science, engineering), Chris Romero (CIS).**
6. If any of the features listed below have been modified in the new proposal, indicate the “old” (current) information and proposed changes. If a feature is not changing, leave both the “old” and “new” fields blank.

	FEATURES	OLD	NEW
<input type="checkbox"/>	Course Title		
<input type="checkbox"/>	Catalog Description (Please include complete text of old and new catalog descriptions.)		
<input type="checkbox"/>	Grading Standard	<b>Select</b>	<b>Select</b>
<input type="checkbox"/>	Total Units		
<input type="checkbox"/>	Lecture Units		
<input type="checkbox"/>	Lab Units		
<input type="checkbox"/>	Prerequisites		
<input type="checkbox"/>	Corequisites		
<input type="checkbox"/>	Recommended Preparation		
<input type="checkbox"/>	Maximum Class Size		
<input type="checkbox"/>	Repeatability— Maximum Enrollments		
<input type="checkbox"/>	Other		



**College of the Redwoods  
COURSE OUTLINE**

1. DATE: **3-16-2009**
2. DIVISION: **Business Technology**
3. COURSE ID AND NUMBER: **WAT-100**
4. COURSE TITLE (appears in catalog and schedule of classes): **Introduction to Water & Wastewater Technology**
5. SHORT TITLE (appears on student transcripts; limited to 30 characters, including spaces): **Intro Water & Wastewater Tech**
6. LOCAL ID (TOPS): **0958.00** (Taxonomy of Program codes [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
7. NATIONAL ID (CIP): **150506** (Classification of Instructional Program codes can be found in Appendix B of the TOPS code book [http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6\\_rev\\_07.doc](http://www.cccco.edu/Portals/4/AA/CP%20&%20CA3/TopTax6_rev_07.doc))
8. Discipline(s): Select from CCC System Office *Minimum Qualifications for Faculty* <http://www.cccco.edu/SystemOffice/Divisions/AcademicAffairs/MinimumQualifications/MQsforFacultyandAdministrators/tabid/753/Default.aspx>  
Course may fit more than one discipline; identify all that apply: **Environmental Technologies, Sanitation and Public Health Technology**
9. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: **Fall 2009**
10. TOTAL UNITS: **3** [Lecture Units: **3** Lab Units: **0**]  
TOTAL HOURS: **54** [Lecture Hours: **54** Lab Hours: **0**]  
(1 unit lecture=18 hours; 1 unit lab=54 hours)
11. MAXIMUM CLASS SIZE: **30**
12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No  Yes  Fee: \$  
(If "yes," attach a completed "Instructional Materials Fee Request Form"—form available in Public Folders>Curriculum>Forms)

**GRADING STANDARD**

Letter Grade Only  Pass/No Pass Only  Grade-Pass/No Pass Option

Is this course a repeatable lab course: No  Yes  If yes, how many total enrollments?

Is this course to be offered as part of the Honors Program? No  Yes

If yes, explain how honors sections of the course are different from standard sections.

**CATALOG DESCRIPTION --** *The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.*

**An introduction to water and wastewater systems and operations. Topics will include the principles and practices of wastewater collection, water distribution, the treatment of water and wastewater, the role of water and wastewater operators, and operator certification requirements.**

Special notes or advisories (e.g. field trips required, prior admission to special program required, etc.): **It is recommended that students enroll in WAT 150 concurrently with WAT 100.**

**PREREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Prerequisite:

*Describe representative skills without which the student would be highly unlikely to succeed.*

**COREQUISITE COURSE(S)**

No  Yes  Course(s):

Rationale for Corequisite:

**RECOMMENDED PREPARATION**No  Yes  Course(s): **CIS100**Rationale for Recommended Preparation: **This course expects the student to be able to use a word processor for basic written communication.**

**COURSE LEARNING OUTCOMES** –*This section answers the question “what will students be able to do as a result of taking this course?” State some of the objectives in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. Each outcome should be numbered.*

1. Compare and contrast the characteristics of raw water, treated water, and wastewater.
2. Describe the collection, treatment, and distribution of water.
3. Describe the collection and treatment of wastewater.
4. List the governmental regulations to wastewater treatment and water supply systems.
5. Evaluate contemporary water supply issues and wastewater treatment issues.
6. Identify specific duties and work environment of water and wastewater operators.
7. Describe safe practices necessary when working as a wastewater or water operator.
8. Initiate the steps for obtaining operator certification.
9. Perform introductory process control calculations.
10. Evaluate the career pathways in the water and wastewater industry.

**COURSE CONTENT** –*This section describes what the course is “about”—i.e. what it covers and what knowledge students will acquire*

**Concepts:** *What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes? Each concept should be numbered.*

1. Sewer systems
2. Water distribution systems
3. Water and wastewater sampling methods
4. Governing agencies and regulations
5. Primary wastewater systems
6. Secondary wastewater systems
7. Tertiary wastewater systems
8. Influent/Effluent
9. Disinfection
10. Pathogen
11. Microorganisms
12. Filters
13. Coagulation
14. Flocculation
15. Lift stations
16. Pump stations
17. Water Storage
18. Plant Maintenance
19. Plant Safety
20. Plant work shifts
21. On-call hours
22. Public Health
23. Basic process control calculations
24. Career opportunities
25. Bio solids

**Issues:** *What primary tensions or problems inherent in the subject matter of the course will students engage? Each issue should be numbered.*

1. Chemical and biological hazards encountered by water and wastewater operators
2. Maintaining regulatory compliance in water and wastewater systems
3. On the job injuries due to chemical, biological, falls, or respiratory issues.
4. The effect of shift work on the physical and mental health of operators.
5. Work place conflict