EDISON STATE COLLEGE

Division of

FIGURE DRAWING SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

ART 1302 FIGURE DRAWING, 4 CREDIT HOURS

This purpose of this course is to help students obtain the skill of drawing the human form, including anatomy, observation and fundamental exercise is gesture, contour, outline and tonal modeling. Emphasis on rendering, mood, expressions, and skeletal and muscular structure.

II. PREREQUISITES FOR THE COURSE:

ART 1301 DRAWING I, OR INSTRUCTOR APPROVAL

III. GENERAL COURSE INFORMATION:

This course is intended to teach students how to:
*create accurate and realistic renderings of the human figure
*emphasize observational drawing.
*standard measuring and proportions artists use to achieve both naturalistic and expressive figure drawing.

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Students must demonstrate competence in basic anatomical relationships relevant to descriptive drawing of the human form.	Students will be graded on individual assignments/projects.	CT
Students must demonstrate competence in linear methods of drawing the figure.	Students will be graded on individual assignments/projects.	
Students must demonstrate competence in tonal methods of drawing the figure.	Students will be graded on individual assignments/projects.	
Students must demonstrate the ability to depict basic proportional relationships of the life model.	Students will be graded on individual assignments/projects.	
Students must demonstrate mastery of the rhythms and natural forms of the body, and how they exist in the whole or parts of the figure.	Students will be graded on individual assignments/projects.	CT
Students must demonstrate competence in drawing what we see through strong observational skills.	Students will be graded on individual assignments/projects.	
Students must demonstrate knowledge and competence in the depiction of the figure using foreshortening.	Students will be graded on individual assignments/projects	
Students must demonstrate knowledge and competence in the illusion of volume achieved through a variety of shading techniques.	Students will be graded on individual assignments/projects	
Students must demonstrate knowledge and competence in the conveyance of gesture and the illusion of expressive movement.	Students will be graded on individual assignments/projects	
Students must demonstrate competence in analytical and critical vocabulary.	Students will be graded on quizzes and/or short critiques.	COM, CT

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dana Roes-Kern
PRESENTER: Dana Roes-Kern
DATE: March 21, 2010

Is the course being offered first as an experimental course? ☐ yes x no

Course Name, including prefix and number: ART 1302

Verified with VPAA office? x yes ☐ no

Class credits: 4 Lab credits: Combined lab & class credits:

Chose one: ☐ Degree core requirement x Elective ☐ General education

Repeatable for duplicate credit? (i.e., applied music courses) ☐ yes x no

Prerequisites: ART 1301 or permission from instructor

Classification: xAA ☐ PSV ☐ PSAV ☐ BAS ☐ BS

ICS Code:11210 Banner Major Code:

Major Restriction? ☐ yes x no (meaning only declared majors may take the course)

Indicate all modalities in which the course may be taught: x Class Lecture ☐ Clinical
☐ Laboratory ☐ Lecture/Lab Combined ☐ Accelerated ☐ Internship
☐ Practicum ☐ WebCT Internet ☐ WebCT Class Lecture ☐ WebCT Laboratory
☐ WebCt Blended Learning ☐ WebCT Lecture/Lab Combined

Course fee amount, if any: (Attach course fee worksheet)

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:
This course would expand the art offerings in the Humanities Department.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _Fall, 2010___ (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____ **Date** _____
Signature of the Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS/COMMMENTS:
Dr. Wendy Chase
Dr. Dale Hoover
Dr. Russell Swanson (Humanities Chair)
Prof. Marty Ambrose (Assessment Chair)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR ENDORSEMENT: _____ **DATE:** _____

ASSOCIATE/ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:**_____

After review and signing this proposal, the District Dean will return this proposal to the Department Chair or Program Coordinator.

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dana Roes-Kern
PRESENTER: Dana Roes-Kern
DATE: March 21, 2010

Is the course being offered first as an experimental course? ☐ yes x no

Course Name, including prefix and number: ART 2012

Verified with VPAA office? x yes ☐ no

Class credits: 4 Lab credits: Combined lab & class credits:

Chose one: ☐ Degree core requirement x Elective ☐ General education

Repeatable for duplicate credit? (i.e., applied music courses) ☐ yes x no

Prerequisites: ART 1301 or ART 2501C or permission from instructor

Classification: xAA ☐ PSV ☐ PSAV ☐ BAS ☐ BS

ICS Code:11210 Banner Major Code:

Major Restriction? ☐ yes x no (meaning only declared majors may take the course)

Indicate all modalities in which the course may be taught: x Class Lecture ☐ Clinical
☐ Laboratory ☐ Lecture/Lab Combined ☐ Accelerated ☐ Internship
☐ Practicum ☐ WebCT Internet ☐ WebCT Class Lecture ☐ WebCT Laboratory
☐ WebCt Blended Learning ☐ WebCT Lecture/Lab Combined

Course fee amount, if any: (Attach course fee worksheet)

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:
This course would expand the art offerings in the Humanities Department.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _Fall, 2010___ (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____ **Date** _____
Signature of the Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS/COMMMENTS:
Dr. Wendy Chase
Dr. Dale Hoover
Dr. Russell Swanson (Humanities Chair)
Prof. Marty Ambrose (Assessment Chair)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR ENDORSEMENT: _____ **DATE:** _____

ASSOCIATE/ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:**_____

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EDISON STATE COLLEGE

Division of Arts & Sciences

MEDIA EXPLORATION SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

ART 2012 - MEDIA EXPLORATION – AA – 4 CREDIT HOURS

This course in intended to develop student's ability to conceptualize, and choose the appropriate materials that will most effectively speak their idea. In using a variety of traditional and non-tradition materials, students will develop their own aesthetic and a strong critical vocabulary. Students will primarily explore their voice through the use of avant-garde means: Installations, performance, video and any combination. A collaborative project is required.

II. PREREQUISITES FOR THE COURSE:

ART1301C (Drawing II) or ART2501C (Painting II), or permission from instructor.

III. GENERAL COURSE INFORMATION:

*Conceptualize and create art in nontraditional mediums/ materials
* Create collaboratively
*Experience and create an installation
*Experience and create a site specific piece

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies*:*

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Students must demonstrate competence in the exploration and utilization of many forms of traditional and non-traditional materials in art making.	Students will be graded on in and out of class individual assignments/projects.	COM, CT
Students must demonstrate competence in how choice of material, process and location affect the physical, conceptual and psychological aspects of a piece.	Students will be graded on group assignments/projects.	COM, CT
Students must demonstrate competence on how conceptual associations can be implied for each project.	Students will be graded on In and out of class individual assignments/project.	COM, CT
Students must demonstrate observational skills through objective analysis.	Students will be graded on their art critiques.	COM, CT
Students demonstrate competence in experimental and individual creative strategies, as well as a personal aesthetic.	Students will be graded on In and out of class individual assignments/projects.	COM, CT
Students will demonstrate a strong critical vocabulary in art.	Students will be graded on quizzes.	
Students will identify major artists and trends in the art world today.	Students will be graded on written critical review of exhibition/artist, delivering an oral presentation, and/or a research paper.	COM, GSR
Students will analyze local, national and global communication through art.	Students will be graded on written critical review of exhibition/artist, delivering an oral presentation, and/or a research paper.	COM, GSR

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES
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Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:
List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:
The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:
Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:
(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:
Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:
This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:
(Which would be useful to the students in the class.)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dana Roes-Kern
PRESENTER: Dana Roes-Kern
DATE: March 21, 2010

Is the course being offered first as an experimental course? x yes ☐ no

Course Name, including prefix and number: ART 2205

Verified with VPAA office? x yes ☐ no

Class credits: 3 Lab credits: Combined lab & class credits:

Chose one: ☐ Degree core requirement x Elective ☐ General education

Repeatable for duplicate credit? (i.e., applied music courses) ☐ yes x no

Prerequisites: None

Classification: x AA ☐ PSV ☐ PSAV ☐ BAS ☐ BS

ICS Code:11210 Banner Major Code:

Major Restriction? ☐ yes x no (meaning only declared majors may take the course)

Indicate all modalities in which the course may be taught: x Class Lecture ☐ Clinical
☐ Laboratory ☐ Lecture/Lab Combined ☐ Accelerated ☐ Internship
☐ Practicum ☐ WebCT Internet ☐ WebCT Class Lecture ☐ WebCT Laboratory
☐ WebCt Blended Learning ☐ WebCT Lecture/Lab Combined

Course fee amount, if any: (Attach course fee worksheet)

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

This course would expand the art offerings in the Humanities Department.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: ___Summer, 2010_ (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____ Date _____
Signature of the Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS/COMMMENTS:

Dr. Wendy Chase
Dr. Dale Hoover
Dr. Russell Swanson (Humanities Chair)
Professor Marty Ambrose (Assessment Chair)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR ENDORSEMENT: _____ DATE: _____

ASSOCIATE/ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE:_____

After review and signing this proposal, the District Dean will return this proposal to the Department Chair or Program Coordinator.

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

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EDISON STATE COLLEGE

Division of Arts and Sciences

COLOR THEORY SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

ART 2205 COLOR THEORY– AA – 4 CREDIT HOURS

This class explores the basic principles of using of color in the visual arts. Projects include familiarization with colors, color and value balance, color as expression, color as impression, color squares, color as construction, warm-cold colors, and the interaction of colors. The course also examines the science of color.

II. PREREQUISITES:

None.

III. GENERAL COURSE INFORMATION:

*Color as expression
*Interaction of color
*Historic uses of color in the arts
*Visual design and unified space through color balance

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.
Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Students must demonstrate competence in vocabulary associated with the science of color and color theory.	Students will be graded on individual assignments/projects.	CT,COM
Students will demonstrate competence in achieving and recognizing color harmony: • monochromatic color • analogous color • complementary color • color triads • split	Students will be graded on in and out of class individual assignments/projects.	CT,COM
Students will demonstrate the ability to mix color pigment to achieve secondary and tertiary colors.	Students will be graded on art projects.	
Students will evaluate the role of value in color composition.	Students will be graded on art projects.	
Students will identify, achieve and change color value.	Students will be graded on art projects.	
Students will demonstrate the ability to detect warm and cool colors.	Students will be graded on art projects.	CT
Students will analyze and critique standards relating to the aesthetics of color.	Students will be graded on written critical reviews of exhibition/artist, delivering an oral presentation, and/or a research paper	COM, CT

V. DISTRICT-WIDE POLICIES

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Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dana Roes-Kern
PRESENTER: Dana Roes-Kern
DATE: March 21, 2010

Is the course being offered first as an experimental course? ☐ yes x no

Course Name, including prefix and number: ART 2502C

Verified with VPAA office? x yes ☐ no

Class credits: 4 Lab credits: Combined lab & class credits:

Chose one: ☐ Degree core requirement x Elective ☐ General education

Repeatable for duplicate credit? (i.e., applied music courses) ☐ yes x no

Prerequisites: ART 2500C and ART 2501C

Classification: xAA ☐ PSV ☐ PSAV ☐ BAS ☐ BS

ICS Code:11210 Banner Major Code:

Major Restriction? ☐ yes x no (meaning only declared majors may take the course)

Indicate all modalities in which the course may be taught: x Class Lecture ☐ Clinical
☐ Laboratory ☐ Lecture/Lab Combined ☐ Accelerated ☐ Internship
☐ Practicum ☐ WebCT Internet ☐ WebCT Class Lecture ☐ WebCT Laboratory
☐ WebCt Blended Learning ☐ WebCT Lecture/Lab Combined

Course fee amount, if any: (Attach course fee worksheet)

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:
This course would expand the art offerings in the Humanities Department.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _Fall, 2010___ (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____ **Date** _____
Signature of the Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS/COMMMENTS:
Dr. Wendy Chase
Dr. Dale Hoover
Dr. Russell Swanson (Humanities Chair)
Prof. Marty Ambrose (Assessment Chair)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR ENDORSEMENT: _____ **DATE:** _____

ASSOCIATE/ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:**_____

After review and signing this proposal, the District Dean will return this proposal to the Department Chair or Program Coordinator.

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of

ABSTRACT PAINTING SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

ART 2502C – ABSTRACT PAINTING - AA – 4 CREDIT HOURS

By focusing on studio projects and assignments that develop a nonobjective approach to color, line and form, this course explores the historical sources of the abstract painting tradition, including both modern and postmodern variations through oil painting.

II. PREREQUISITES FOR THE COURSE:

ART2500C (Painting 1) and ART2501C (Painting 2)

III. GENERAL COURSE INFORMATION:

*formal aspects of composition
*Use of Color
*Devices of creating/negating illusionistic space
*Mark making
*Canvas as object

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
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Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Students must demonstrate competence in the vocabulary of abstract art.	Students will be graded on group assignments/projects.	CT, COM
Students will identify and recognize the different categories of abstract art.	Students will be graded on group assignments/projects.	COM
Students will demonstrate experimental and individual creative strategies in abstract painting.	Students will be graded on art projects.	
Students must demonstrate competence in experimental and individual creative strategies, as well as a personal aesthetic.	Students will be graded on art projects	
Students will master individualized concepts, feelings, viewpoints, styles and techniques.	Students will be graded on the creation of abstract painting	
Students will identify abstract painters.	Students will be graded on quizzes.	CT
Students must demonstrate knowledge and competence of a strong critical vocabulary.	Students will be graded on quizzes and/or a critical analysis of work of art	COM

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES
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Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

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70 - 79	=	C
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(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
OTHER ACTION PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Prof David Oliver and Associate Dean Foy
PRESENTER: Associate Dean Foy
DATE: **3/18/2010**

TYPE OF PROPOSED ACTION: Check all that apply.

☐	**Change to certificate prerequisites**
☐	**Change to certificate requirements**
☐	**Change to degree prerequisites**
☒	**Change to degree requirements**
☐	**New articulation agreement**
☐	**Change to articulation agreement**
☐	**Discontinuation of course**

☐	**Discontinuation of certificate or degree**
☐	**Other (specify)**

EXPLAIN THE NATURE OF THE ACTION:
Clarification of elective hours in the AS Business degree. Currently students are confused what electives to complete for university transfer. In addition, Business faculty wish to open the degree electives to include foreign language and additional math and science courses if students wish to pursue. See attached revised elective language for catalog and Banner catalog requirements in CAPP.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:
This approval will also correct the Banner catalog for clearer advising guidelines for students.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2011 (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____
Signature of Vice President of Academic and Student Affairs (if required)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
Dr Doug Nay_____ _____ DATE: _3/18/10_____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: Dennette Foy_____DATE: ___3/18/10____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting

EDISON STATE COLLEGE

BUSINESS ADMINISTRATION AND MANAGEMENT – Code: AS BAMA

COURSE PREREQUISITES: Refer to specific course descriptions listed in the current catalog.
Ex: MAT 1033 is prerequisite for MGF 1106 or MAC 1105.

PROGRAM PREREQUISITES: NONE

GENERAL EDUCATION REQUIREMENTS:

			Credits Hours	
ENC	1101	Composition I	3	
ENC	1102	Composition II	3	
SPC	1017	Fundamentals of Speech Communications	3	
MGF	1106	Mathematics for Liberal Arts I	3	any higher level Math
		Or		
MAC	1105	College Algebra		
ECO	2013	Economics I	3	
		*Humanities Electives	3	
		TOTAL	**18**	

DEGREE CORE REQUIREMENTS:

ACG	1001	Financial Accounting I	3
ACG	1002	Microcomputer Acct. Applications	3
CGS	1100	Microcomputers Skills	4
MTB	1103	Business Mathematics	3
MAN	2021	Management Principles	3
FIN	2100	Personal Finance	3
GEB	1011	Introduction to Business	3
BUL	2241	Business Law I	3
MAR	2011	Marketing	3
SLS	1331	Personal Business Skills	3
		TOTAL	**31**
		* **ELECTIVES**	**15**
		TOTAL CREDIT HOURS	**64**

*Electives:
For those students who are transferring to a state university electives should include:
ECO 2023, STA 2023, ACG 2011, ACG 2071, MAC 2233 and CGS 1100.

For those students who are earning an AA and/or an AS in Business electives may include:
ECO 2023, STA 2023, BUL 2242 or any course in Accounting, Business, Hospitality, Management, Student Life Skills, Customer Service, Technology, Banking, Finance or Real Estate, Foreign Language, Mathematics, Science, or Social Science.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
OTHER ACTION PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Public Safety Administration**
PRESENTER: **Kim Gresham**
DATE: **March 19, 2010**

TYPE OF PROPOSED ACTION: Check all that apply.

☐	**Change to certificate prerequisites**
☐	**Change to certificate requirements**
☐	**Change to degree prerequisites**
☒	**Change to degree requirements**
☐	**New articulation agreement**
☐	**Change to articulation agreement**
☐	**Discontinuation of course**

☐	**Discontinuation of certificate or degree**
☐	**Other (specify)**

EXPLAIN THE NATURE OF THE ACTION:

The following revisions to the Bachelor of Applied Science Public Safety Administration degree will complete the modifications to the curriculum that began in the 2009-10 catalog.

- PAD 4034 Public Policy will replace PAD 4604 Regulatory Policy and Admin Law as a core requirement.
- PAD 4604 Regulatory Policy and Admin Law will remain in the catalog as a program elective.
- PAD 4414 Human Resources in Public Service will replace PAD 4426 Public Sector Labor Relations as a core requirement.
- PAD 4426 Public Sector Labor Relations will remain in the catalog as a program elective.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

These modifications to the Bachelor of Applied Science Public Safety Administration degree will complete the changes to the curriculum that began in the 2009-10 catalog.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____

Signature of Vice President of Academic and Student Affairs (if required)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT:

Approved by BAS PSA faculty and endorsed by

Kim Gresham, Dept Chair and Associate Dean, 3/19/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE
2010-11 Bachelor of Applied Science Degree
Public Safety Administration

GENERAL EDUCATION REQUIREMENTS

ENC 1101 Composition I	3
ENC 1102 Composition II	3
SPC 1017 or SPC 2023 (Speech)	3
Mathematics 1	3
Mathematics 2	3
Humanities 1	3
Humanities 2 (Writing Intensive)	3
Social Science 1	3
Social Science 2	3
Social Science 3 (Writing Intensive)	3
Natural Science with Lab 1	3
Natural Science with Lab 2	3
Total General Education Requirements	**36**

DEGREE COURE REQUIREMENTS

PAD 3003 Introduction to Public Administration	**MAN 3052 will sub if taken prior to Spring 2009**	3
PAD 3115 Executive Leadership .	**MAN 3120 will sub if taken prior to Fall 2009**	3
PAD 3204 Financial Management in the Public Sector		3
PAD 3393 Principles of Crisis and Emergency Mgmt	**DSC 3034 will sub if taken prior to Fall 2009**	3
PAD 3712 Technology in the Public Sector	**MAN 3641 will sub if taken prior to Fall 2009**	3
PAD 3820 Public Safety System Integration		3
PAD 3874 Community Relations	**PAD 4393 will sub if taken prior to Fall 2009**	3
PAD 4034 Public Policy	**PAD 4604 will sub if taken prior to Fall 2010**	3
PAD 4332 Strategic and Operational Planning .	**MAN 4720 will sub if taken prior to Fall 2009**	3
PAD 4414 Human Resources in Public Service	**PAD 4426 will sub if taken prior to Fall 2010**	3
PAD 4878 Public Safety Administration Capstone		3
		33

DEGREE CORE ELECTIVES

Choose six credit hours from the following upper division (3000 or higher) course prefixes: **6**
ACG, FIN, ISM, MAN, OR PAD

APPROVED TRANSFER ELECTIVES **45**

DEGREE TOTAL **120**

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
OTHER ACTION PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Prof Albert Dambrose and Associate Dean Foy
PRESENTER: Associate Dean Foy
DATE: **3/18/2010**

TYPE OF PROPOSED ACTION: Check all that apply.

☐	**Change to certificate prerequisites**
☐	**Change to certificate requirements**
☐	**Change to degree prerequisites**
☒	**Change to degree requirements**
☐	**New articulation agreement**
☐	**Change to articulation agreement**
☐	**Discontinuation of course**

☐	**Discontinuation of certificate or degree**
☐	**Other (specify)**

EXPLAIN THE NATURE OF THE ACTION:
New course BCN 1040 was recommended by the Drafting and Design Advisory Committee in conjunction with the recently awarded NSF grant mission of infusing green building and sustainability concepts into the College's current drafting, pre-engineering/ architecture program. This new course will replace ETD 1100 Engineering Graphics (manual) as a degree core requirement.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:
This approval will also correct the Banner catalog for clearer advising guidelines for students.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2011 (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____
Signature of Vice President of Academic and Student Affairs (if required)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
Dr Doug Nay_____ _____ **DATE: _3/18/10**_____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: Dennette Foy_____**DATE: ___3/18/10**____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting

EDISON STATE COLLEGE

Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BCN 1040 – INTRODUCTION TO SUSTAINABILITY – AS – 3 CREDIT HOURS

This course is an introduction to the topic sustainability and green construction. The purpose of this course is to give the student an overview of design and construction delivery systems for high performance green buildings.

II. PREREQUISITES FOR THE COURSE:

None

III. GENERAL COURSE INFORMATION:

Topic Outline

- History of sustainability
- Economic & Energy Usages Trends
- Impacts of building construction and operation
- Sustainable/Green Materials
- Mandates/laws in green construction
- Sustainable/Green Materials
- Building Sciences – Hot/Humid climate
- Designs of green buildings
- Mechanical/electrical/water systems
- Certification Programs LEED, Energy Star, FGBC
- Building Commissioning
- Energy Auditing – HERS Index, Duct blasting, door blower test
- Alternative energy – solar/wind

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
To demonstrate familiarity with vocabulary associated with green/sustainable buildings	Periodic Quizzes	COM, CT
To evaluate and understand relationships between human economic activity and environmental change	Periodic Quizzes	COM, CT, GSR
To understand the concepts of sustainable landscapes and high-performance building	Periodic Quizzes	CT
To analyze differences between the different types of certification programs	Periodic Quizzes	CT, TIM
To analyze differences between green building materials	Periodic Quizzes	CT
To identify and calculate the energy usage of buildings	Periodic Quizzes, In-class Assignment	QR, TIM
To identify the different building techniques associated in different climates	Periodic Quizzes	CT, TIM
To understand the concepts of sustainable site selection	Periodic Quizzes	CT, QR

To understand how green building will impact the construction processes	Periodic Quizzes	CT
To analyze and calculate efficiency of the building envelope	Periodic Quizzes	CT, QR, TIM
To identify individual energy, water usage and carbon footprint	In-class Assignment	CT, QR, TIM

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Professional and Technical Studies
PRESENTER: Prof Albert Dambrose and Associate Dean Foy
DATE: 3/18/2010

Is the course being offered first as an experimental course? ☐ yes X no

Course Name, including prefix and number: BCN 1040 Intro to Sustainability

Verified with VPAA office? ☒ yes ☐ no

Class credits: 3 Lab credits: ☐ Combined lab & class credits: ☐

Chose one: X Degree core requirement ☐ Elective ☐ General education

Repeatable for duplicate credit? (i.e., applied music courses) ☒ yes ☐ no

Prerequisites: NONE

Classification: X AA ☐ PSV ☐ PSAV ☐ BAS ☐ BS

ICS Code:11102 Banner Major Code: DRDT

Major Restriction? ☐ yes X no (meaning only declared majors may take the course)

Indicate all modalities in which the course may be taught: X Class Lecture ☐ Clinical
☐ Laboratory X Lecture/Lab Combined ☐ Accelerated ☐ Internship
☐ Practicum ☐ WebCT Internet ☐ WebCT Class Lecture ☐ WebCT Laboratory
☐ WebCt Blended Learning ☐ WebCT Lecture/Lab Combined

Course fee amount, if any: (Attach course fee worksheet)

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:
This course was recommended by the Drafting and Design Advisory Committee in conjunction with the recently awarded NSF grant mission of infusing green building and sustainability concepts into the College's current drafting, pre-engineering/ architecture program.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Summer 2010 (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____ Date _____
Signature of the Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS/COMMMENTS:

Prof Albert Dambrose
Dr Doug Nay, dept chair

Dennette Foy, Assoc Dean

DEPARTMENT CHAIR OR PROGRAM COORDINATOR ENDORSEMENT: _____ DATE: _____

ASSOCIATE/ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE:_____

After review and signing this proposal, the District Dean will return this proposal to the Department Chair or Program Coordinator.

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Professional and Technical Studies
PRESENTER: Scott VanSelow and Associate Dean Foy
DATE: 3/18/2010

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☒	**Change to course title**
☐	**Change to course description**
☐	**Change to course co-requisites**
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **COP 1000 Introduction to Programming (removing the words with Visual Basic)**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from MGF 1106 or permission from instructor to NONE

Change in co-requisite from to

Is there a Major Restriction? no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

This will be the same course that is now COP 1000. The course titler change will bring us into line with other state schools and the common statewide course numbering system.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: __Fall_2011_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____Dr Doug Nay_____ DATE: ____3/18/10_____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT:_Dennette Foy_DATE: _____3/18/10___

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE
Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

Professor: **Office Location:**

E-mail: **Phone Number:**

Office Hours: **Semester:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

COP 1000 Introduction to Computer Programming AA 3 Credits

This course is an in-depth, hands-on course covering computer programming fundamentals for computer science, engineering and information systems students. This course is technical in nature, and examines language elements, control structures, input/output processing, and file processing and data structures using a modern object-oriented programming language.

II. PREREQUISITES FOR THE COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline

- The basic components of program design
- The mechanics of entering and testing a computer program
- The use of different structures inherent in a programming language
- The analysis and design of programming specifications
- The application of a language to write and test a computer program
- The study of current trends, careers and technology in Computer Science

IV. LEARNING OUTCOMES AND ASSESSMENT:

A. *General Education Competencies*:
General education courses must meet all the following outcomes. All other courses will meet one or more of these outcomes.

At the conclusion of this course, students will be able to demonstrate the following competencies:

Communication (COM): To communicate (read, write, speak, listen) effectively using standard English.

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibilities (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society. classroom.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

B. *Additional Course Competencies:*
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

Learning Outcomes	Assessments	Competency
Students will be able to use the Designer Interface to create and test computer programs.	Students will demonstrate competency by successfully completing programming exercises.	CT, TIM, QR
Students will be able to execute commands to save projects, and then to zip and submit completed project folder.	Students will demonstrate competency by submitting the coursework in the appropriate format.	TIM
Students will be able to analyze a problem and apply the correct decision structures and/or looping structures.	Students will demonstrate competency by successfully completing a series of homework and in-class assignments. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT
Students will be able to break longer segments of code into functions.	Students will demonstrate competency by successfully completing labs on functions and by designing and writing their own functions. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT
Students will be able to analyze a problem and break it into Inputs, Processes and Outputs. From there, they will define and use the variables needed to implement the program design.	Students will demonstrate competency by completing and submitting design specification forms. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT, QR
Students will research current technology and/or current careers available in Computer Science.	Students will demonstrate competency by submitting two reviews on a current aspect of technology, careers or the overall computer industry.	COM , GSR
Students will apply elements of design to their programs.	Students will demonstrate this competency by completing a program and then demonstrating its form and function to the class.	COM, TIM

V. DISTRICT-WIDE POLICIES:

Programs for Students with Disabilities
Edison College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in

this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. **REQUIREMENTS FOR THE STUDENTS:** List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

VII. **ATTENDANCE POLICY:** The professor's specific policy concerning absence. (The College policy on attendance is in the *Catalog*, and defers to the professor.)

VIII. **GRADING POLICY:** Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete" grades.)

IX. **REQUIRED COURSE MATERIALS:**

X. **RESERVED MATERIALS FOR THE COURSE:** Other special learning resources.

XI. **CLAST COMPETENCIES INVOLVED IN THE COURSE:**

XII. **CLASS SCHEDULE:** This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES** which would be useful to the students in the class.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Professional and Technical Studies
PRESENTER: Prof Scott VanSelow and Associate Dean Foy
DATE: 3/18/2010

Is the course being offered first as an experimental course? ☐ **yes** ☒ **no**

Course Name, including prefix and number: COP 1170 Visual Basic Programming

Verified with VPAA office? ☒ **yes** ☐ **no**

Class credits: 3 **Lab credits:** ☐ **Combined lab & class credits:** ☐

Chose one: ☒ **Degree core requirement** ☐ **Elective** ☐ **General education**

Repeatable for duplicate credit? (i.e., applied music courses) ☒ **yes** **no**

Prerequisites: COP 1000

Classification: X AA ☐ **PSV** ☐ **PSAV** ☐ **BAS** ☐ **BS**

ICS Code: **Banner Major Code: CPAP**

Major Restriction? ☐ **yes** **X no** **(meaning only declared majors may take the course)**

Indicate all modalities in which the course may be taught: X Class Lecture ☐ **Clinical**
☐ **Laboratory** **X Lecture/Lab Combined** ☐ **Accelerated** ☐ **Internship**
☐ **Practicum** **X WebCT Internet** **X WebCT Class Lecture** **X WebCT Laboratory**
X WebCt Blended Learning **X WebCT Lecture/Lab Combined**

Course fee amount, if any: **$20** **(Attach course fee worksheet)**

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Edison State College has had COP 1000 for many years. Over the years it has evolved into something that is not in line with the statewide common course number system. The description for COP 1000 given by the state is

> TOPICS: 1. INTRODUCTION TO COMPUTER PROGRAMMING AS PROBLEM SOLVING 2. FOR COMPUTER SCIENCE MAJORS TO INTRODUCE STRUCTURED PROGRAMMING 3. ALGORITHM DEVELOPMENT 4. DOCUMENTING PROGRAM LOGIC 5. FUNDAMENTAL COMPUTER ORGANIZATION AND MACHINE REPRESENTATION OF DATA 6. EXPERIENCE WITH THE PASCAL OR MODULA-2 LANGUAGE

COP 1000 should be a general introduction to computer programming. The current ESC COP 1000 is strictly introduction to programming constructs. The new course number COP 1170, Basic Programming I, which is described as

> TOPICS: 1. INTRODUCTION TO PROGRAMMING IN BASIC 2. COMMANDS, STATEMENTS AND SYNTAX 3. OPERATIONS 4. SEQUENTIAL FILE PROCESSING 5. PROBLEM-SOLVING STRATEGIES 6. PROGRAM DESIGN TECHNIQUES 7. ALGORITHMS FOR SORTING AND SEARCHING

ESC teaching will resolve issues for students transferring to BS computer science programs. If a student has taken COP 1000 at another school they don't necessarily learn Visual Basic and are not ready for our advanced Visual Basic course.

This proposal will allow current COP 1000 to be a true introduction to programming as is done at other state schools. It will focus on the general concepts of programming rather than working in-depth with any one language. It will lay the groundwork to help students succeed in subsequent programming courses. It will be a prerequisite to all programming courses, including the course that is currently being taught as COP 1000 which will become COP 1170.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2011 (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____ **Date** _____
Signature of the Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS/COMMMENTS:

Prof Scott Vanselow
Dr Martin Dubetz

DEPARTMENT CHAIR OR PROGRAM COORDINATOR ENDORSEMENT: ___ Dr Doug Nay _DATE: 3/18/10 _____

ASSOCIATE/ACADEMIC DEAN ENDORSEMENT: Dennette Foy _____ DATE: _3/18/10_____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE:_____

After review and signing this proposal, the District Dean will return this proposal to the Department Chair or Program Coordinator.

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: @EDISON.EDU **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

COP 1170 – VISUAL BASIC PROGRAMMING I – AA – 3 CREDIT HOURS

This is a hands-on computer programming course using Visual Basic.

II. PREREQUISITES FOR THE COURSE:

COP 1000

III. GENERAL COURSE INFORMATION:

Topic Outline

- Introduction to programming in Visual Basic
- Commands, statements and syntax
- Operations
- File processing
- Problem-solving strategies
- Program design techniques
- Algorithms for sorting and searching

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Students will be able to use Visual Basic Express or Visual Studio to create and test computer programs written in the Visual Basic language.	Students will demonstrate competency by successfully completing programming exercises.	
Students will be able to execute commands to save projects, and then to zip and submit completed project folder.	Students will demonstrate competency by submitting the coursework in the appropriate format.	
Students will be able to analyze a problem and apply the correct decision structures and/or looping structures.	Students will demonstrate competency by successfully completing a series of homework assignments. Students will also be tested on comprehension of these concepts through quizzes and/or exams.	
Students will be able to break longer segments of code into functions.	Students will demonstrate competency by successfully completing labs on functions and by designing and writing their own functions. Students will also be tested on comprehension of these concepts through quizzes and/or exams.	
Students will be able to analyze a problem and break it into Inputs, Processes and Outputs. From there, they will define and use the variables needed to implement the program design.	Students will demonstrate competency by completing and submitting design specification forms. Students will also be tested on comprehension of these concepts through quizzes and/or exams.	
Students will apply elements of design to their programs.	Students will demonstrate this competency by completing a program and then demonstrating its form and function to the class.	COM, TIM

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES
Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding

principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Professional and Technical Studies
PRESENTER: Scott VanSelow
DATE: 3/18/2010

TYPE OF COURSE CHANGE: Check all that apply.

X	**Change to course number**
	Change to course title
	Change to course description
☐	**Change to course co-requisites**
X	**Change to course prerequisites**
	Change to course learning outcomes**
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: COP 1224 TO

C++ Programming COP 1220 no outcomes changed

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from none to COP 1000

Change in co-requisite from to

Is there a Major Restriction? no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

The state's COP 224, PROGRAMMING IN C++, is linked to our COP 1224. The description of 224 is:

> This course is a continuation of introduction to c focusing on object-oriented programs using c++. Course will introduce the student to the concepts of object oriented programming and will then present the present the important features of the C++ language as applied to both small programs and also to larger programming projects.

Every other institution in Florida has a COP 2224 instead of a 1224 which makes sense with the "Continuation of Introduction to C" line. It looks like our COP 1224 should be COP 1220 which is described as:

> Topics: 1. Introduction to programming in "c" 2. Structured programming 3. Problem solving 4. Algorithm design, program definition 5. Coding, testing and debugging 6. Modularity 7. File handling techniques 8. I/o 9. Control flow 10. Software design projects *

Also, with the development of a new introduction to programming course, COP 1000, it would make sense for that to be a prerequisite for this course so students will come into this class with a basic knowledge of programming concepts.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: __Fall_2011____ (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:
Prof Scott Vanselow
Dr Martin Dubetz

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____DR Doug Nay_____ DATE: ___3/18/10_____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: ___Dennette Foy DATE: 3/18/10_____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE
Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

Professor: **Office Location:**

E-mail: **Phone Number:**

Office Hours: **Semester:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

COP 1220 C++ Programming AA 3 Credits

This course introduces the student to structured programming techniques using C++ programming language. Students learn object-oriented C++ syntax including arrays, variables, functions, expressions, and algorithms. The focus of this class is on object-oriented analysis and design. Course content is achieved through a combination of lecture and hands-on computer projects.

II. PREREQUISITES FOR THE COURSE:

COP 1000

III. GENERAL COURSE INFORMATION: Topic Outline

- The fundamentals of the C++ programming language
- The mechanics of entering and testing a computer program
- The use of different structures inherent in a programming language
- The analysis and design of programming specifications
- The application of a language to write and test a computer program
- The use of parameters and functions
- The use of arrays and array passing
- The use of classes and pointers in a C++ program

IV. LEARNING OUTCOMES AND ASSESSMENT:

General education courses must meet all the following outcomes. All other courses will meet one or more of these outcomes.

General Education Competencies:

A. At the conclusion of this course, students will be able to demonstrate the following competencies:

Communication (COM): To communicate (read, write, speak, listen) effectively using standard English.

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibilities (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society. classroom.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

B. Additional Course Competencies:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

Learning Outcomes	Assessments	Competency
Students will be able to use the Designer Interface to create and test computer programs.	Students will demonstrate competency by successfully completing programming exercises.	CT, TIM, QR
Students will be able to execute commands to save projects, and then to zip and submit completed project folder.	Students will demonstrate competency by submitting the coursework in the appropriate format.	TIM
Students will be able to analyze a problem and apply the correct decision structures and/or looping structures.	Students will demonstrate competency by successfully completing a series of homework and in-class assignments. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT
Students will be able to break longer segments of code into functions.	Students will demonstrate competency by successfully completing labs on functions and by designing and writing their own functions. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT
Students will be able to analyze a problem and break it into Inputs, Processes and Outputs. From there, they will define and use the variables needed to implement the program design.	Students will demonstrate competency by completing and submitting design specification forms. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT, QR
Students will be able to analyze data to create classes, including class member variables and class member functions.	Students will demonstrate competency by successfully completing labs on classes and by designing and writing their own classes. Students will implement the classes in programs. Students will also be tested on comprehension of these concepts through quizzes and exams.	QR, CT
Students will be able to implement classes in their computer programs.		TIM

V. DISTRICT-WIDE POLICIES:

Programs for Students with Disabilities
Edison College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in

this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. **REQUIREMENTS FOR THE STUDENTS:** List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

VII. **ATTENDANCE POLICY:** The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. **GRADING POLICY:** Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete” grades.)

IX. **REQUIRED COURSE MATERIALS:** (in correct bibliographic format)

X. **RESERVED MATERIALS FOR THE COURSE:** Other special learning resources.

XI. **CLAST COMPETENCIES INVOLVED IN THE COURSE:**

XII. **CLASS SCHEDULE:** This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES** which would be useful to the students in the class.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Professional and Technical Studies
PRESENTER: Scott VanSelow and Associate Dean Foy
DATE: 3/18/2010

TYPE OF COURSE CHANGE: Check all that apply.

X	**Change to course number**
X	**Change to course title**
☐	**Change to course description**
☐	**Change to course co-requisites**
X	**Change to course prerequisites**
	Change to course learning outcomes**
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: COP 2172 now

Visual Basic Programming II COP 2171

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from COP 1000 to COP 1170

Change in co-requisite from to

Is there a Major Restriction? no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

The common statewide course numbering system describes COP 2172 as Basic Programming III. ESC currently offers COP 2172 as a second course in Visual Basic. To avoid issues for transfer students and get in line with the common statewide course numbering system, the ESC COP 2172 should be renamed COP 2171, which the state calls Basic Programming II. The prerequisite will be the same course that is currently a prerequisite but a separate request is being filed to have that course number changed as well.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: __Fall 2011_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:
Scott Vanselow
Dr Martin Dubtez

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____DR Nay_____ DATE: ____3/18/10_____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: Dennette Foy_ DATE: 3/18/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

COP 2171– VISUAL BASIC PROGRAMMING II – AA – 3 CREDIT HOURS

Students will gain knowledge of various database concepts and how to use them within the framework of Visual Basic. Access and SQL will be used to create applications with Visual Basic. Students will also have the opportunity to use additional VB evens and methods not covered in the introductory class. Theory will be translated into problem solving and building applications.

II. PREREQUISITES FOR THE COURSE:

COP 1170

III. GENERAL COURSE INFORMATION:

Topic Outline

- Study a problem to formulate program specifications and design
- Know how to use variable naming conventions
- Understand the difference between global and local variables
- Work with an Integrated Development Environment (IDE)
- Develop an MDI application
- Work with toolbars, status bars and context menus
- Work with classes
- Use SQL and/or Access
- Explore ASP and Web Services

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Students will be able to use the Designer Interface to create and test computer programs.	Students will demonstrate competency by successfully completing programming exercises.	CT
Students will be able to execute commands to save projects, and then to zip and submit completed project folder.	Students will demonstrate competency by submitting the coursework in the appropriate format.	CT
Students will be able to integrate a database into a programming project.	Students will demonstrate competency by successfully completing labs on functions and by designing and writing their own functions. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT, TIM, QR
Students will be able to analyze a problem and break it into Inputs, Processes and Outputs. From there, they will define and use the variables needed to implement the program design.	Students will demonstrate competency by completing and submitting design specification forms. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT, QR

Students will apply elements of design to their programs.	Students will demonstrate this competency by completing a program and then demonstrating its form and function to the class.	CT
Students will explore the many different objects available in the programming language.	Students will demonstrate this competency by completing a computer program and by using the help functions available in the IDE.	CT
Students will be able to analyze data to create classes, including class member variables and class member functions.	Students will demonstrate competency by successfully completing labs on classes and by designing and writing their own classes. Students will implement the classes in programs. Students will also be tested on comprehension of these concepts through quizzes and exams.	CT, QR
Students will be able to implement classes in their computer programs.		CT

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

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Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Professional and Technical Studies
PRESENTER: Scott VanSelow and Associate Dean Foy
DATE: 3/18/2010

TYPE OF COURSE CHANGE: Check all that apply.

X	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
☐	**Change to course co-requisites**
X	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: COP 2222 now

COP 2224 Advanced Programming with C++

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from COP 1224 to COP 1220

Change in co-requisite from to

Is there a Major Restriction? no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Every other institution in Florida is using COP 2224 for the course we call COP 2222.

The prerequisite will be the same course that is currently a prerequisite but a separate request is being filed to have that course number changed as well.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: __Fall 2011____ (For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:
Scott Vanselow
Dr Martin Dubtez

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
Dr Doug Nay_____ DATE: _____3/18/10___

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: Dennette Foy__ DATE: _3/18/10_____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE
Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

Professor: **Office Location:**

E-mail: **Phone Number:**

Office Hours:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

COP 2224 Advanced Programming with C++ AA 3 Credits
This course explores the advanced functions of programming using C++ programming language. Students cover advanced topics including trees, linked lists, interrupts, windows and object oriented programming.

II. PREREQUISITES:

COP 1220

III. GENERAL COURSE INFORMATION:

Topic Outline

- Use recursion, bit fiddling, and related techniques in algorithm design
- The advanced features of the C++ programming language
- The mechanics of entering and testing a computer program
- The use of different structures inherent in a programming language
- The analysis and design of programming specifications
- The use of linked lists, queues and trees
- The use of Microsoft Foundation Classes (MFC)

IV. LEARNING OUTCOMES AND ASSESSMENT:

Communication (COM)*:* To communicate (read, write, speak, listen) effectively using standard English and apply effective techniques to create working relationships with others to achieve common goals.

Critical Thinking (CT)*:* To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM)*:* To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR*):* To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society

Scientific and Quantitative Reasoning (QR*):* To identify and apply mathematical and scientific principles and methods.

Learning Outcomes	**Assessment**	**General Education Competency**
Use the Designer Interface to create and test computer programs.	Successfully complete programming exercises.	COM, CT
Execute commands to save projects, and then to zip and submit completed project folder.	Submit the coursework in the appropriate format.	TIM
Analyze a problem and apply the appropriate linked list or queue algorithm	Successfully complete a series of homework and in-class assignments. Successfully test on comprehension of these concepts through quizzes and exams.	QR
Create more advanced classes in C++, using constructors, destructors and overloading.	Successfully complete labs on classes Successfully design. Write, and implement their own classes in programs. Successfully complete quizzes and exams.	CT, TIM, QR
Create object oriented programs using the Microsoft Foundation Classes (MFC).	Successfully complete programming exercises.	CT, QR

V. DISTRICT-WIDE POLICIES

Programs for Students with Disabilities
Edison College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. **REQUIREMENTS FOR THE STUDENTS:** List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

VII. **ATTENDANCE POLICY:** The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. **GRADING POLICY :** Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete" grades.)

IX. **REQUIRED COURSE MATERIALS:**

X. **RESERVED MATERIALS FOR THE COURSE:** Other special learning resources.

XI. **CLAST COMPETENCIES INVOLVED IN THE COURSE**

XII. **CLASS SCHEDULE:** This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES** which would be useful to the students in the class.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Christine Clemens**
DATE: **2/26/2010**

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
☒	**Change to course co-requisites**
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☒	**Other (specify)** Correction to documentation. Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes. This submission is to provide documentation only.

Course Name, including prefix and number:

EMS 2649 Paramedic Hospital Clinical

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from - to

Change in co-requisite from - to

Is there a Major Restriction?

yes (meaning only declared majors may take the course)

Course fee change from to
(Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Correction to documentation.

Changes are reflected on the current syllabus and in the catalogue, but are not reflected in curriculum committee notes.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT:

Effective immediately.

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

Endorsed by Jeff Ziomek, Faculty EMS/Fire 3/17/10

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

Endorsed by Craig Aberbach, Director Emergency Services 3/17/10

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

Endorsed by Kim Gresham, Assoc Dean, Law and Public Service Programs 3/17/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

EMS 2649 – PARAMEDIC HOSPITAL CLINICALS – AS – 4 CREDITS – 0 CLASS HOURS
(96 contact hours & hospital orientation)

In this course the paramedic student will rotate through various departments of the local hospitals performing paramedic skills under the direct supervision of the clinical instructor and/or assigned preceptor. The students will self schedule using the online scheduler and this schedule will be forwarded to the individual departments. Students are responsible for transportation to and from the clinical sites.

II. PREREQUISITE:

EMS 2655, EMS 2673, EMS 2673L each with a grade of "B" or better

CO-REQUISITES:

EMS 2656, EMS 2674, EMS 2674L

III. GENERAL COURSE INFORMATION:

Topics to be covered include:

- Assessment and Management of the Trauma Patient for All Age Groups
- Assessment and Management of the Medical Patient for All Age Groups
- Assessment and Management of the Psychiatric Patient for All Age Groups
- Assessment and Management of the OB/GYN Patient for All Age Groups
- Assessment and Management of the Neonatal/Pediatric Patient
- Assessment and Management of the Geriatric Patient
- Airway Management for All Age Groups
- Assessment and Management of the Respiratory/Cardiac Emergencies for All Age Groups
- Progression into the role of primary provider of patient care under the direct supervision of a paramedic preceptor

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Provide advanced patient care including venous access, medication administration, and fluid administration under the guidance of a preceptor.	Students will be on a 1:1 ratio with a preceptor *Students will be required to meet all outcomes with ALL of the following assessments.* Students will show competency by average or greater preceptor generated evaluations. Students will show competency by completing a patient care report form for all patients in which contact is made, with 85% accuracy.	COM, CT, TIM, GSR, QR All outcomes require the student to communicate with a patient, and crew. Students must critically think through all aspects of assessment, to treat a patient accurately. Paramedic students deal with persons from all demographics. Treatments often
Complete documentation that accurately represents the patient assessment and care in the hospital setting.		
Accurately enter data into an online student and patient tracking program.		
Demonstrate attitudes and behaviors reflective of a medical professional including a leadership role.		
Perform assessments of the labor and delivery patient. Under the guidance of a preceptor.		

	Students will show competency by entering patient and assessment data for all patient contacts into the online program and attaching a printout of the shift list and patient summary, with 85% accuracy. Students will show competency by evaluation by receiving a minimums of threes and 80% fours on all evaluations for professionalism and attitude. Per CoAEMSP accreditation.	include medication calculation.
Perform assessments of the MICU, MPCU, SICU, or telemetry patient. Under the guidance of a preceptor		
Perform assessments of the neo-natal patient Under the guidance of a preceptor		COM, CT, TIM, GSR, QR All outcomes require the student to communicate with a patient, and crew. Students must critically think through all aspects of assessment, to treat a patient accurately. Paramedic students deal with persons from all demographics. Treatments often include medication calculation.
Perform assessments of the cardiopulmonary patient Under the guidance of a preceptor		
Perform assessments of the neurological patient Under the guidance of a preceptor		
Perform assessments of the nursery patient Under the guidance of a preceptor		
Perform venipuncture Under the guidance of a preceptor		
Perform assessments of the psychiatric patient Under the guidance of a preceptor		

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626

Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Christine Clemens**
DATE: **2/26/2010**

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
	Change to course co-requisites
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☒	**Other (specify)** Correction to documentation. Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes. This submission is to provide documentation only.

Course Name, including prefix and number:

EMS 2655 Paramedic Internship II

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from: to:

Change in co-requisite from to

Is there a Major Restriction?

yes (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Correction to documentation.

Changes are reflected on the current syllabus and in the catalogue, but are not reflected in curriculum committee notes.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT:

Effective immediately.

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

Endorsed by Jeff Ziomek, Faculty EMS/Fire 3/17/10

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

Endorsed by Craig Aberbach, Director Emergency Services 3/17/10

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

Endorsed by Kim Gresham, Assoc Dean, Law and Public Service Programs

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum

Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

EMS 2655 – PARAMEDIC FIELD INTERNSHIP II – AS – 2 CREDIT HOURS – 0 CLASS HOURS (144 Contact Hours)

This course involves basic and advanced life support training experiences with an Advanced Life Support (ALS) provider and other related pre-hospital experiences. Provides the intermediate paramedic student the opportunity to master basic life support skills and therapeutic communications. Minimum 144 hours learning experience in a work environment required. Enrollment is restricted to students meeting prerequisites.

II. PREREQUISITES:

EMS 2654, EMS 2672, EMS 2672L each with a grade of "B" or better

CO-REQUISITES:

EMS 2673, EMS 2673L

III. GENERAL COURSE INFORMATION:

Topic Outline

- Assessment and Management of the Trauma Patient for All Age Groups
- Assessment and Management of the Medical Patient for All Age Groups
- Assessment and Management of the Psychiatric Patient for All Age Groups
- Assessment and Management of the OB/GYN Patient for All Age Groups
- Assessment and Management of the Neonatal/Pediatric Patient
- Assessment and Management of the Geriatric Patient
- Airway Management for All Age Groups
- Assessment and Management of the Respiratory/Cardiac Emergencies for All Age Groups

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Accurately complete documentation representing the patient assessment and care in the field.	Students will be on a 1:1 ratio with a preceptor *Students will be required to meet all outcomes with ALL of the following assessments.* Students will show competency by greater than average preceptor generated evaluations. Students will show competency by completing a patient care report form for all patients in which contact is made, with 80% accuracy.	COM,CT, TIM, GSR,QR All outcomes require the student to communicate with a patient, and crew. Students must critically think through all aspects of assessment, to treat a patient accurately. Paramedic students deal with persons from all demographics. Treatments often include medication calculations.
Accurately enter data into an online student and patient tracking program.		
Demonstrate attitudes and behaviors reflective of a medical professional. As demonstrated on the assessment reports		
Perform advanced patient care including venous access, medication administration, and fluid administration under the guidance of a preceptor.		
Perform advanced medical patient assessment.		
Perform advanced trauma assessment.		

Perform advanced airway management.	Students will show competency by entering patient and assessment data for all patient contacts into the online program and attaching a printout of the shift list and patient summary, with 80% accuracy.	
Manage cardiac patients, including defibrillation, pacing, cardioversion and rhythm interpretation.		

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

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Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Christine Clemens**
DATE: **2/26/2010**

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
	Change to course co-requisites
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☒	**Other (specify)** Correction to documentation. Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes. This submission is to provide documentation only.

Course Name, including prefix and number: EMS 2673 Paramedic III

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from – to:

Change in co-requisite from - to:

Is there a Major Restriction?

yes (meaning only declared majors may take the course)

Course fee change from to
(Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Correction to documentation.

Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT:

Effective immediately.

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

Endorsed by Jeff Ziomek, Faculty EMS/Fire 3/17/10

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

Endorsed by Craig Aberbach, Director Emergency Services 3/17/10

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

Endorsed by Kim Gresham, Assoc Dean, Law and Public Service Programs 3/17/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

EMS 2673 – PARAMEDIC III – AS – 8 CREDIT HOURS – 128 LECTURE HOURS

This course will discuss the anatomy, physiology, and pathophysiology of the cardiovascular system; identification of dysrhythmia and 12-Lead interpretation. Assessment and management of the patient with suspected cardiovascular emergencies. This course presents a discussion of the anatomy and physiology of the nervous, integumentary and musculo-skeletal systems. Assessment, Pathophysiology and management of patients presenting with diseases and trauma to these systems, as well as identification and management of medical emergencies.

II. PREREQUISITES:

EMS 2654, EMS 2672, EMS 2672L, each with a grade of "B" or better

CO-REQUISITES:

EMS 2673L, EMS 2655

III. GENERAL COURSE INFORMATION:

Topic Outline

- Anatomy of Heart and Peripheral Circulatory System, Physiology of the Heart, Electrophysiology
- Dysrhythmic Recognition, Introduction to EKG Monitoring, Rhythm Strip Analysis
- Dysrhythmia Originating in the SA Node
- Dysrhythmia Originating in the Atria
- Dysrhythmia Originating in the AV Junction
- Dysrhythmia Originating in the Ventricles
- Dysrhythmia That Are Disorders in Conduction
- Assessment of the Cardiac Patient
- Pathophysiology of Atherosclerosis and Specific Conditions Resulting From Atherosclerotic Heart Disease

- Peripheral Vascular Emergencies and Other Cardiovascular Related Conditions
- 12 Lead Interpretation
- Techniques of Management, Pharmacologic Intervention
- Introduction to Trauma Kinetics, Initial Survey Resuscitation, Focused Survey and Management, Monitoring and Transporting the Trauma Patient
- Body Cavity Trauma, Head/Neck/Spine, Musculo-Skeletal, Shock Trauma Resuscitation
- Advanced Burn Management
- Endocrine Emergencies
- Central Nervous System Disorders
- Acute Abdomen
- Anaphylaxis
- Infectious Diseases Exposure/Management
- Toxicology, Alcoholism, and Drug Abuse Ambulance Ops
- MCI
- Terrorism, WMD
- HazMat, crime scene

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY

Identify the anatomy of the major structures and conduction system of the heart and circulatory system.	Students will show competency by completion of multiple choice, diagramming, and essay examination.	
Describe the mechanical and electrical physiology of the heart.		
Relate cardiac electrophysiology to the complexes displayed on the cardiac rhythm strip.		
Successfully interpret the cardiac rhythm strip using three lead monitor.	Students will show competency by identifying various rhythm strips and describing the pathophysiology behind each rhythm strip. With 80% accuracy	
Identify specific dysrhythmias originating in the SA node, atria, AV junction, ventricles and disorders of conduction.		COM,CT,TIM,QR
Explain the assessment and typical findings of the cardiac patient.	Students will show competency by completion of multiple choice, diagramming, and essay examination and completion of a final cumulative exam.	
Describe the pathophysiology and specific conditions resulting from atherosclerosis		
Describe specific conditions resulting from peripheral vascular disease		
Explain proper pharmacological therapy for cardiac patients based on patient presentation.		
Explain the concept of “mechanism of injury” and apply the physics necessary to predict possible injuries in the trauma patient.		
Identify in order the components of the initial assessment.		
Identify in order the components of the focused examination as it pertains to the trauma patient.		
Describe methods of patient monitoring and patient transport		
Describe signs and symptoms of body cavity, head, neck, spinal, musculoskeletal, shock trauma		

Identify severity of burn injuries and advanced techniques of treatment including fluid resuscitation, pharmacological therapy, and advanced airway management.	[Students will perform these outcomes in the lab setting.]	COM, CT, TIM, QR
Describe the pathophysiology behind various endocrine disorders including diabetes and thyroid disorders		
Describe the signs and symptoms of patients with hypoglycemia, hyperglycemia, hyperosmolor hyperglycemic nonketotic coma, and thyrotoxicosis then prescribe appropriate pre-hospital care.		
Identify the anatomy of the nervous system including its method of oxygen supply.		
Identify common signs and symptoms of neurological insult that should be noted in the neurological exam.		
Explain the components of and apply the Cincinnati and Los Angeles Pre-hospital Stroke Scales.		
Explain the difference between an occlusive and hemorrhagic stroke based on patient presentation.		
Explain the correct treatment modalities and the EMS role in the treatment of the stroke patient.		
Describe the pathophysiology of the seizure and indicate the management of the various types of seizures.		
Explain common illnesses and signs and symptoms associated with the abdomen and apply the appropriate pre-hospital care for each.		
Describe the effects of anaphylaxis on the respiratory, cardiovascular, gastrointestinal, nervous, and cutaneous systems.	Students will show competency by completion of multiple choice, diagramming, and essay examination and completion of a final	COM, CT, TIM, QR
Explain patient assessment findings and the treatment of the anaphylaxis patient.		
Explain the general principles of for assessment and management of the patient who ingested, absorbed, inhaled, or injected a poisonous substance.		

Describe specific signs, symptoms, and treatment modalities for cyanide, ammonia, hydrocarbon, marine animal, organophosphate, or carbonate poisoning.	cumulative exam.	
Explain the general principles of management of a drug overdose.		
Describe specific sign, symptoms, and treatment modalities for commonly abused drugs.	[Students will perform these outcomes in the lab setting.]	
Describe procedures and terms associated with MCI, Terrorism, WMD, HazMat, and crime scene		

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

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Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Christine Clemens**
DATE: **2/26/2010**

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
	Change to course co-requisites
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☒	**Other (specify)** Correction to documentation. Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes. This submission is to provide documentation only.

Course Name, including prefix and number: EMS 2674 Paramedic IV

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from – to:

Change in co-requisite from – to:

Is there a Major Restriction?

yes (meaning only declared majors may take the course)

Course fee change from to
(Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Correction to documentation.

Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT:

Effective immediately.

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

Endorsed by Jeff Ziomek, Faculty EMS/Fire 3/17/10

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

Endorsed by Craig Aberbach, Director Emergency Services 3/17/10

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

Endorsed by Kim Gresham, Assoc Dean, Law and Public Service Programs 3/17/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum

Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

EMS 2674 – PARAMEDIC IV – AS – 3 CREDITS – 48 HOURS

This course presents information on the reproductive system, patient assessment and management of the obstetrical and gynecological emergencies, handling of patients with special challenges, acute interventions for chronic care patient, the management of abuse and assault patients. Upon completion, students receive a certificate of course completion and are eligible to take the Florida State Paramedic Certification Examination.

II. PREREQUISITES:

EMS 2655, EMS 2673, EMS 2673L each with a grade of "B" or better

CO-REQUISITES:

EMS 2649, EMS 2674L, EMS 2656

III. GENERAL COURSE INFORMATION:

Topics to be covered include:

- Environmental Emergencies
- Hazardous Material Response
- OB/GYN, Neonatal, and Pediatric care
- Geriatrics Gerontology
- Death and Dying
- Putting it all together, Final comprehensive review

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Distinguish the physiology, risk factors, pathophysiology, assessment findings, and management of specific hyperthermic and hypothermic conditions.	Students will show competency by group activities, completion of multiple choice assessments and a final cumulative assessment, with 80% or above	
Distinguish the physiology, risk factors, pathophysiology, assessment findings, and management of drowning and near drowning, and diving emergencies.		
Classify specific hazardous materials terminology and relate that terminology to hazardous materials incidents, response and legislation.		COM,CT, GSR, QR
Identify the correct order and precautions associated with decontamination.	[Students will perform these outcomes in the lab setting.]	All outcomes require the student to communicate with a patient, and crew. Students must critically think through all aspects of assessment, to treat a patient accurately. Paramedic students deal with persons from all
Identify anatomical structures specific to females and the function of each structure as it relates to pregnancy.		
Describe in order the normal fetal changes that occur during pregnancy.		
Describe the assessment and care of the normal, eclampsic, and pre-eclampsic		

patient.		demographics. Treatments often include medication administration which must be calculated.
Explain the assistance of the delivery of a newborn.		
Explain the care of delivery emergencies, pre and post-partum emergencies.		COM,CT, GSR, QR All outcomes require the student to communicate with a patient, and crew. Students must critically think through all aspects of assessment, to treat a patient accurately. Paramedic students deal with persons from all demographics. Treatments often include medication administration which must be calculated.
Identify features and causes of a behavioral emergency.		
Analyze between key symptoms of and management techniques for selected behavioral emergencies.		
Identify care and precautions for the suicidal patient including patient restraint.		
Identify and describe treatment modalities for illnesses common to newborns and pediatric patients.		
Identify the pathophysiology of the seizure and indicate the management of the various types of seizures.		
Identify characteristics, illnesses and pathophysiology common to the aging process with emphasis on assessment and care for the geriatric patient.	Students will show competency by group activities, completion of multiple choice assessments and a final cumulative assessment, with 80% or above [Students will perform these outcomes in the lab setting.]	
Identify the normal grieving process as pertaining to death and dying including provision of emotional care the grieving patient/bystander.		

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
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Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format.)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class.)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Christine Clemens**
DATE: **2/26/2010**

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
	Change to course co-requisites
	Change to course prerequisites
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☒	**Change to course credits**
☒	**Other (specify)** Correction to documentation. Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes. This submission is to provide documentation only.

Course Name, including prefix and number: EMS 2674L Paramedic IV Lab

Class credits: from: 1 credit hour to 2 credit hours

Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes.

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from to

Change in co-requisite from to

Is there a Major Restriction?

yes (meaning only declared majors may take the course)

Course fee change from to
(Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Correction to documentation.

Changes are correct on the current common course syllabus posted in the document manager and in the college catalogue, but are not reflected in curriculum committee notes.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT:

Effective immediately.

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

Endorsed by Jeff Ziomek, Faculty EMS/Fire 3/17/10

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

Endorsed by Craig Aberbach, Director Emergency Services 3/17/10

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

Endorsed by Kim Gresham, Assoc Dean, Law and Public Service Programs 3/17/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE
Division of Professional and Technical Studies

COMMON COURSE SYLLABUS

Professor: **Office Location:**

E-mail: **Phone Number:**

Office Hours: **Semester:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS

EMS 2674L Paramedic IV Lab - AS **2 Credits Hours**
(28 Laboratory Hours)
This course presents information on the reproductive system, patient assessment and management of the obstetrical and gynecological emergencies, handling of patients with special challenges, acute interventions for chronic care patient, the management of abuse and assault patients. Upon completion, students receive ACLS completion card, a certificate of course completion and are eligible to take the Florida State Paramedic Certification Examination.

II. PREREQUISITES:

EMS 2655, EMS 2673, EMS 2673L, each with a grade of "B" or better

CO-REQUISITES:

EMS 2649, EMS 2656, EMS2674

III. GENERAL COURSE INFORMATION:

Topics to be covered include:

- Environmental Emergencies
- Hazardous Material Response
- OB/GYN, Neonatal, and Pediatric care
- Geriatrics Gerontology
- Death and Dying
- Employability
- Putting it all together, Final comprehensive review

IV. LEARNING OUTCOMES AND ASSESSMENT:

Communication (COM)*:* To communicate (read, write, speak, listen) effectively using standard English and apply effective techniques to create working relationships with others to achieve common goals.

Critical Thinking (CT)*:* To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM)*:* To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR*):* To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society

Scientific and Quantitative Reasoning (QR*):* To identify and apply mathematical and scientific principles and methods.

Learning Outcomes	**Assessments**	**General Education Competency**
Demonstrate skills required in the treatment of the patient exposed to the environment.	Students will show mastery of all skills by weekly testing of the previous week's skills. A checklist must be completed prior to the end of class, without critical failure	COM, CT, TIM, GSR, QR All outcomes require the student to communicate with a patient, and crew. Students must critically think through all aspects of assessment, to treat a patient accurately. Paramedic students deal with persons from all demographics. Treatments often include medication
Demonstrate skill required to assist in the delivery of newborn without complications.		
Demonstrate the skills required to assist in the delivery of a newborn during an abnormal or emergent delivery situation.		
Demonstrate the treatment of the neonatal patient for both normal and emergency situations.		
Identify features and causes of a behavioral emergency.		
Differentiate between key symptoms and management techniques for selected behavioral emergencies and demonstrate the treatment of each.		
Demonstrate the correct documentation of patient scenarios performed in the lab.	Students will show competency by completion of patient care reports for each scenario with 95% accuracy	
Demonstrate a thorough understanding of all pharmacological agents used in the pre-hospital environment.	Students will show competency by completion of pharmacology exams, with 80% accuracy	
Students will demonstrate skills necessary to treat a critically ill patient in the pre-hospital environment, with 95% accuracy	Students will show competency by completion of a weighted final practical examination encompassing all major skills in management of standardized patients, with no critical failures.	

V. DISTRICT-WIDE POLICIES

Programs for Students with Disabilities
Edison College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS: List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY: The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY : Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete" grades.)

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE: Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THE COURSE

XII. CLASS SCHEDULE: This section includes assignments for each class meeting

or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES** which would be useful to the students in the class.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Public Safety Administration**
PRESENTER: **Kim Gresham**
DATE: **March 19, 2010**

Is the course being offered first as an experimental course? ☐ **yes** ☒ **no**

Course Name, including prefix and number: PAD 4034 Public Policy

Verified with VPAA office? ☐ **yes** ☐ **no**

Class credits: 3.0 **Lab credits:** **Combined lab & class credits:**

Chose one: ☒ **Degree core requirement** ☐ **Elective** ☐ **General education**

Repeatable for duplicate credit? (i.e., applied music courses) ☐ **yes** ☒ **no**

Prerequisites: ENC 1101, ENC 1102, and three credit hours of college level mathematics

Classification: ☐ **AA** ☐ **PSV** ☐ **PSAV** ☒ **BAS** ☐ **BS**

ICS Code: 11821 **Banner Major Code:** PSAD

Major Restriction? ☒ **yes** ☐ **no** **(meaning only declared majors may take the course)**

Indicate all modalities in which the course may be taught: ☒ **Class Lecture** ☐ **Clinical**
☐ **Laboratory** ☐ **Lecture/Lab Combined** ☐ **Accelerated** ☐ **Internship**
☐ **Practicum** ☒ **WebCT Internet** ☐ **WebCT Class Lecture** ☐ **WebCT Laboratory**
☒ **WebCt Blended Learning** ☐ **WebCT Lecture/Lab Combined**

Course fee amount, if any: not applicable **(Attach course fee worksheet)**

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

This modification to the Bachelor of Applied Science Public Safety Administration degree will complete the changes in the curriculum that began under the 2009-10 catalog.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____

Signature of Vice President of Academic and Student Affairs (if required)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT:

Approved by BAS PSA faculty and endorsed by

Kim Gresham, Dept Chair and Associate Dean, 3/19/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic an Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of
Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

PAD 4034 Public Policy –BAS 3 credit hours

II. PREREQUISITES FOR THE COURSE:

Students must complete the following courses with a grade of "C" or better: ENC 1101, ENC 1102, and three semester credit hours of college level mathematics.

III. GENERAL COURSE INFORMATION:

This course is designed to provide students with a broad perspective of the public policy process. Students will learn how public policies are initiated, researched, developed, implemented and analyzed. Basic policy implementation will be explored, including the planning, analyzing and resolution of issues at the local, state and federal level.

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Describe how public policies are developed, approved, implemented and evaluated.	Case study analysis, research paper	COM, CT, TIM, GSR, QR
Explore the influence of public opinion in the development and implementation of public policy.		
Understand the motivations of the various decision makers in the public policy process.		
Apply fundamental analytical tools that will be able to provide policy related information and options to decision makers.		
Evaluate and monitor the effectiveness of current public policy		
Apply the various policy models to assist in determining the general causes and consequences of public policies.	Examinations, case study analysis, research paper	COM, CT, GSR, QR

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES
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Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:
List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Public Safety Administration**
PRESENTER: **Kim Gresham**
DATE: **March 19, 2010**

Is the course being offered first as an experimental course? ☐ **yes** ☒ **no**

Course Name, including prefix and number:
PAD 4414 Human Resources in Public Service

Verified with VPAA office? ☐ **yes** ☐ **no**

Class credits: 3.0 **Lab credits:** **Combined lab & class credits:**

Chose one: ☒ **Degree core requirement** ☐ **Elective** ☐ **General education**

Repeatable for duplicate credit? (i.e., applied music courses) ☐ **yes** ☒ **no**

Prerequisites: ENC 1101, ENC 1102, and three credit hours of college level mathematics

Classification: ☐ **AA** ☐ **PSV** ☐ **PSAV** ☒ **BAS** ☐ **BS**

ICS Code: 11821 **Banner Major Code:** PSAD

Major Restriction? ☒ **yes** ☐ **no** **(meaning only declared majors may take the course)**

Indicate all modalities in which the course may be taught: ☒ **Class Lecture** ☐ **Clinical**
☐ **Laboratory** ☐ **Lecture/Lab Combined** ☐ **Accelerated** ☐ **Internship**
☐ **Practicum** ☒ **WebCT Internet** ☐ **WebCT Class Lecture** ☐ **WebCT Laboratory**
☒ **WebCt Blended Learning** ☐ **WebCT Lecture/Lab Combined**

Course fee amount, if any: not applicable **(Attach course fee worksheet)**

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

This modification to the Bachelor of Applied Science Public Safety Administration degree will complete the changes in the curriculum that began under the 2009-10 catalog.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010

(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____
Signature of Vice President of Academic and Student Affairs (if required)

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT:

Approved by BAS PSA faculty and endorsed by

Kim Gresham, Dept Chair and Associate Dean, 3/19/10

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

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EDISON STATE COLLEGE

Division of
Professional and Technical Studies

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

PAD 4414 Human Resources in Public Service-BAS 3 credit hours

II. PREREQUISITES FOR THE COURSE:

Students must complete the following courses with a grade of "C" or better: ENC 1101, ENC 1102, and three semester credit hours of college level mathematics.

III. GENERAL COURSE INFORMATION:

This course is an introduction to the history of government employment and the structure and role of the American Civil Service. It explores the role of personnel policies and the rights and responsibilities of public servants and their effect on public service on American society.

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:

At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Understand the changing environment, key principles, and operating characteristics of public human resource management (HRM).	Examinations, written case study analysis, and course research paper	COM, CT, GSR
Explain the sources and structure of human resource management law.		
Recognize that a compensation system is the result of law and policy, labor markets, job evaluation, and personal contribution.		
Identify the framework of law in public HRM.		
Review the differences in orientation, perspective, and behavior between unions and management.		
Recognize current practices and trends in public HRM		
Distinguish key paradoxes and challenges in recruitment, including the civil service staffing process and diversity enhancement.		

V. DISTRICT-WIDE POLICIES

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the college's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

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Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(In correct bibliographic format)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

(Which would be useful to the students in the class)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☒	**Change to course description**
☐	**Change to course co-requisites**
☐	**Change to course prerequisites**
☒	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☒	**Other (specify)** This course has been completely revamped with the addition of topics such as evolution and ecology. The changes in the description, topic outline, and learning outcomes can be seen by comparing the old and new syllabus (see attached). Please note that the new syllabus has not been submitted yet to Dr. Linck's committee; as such, we respectfully ask your committee to consider only the changes in the description and topic outline.

Course Name, including prefix and number: **BSC 1005: Introduction to Biological Sciences**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from to

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

The current description in the Catalog for this course reads as follows:

This survey course provides a foundation for BSC1010, BSC1093C and MCB 2010C. Topics included are chemistry for biological sciences, biology of the cell and heredity. This course will include lecture/discussion and group activities. This course is not a pre-requisite for BSC1010 but it is recommended for those who have had no prior experience with biological sciences course work. This course fulfills three hours of the General Education science requirement but does not have an associated lab.

The proposed new description is as follows:

This is a survey course for biological science. Topics included are chemistry for biological sciences, biology of the cell, heredity, evolution, phylogenic classification, and ecology. It emphasizes major concepts, processes, and phylogenic relationships. This course fulfills three hours of the General Education science requirement but does not have an associated lab.

BSC1005 and BSC1010 are too similar and there is a need for a truly introductory biology course which covers concepts in both BSC1010 and BSC1011. The new topic outline better matches state guidelines.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: ___Summer 2010___
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The science faculty strongly endorse this change. They have already selected an appropriate text and developed appropriate assessment tools.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ DATE: _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1005 – INTRODUCTION TO BIOLOGICAL SCIENCES – AA – 3 CREDIT HOURS

This is a survey course for biological science. Topics included are chemistry for biological sciences, biology of the cell, heredity, evolution, phylogenic classification, and ecology. It emphasizes major concepts, processes, and phylogenic relationships. This course fulfills three hours of the General Education science requirement but does not have an associated lab.

II. PREREQUISITES FOR THE COURSE:

None.

III. GENERAL COURSE INFORMATION: Topic outline:

- Science as a process
- The chemical basis of life
- The molecules of cells
- A tour of the cell
- How cells harvest chemical energy
- Photosynthesis
- Cell reproduction
- Mendelian genetics
- Concepts of evolution
- Evolution of populations
- Advances in DNA technology
- Phylogenic classification of organisms
- Ecosystems and communities
- Population ecology
- Conservation ecology

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Analyze basic atomic structure and function and discuss its role in chemical bonding.	Successfully complete one or more of the following: exams; quizzes; debates; case studies; writing assignments; oral, written, or electronic presentations; discussion forums; collaborative problem solving exercises; or data interpretation and analysis exercises.	
Recognize the roles pH, temperature, and enzyme catalyzed reactions, and discuss their importance to metabolism.	Successfully complete one or more of the following: exams; quizzes; collaborative problem solving exercises; or data interpretation and analysis exercises.	
Justify how the physical and chemical properties of water are important to life.	Successfully complete one or more of the following: exams; quizzes; debates; oral, written, or electronic presentations; or discussion.	
Compare the structure of prokaryotic and eukaryotic cells and discuss how structure relates to cell function.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; discussion forums; or data interpretation and analysis exercises.	

Identify and analyze ways through which plant and animal cells obtain energy needed for metabolism and carbon needed for synthesis of molecules.		
Analyze the stages and purpose of mitosis and meiosis.		
Apply basic Mendelian genetics to solve genetic problems.	Successfully complete one or more of the following: exams; quizzes; discussion forums; or collaborative problem solving exercises.	QR, CT
Identify and discuss the evolutionary process of life.	Successfully complete one or more of the following: exams; quizzes; debates; oral, written, or electronic presentations; discussion forums; or data interpretation and analysis exercises.	
Analyze and evaluate the applications and importance of advancements in genetic technology.	Successfully complete one or more of the following: exams; quizzes; debates; case studies; writing assignments; oral, written, or electronic presentations; discussion forums; collaborative problem solving exercises; or data interpretation and analysis exercises.	GSR, COM
Explore the phylogenic relationships within major taxons of organisms.	Successfully complete one or more of the following: exams; quizzes; oral, written, or electronic presentations; discussion forums.	
Identify the relationships and adaptations of major taxons to their environment.		
Evaluate the various types of relationships and processes within communities and ecosystems.	Successfully complete one or more of the following: exams; quizzes; oral, written, or electronic presentations; discussion forums; collaborative problem solving exercises; or data interpretation and analysis exercises.	

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

Edison State College, in accordance with the Americans with Disabilities Act and the College's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

Lee Campus	Taeni Hall S-116A	(239) 489-9427
Charlotte Campus	Student Services SS-101	(941) 637-5626
Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:
List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:
The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:
Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:
(in correct bibliographic format)

X. RESERVED MATERIALS FOR THE COURSE:
Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE:

XII. CLASS SCHEDULE:
This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:
(which would be useful to the students in the class.)

EDISON STATE COLLEGE
Division of Arts and Sciences

COMMON COURSE SYLLABUS

Professor: **Office Location:**

E-mail: **Phone Number:**

Office Hours: **Semester:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1005: Introduction to Biological Sciences – AA **3 Credits**

This survey course provides a foundation for BSC1010, BSC1093C and MCB 2010C. Topics included are chemistry for biological sciences, biology of the cell and heredity. This course will include lecture/discussion and group activities. This course is not a pre-requisite for BSC1010 but it is recommended for those who have had no prior experience with biological sciences course work. This course fulfills three hours of the General Education science requirement but does not have an associated lab.

II. PREREQUISITES FOR THE COURSE: None

III. GENERAL COURSE INFORMATION: Topic Outline:

- Science as a process
- The chemical basis of life
- The molecules of cells
- A tour of the cell
- The working cell
- How cells harvest chemical energy
- Photosynthesis
- Ecosystem food webs
- The cellular basis of reproduction and inheritance
- Patterns of inheritance
- Evolution of populations and behavior
- Molecular biology of the gene
- The control of gene expression
- DNA technology and the human genome

IV. LEARNING OUTCOMES AND ASSESSMENT:

General Education Competencies:
General education courses must meet at least four of the following outcomes. All other courses will meet one or more of these outcomes.

At the conclusion of this course, students will be able to demonstrate the

following competencies:

Communication (COM): To communicate (read, write, speak, listen) effectively using standard English and apply effective techniques to create working relationships with others to achieve common goals.

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

Additional Course Competencies:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

Learning Outcomes	Assessments	Gen. Ed. Competencies
Analyze basic atomic structure and function and discuss its role in chemical bonding.	Successfully complete one or more of the following: exams; quizzes; debates; case studies; writing assignments; oral, written, or electronic presentations; discussion forums; collaborative problem solving exercises; or data interpretation and analysis exercises.	QR, CT, COM
Identify chemical reactions and be able to write a simple chemical equation showing chemical equilibrium.	Successfully complete one or more of the following: exams; quizzes; collaborative problem solving exercises; or data interpretation and analysis exercises.	QR, CT, COM
Justify how the physical and chemical properties of water are important to life.	Successfully complete one or more of the following: exams; quizzes; debates; oral, written, or electronic presentations; or discussion.	QR, CT, TIM
Describe the pH scale, its relationship to living systems, and its practical and scientific uses in our lives.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; discussion forums; collaborative problem solving exercises; or data interpretation and analysis exercises.	QR, CT, TIM, COM
Analyze the importance of enzyme catalyzed chemical reactions and discuss their importance to the	Successfully complete one or more of the following: exams; quizzes; debates; case studies; writing assignments; oral, written, or electronic presentations; discussion forums;	QR, CT, COM

metabolism of living organisms.	collaborative problem solving exercises; or data interpretation and analysis exercises.	
Compare the structure of prokaryotic and eukaryotic cells and discuss how structure relates to cell function.		QR, CT, TIM, COM
Compare and contrast plant and animal cells as to structure and function.		QR, TIM, CT
Identify and analyze ways through which plant and animal cells obtain energy needed for metabolism and carbon needed for synthesis of molecules.		QR, CT
Analyze and appraise the stages and purpose of mitosis and meiosis.		QR, CT, COM
Apply basic Mendelian genetics to solve genetic problems.	Successfully complete one or more of the following: exams; quizzes; discussion forums; or collaborative problem solving exercises.	QR, CT
Describe the structure and function of chromosomes.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; or discussion forums.	COM, CT
Analyze the steps of protein synthesis.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; discussion forums; or data interpretation and analysis exercises.	QR, CT, COM
Discuss how mutations affect protein synthesis and cell function.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; or discussion forums.	QR, CT, COM
Analyze and evaluate the applications and importance of genetic engineering.	Successfully complete one or more of the following: exams; quizzes; debates; case studies; writing assignments; oral, written, or electronic presentations; discussion forums; collaborative problem solving exercises; or data interpretation and analysis exercises.	GSR, COM, QR, CT

V. DISTRICT-WIDE POLICIES:

Programs for Students with Disabilities

Edison State College, in accordance with the Americans with Disabilities Act and the College's guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic

performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus.

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Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. **REQUIREMENTS FOR THE STUDENTS:** List specific course assessments, such as class participation, tests, homework assignments, make-up procedures, etc.

VII. **ATTENDANCE POLICY:** The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. **GRADING POLICY:** Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete" grades.)

IX. **REQUIRED COURSE MATERIALS:**

X. **RESERVED MATERIALS FOR THE COURSE:** Other special learning resources.

XI. **CLAST COMPETENCIES INVOLVED IN THE COURSE:**

XII. **CLASS SCHEDULE:** This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:** which would be useful to the students in the class.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☒	**Change to course description**
☐	**Change to course co-requisites**
☐	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **BSC 1010L: Biological Science I Laboratory**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from to

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

The current description in the Catalog for this course reads as follows:

> This laboratory, which accompanies BSC 1010, emphasizes the development of scientific reasoning, formulation of problem statements, and development of investigational techniques and data collection skills used to evaluate scientific hypotheses. Investigations using computer-based simulations and hands-on exercises, instrumental techniques common to studies of cell biology, are employed to study topics introduced in BSC 1010.

The proposed new description is a bit clearer and reads as follows:

> This laboratory, which accompanies BSC 1010, emphasizes the development of scientific reasoning, formulation of problem statements, and development of investigational techniques and data collection skills used to evaluate scientific hypotheses. Hands-on exercises and instrumental techniques common to studies of cell biology are employed to study topics introduced in BSC 1010.

In the new description we deleted "investigations using computer-based simulations" because it has proved difficult to guarantee that all lab sections had access to the necessary technology for computer-based simulations. The change, however, does not exclude the use of technology when available.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _____Fall 2010_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The science faculty strongly endorse this change.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1010L – BIOLOGICAL SCIENCE I LABORATORY – AA – 1 CREDIT HOUR

This laboratory, which accompanies BSC 1010, emphasizes the development of scientific reasoning, formulation of problem statements, and development of investigational techniques and data collection skills used to evaluate scientific hypotheses. Hands-on exercises and instrumental techniques common to studies of cell biology are employed to study topics introduced in BSC 1010.

II. PREREQUISITES FOR THE COURSE:

Minimum score of {(SAT-R 440 quantitative and 440 verbal) or (ACT-E 19 math, 18 reading and 17 English) or (FCELPT 72 math, 83 reading and 83 sentence skills)} and {BSC1005 or high school biology} with a grade of "C" or better

Co-requisite: BSC 1010
Recommended: CHM 2032 or higher

III. GENERAL COURSE INFORMATION: Topic outline:

- Components of the scientific method
- Designing experiments
- Data management skills
- How to keep a laboratory notebook
- How to write a scientific paper
- How to give an oral scientific report
- How to design a scientific presentation
- Computer-based data management or presentation
- Conducting assigned experiments

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Demonstrate an understanding of science as a way of knowing and inquiry.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; computer simulation exercises; collaborative problem solving exercises; data interpretation and analysis exercises; or a well-organized lab notebook.	
Apply the elements of the scientific method to answer a scientific problem.		
Analyze and graph scientific data, using computer-based data management and presentation programs.	Successfully complete one or more of the following: exams; quizzes; oral, written, or electronic presentations; computer simulation exercises; collaborative problem solving exercises; or data interpretation and analysis exercises.	QR, COM, TIM, CT
Properly use scientific procedures in assigned experiments and equipment, including but not limited to microscopes, spectrophotometers, analytical balances, chromatography, and volumetric pipette delivery systems.	Successfully complete one or more of the following: exams; quizzes; oral, written, or electronic presentations; computer simulation exercises; data interpretation and analysis exercises; or a well-organized lab notebook.	

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☒	**Change to course description**
☐	**Change to course co-requisites**
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **BSC 1011L: Biological Science II Laboratory**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from **BSC 1010 with a grade of "C" or better**

to **{BSC 1010 and BSC 1010L} with a grade of "C" or better**

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Prerequisites:
This is not really an addition to the prerequisites because BSC 1010L is a co-requisite of BSC 1010. As such, this change is made just for clarity.

Description:
The current description in the Catalog for this course reads as follows:

> Investigations using computer-based simulations and hands-on exercises employing instrumental and field study techniques common to organism level biological studies are introduced to study topics in BSC 1011. Laboratory activities include outdoor activities on and off campus.

The new description is a bit clearer and reads as follows:

> Hands-on exercises employing instrumental and field study techniques common to organism-level biological studies are introduced to examine topics in BSC 1011. Laboratory exercises may include activities both on and off campus.

In the new description we deleted "investigations using computer-based simulations" because it has proved difficult to guarantee that all lab sections had access to the necessary technology for computer-based simulations. The change, however, does not exclude the use of technology when available and the use of corresponding exercises.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _____Fall 2010_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The science faculty support this change.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1011L – BIOLOGICAL SCIENCE II LABORATORY – AA – 1 CREDIT HOUR

Hands-on exercises employing instrumental and field study techniques common to organism-level biological studies are introduced to examine topics in BSC 1011. Laboratory exercises may include activities both on and off campus.

II. PREREQUISITES FOR THE COURSE:

{BSC 1010 and BSC 1010L} with a grade of "C" or better

Co-requisite: BSC 1011

III. GENERAL COURSE INFORMATION: Topic outline:

- Mechanisms of evolution
- Population genetics
- Hardy-Weinberg equilibrium
- Classification and taxonomy
- Plant and animal diversity
- Biodiversity
- Terrestrial ecology
- Population ecology
- Community structure
- Conservation ecology

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Appraise population genetics and its role in producing genetic diversity.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; computer simulation exercises; group experiments; or oral, written or electronic presentations; or data interpretation and analysis exercises.	QR
Analyze and evaluate the role of species diversity (biodiversity) on Earth and its adaptive significance.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; computer simulation exercises; group experiments; or oral, written or electronic presentations.	
Analyze the evidence for evolution.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; group experiments; oral, written or electronic presentations; collaborative problem solving exercises; discussion forums; or data interpretation and analysis exercises.	
Compare and contrast the interrelated biotic and abiotic components of complex ecosystems.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written or electronic presentations; collaborative problem solving exercises; discussion forums; or data interpretation and analysis exercises.	
Show how altering one environmental factor may have far reaching effects on other	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; computer simulation exercises; group experiments; oral, written or electronic presentations; collaborative	

components of the ecosystem.	problem solving exercises; discussion forums; or data interpretation and analysis exercises.	
Analyze the different strategies employed by plants and animals in regulating their metabolism.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; computer simulation exercises; group experiments; oral, written or electronic presentations; discussion forums; or data interpretation and analysis exercises.	
Analyze scientific issues and propose solutions to scientific problems using concepts covered in this class.	Successfully complete one or more of the following: exams; quizzes; computer simulation exercises; group experiments; oral, written or electronic presentations; collaborative problem solving exercises; or data interpretation and analysis exercises.	CT, TIM, COM
Formulate common approaches in solving problems through group work.	Successfully complete one or more of the following: debates; group experiments; oral, written or electronic presentations; or collaborative problem solving exercises.	

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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Collier Campus	Admin. Bldg. A-116	(239) 732-3918
Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THE COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
☐	**Change to course co-requisites**
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **BSC 1011: Biological Science II**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from **BSC 1010 with a grade of "C" or better**

to **{BSC 1010 and BSC 1010L} with a grade of "C" or better**

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

This is not really an addition to the prerequisites because BSC 1010L is a co-requisite of BSC 1010. As such, this change is made just for clarity.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _____Fall 2010_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The science faculty support this change.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1011 – BIOLOGICAL SCIENCE II – AA – 3 CREDIT HOURS

This course builds on the cell biology presented in BSC1010 and examines the mechanisms of genetic change in populations, the adaptation of living things to their environment, the concept of niche and the processes leading to biodiversity, population growth and regulation, energy flow and biogeochemical cycling in the biosphere, and interactions of creatures with the living and non-living components of their ecosystems.

II. PREREQUISITES FOR THE COURSE:

{BSC 1010 and BSC 1010L} with a grade of "C" or better

Co-requisite: BSC 1011L

III. GENERAL COURSE INFORMATION: Topic outline:

- The history of evolutionary theory and the scientific evidence supporting the theory of evolution
- The processes involved in micro- and macro-evolutions including gradualism and punctuated evolution
- The classification of organisms and its evolutionary significance
- The geographical distribution of organisms, the regional diversity of organisms and their evolutionary significance
- Adaptations of organisms in aquatic and terrestrial environments
- Behavior of living organisms
- Ecology of populations and communities
- Ecosystems and biomes

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Describe and appraise the historical development of evolutionary theory.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; debates; case studies; or oral, written, or electronic presentations.	
Appraise the role of the evolutionary theory in uniting the various disciplines of biology into a unified system of knowledge.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; debates; or oral, written, or electronic presentations.	TIM, COM
Analyze and appraise the fossil, biogeographic, and genetic evidence that supports the theory of evolution.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; debates; oral, written, or electronic presentations; or data interpretation and analysis exercises.	
Analyze evolutionary models.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; debates; or oral, written, or electronic presentations.	QR, CT

Explain allopatric and sympatric modes of speciation.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; oral, written, or electronic presentations; or data interpretation and analysis exercises.	
Analyze and appraise the nutritional and metabolic diversity, adaptations, and patterns of embryonic development of organisms found in the different kingdoms.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; debates; case studies; oral, written, or electronic presentations; data interpretation and analysis exercises; or collaborative problem solving exercises.	
Compare the interplay between innate behavior and learned behavior.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; case studies; oral, written, or electronic presentations; data interpretation and analysis exercises; or collaborative problem solving exercises.	
Analyze and appraise the similarities and differences between and among the major ecosystems and biomes.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; debates; case studies; oral, written, or electronic presentations; or data interpretation and analysis exercises.	
Analyze and interpret the structure of ecosystems.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; case studies; oral, written, or electronic presentations; or data interpretation and analysis exercises.	
Illustrate how energy flows and matter cycles in different ecosystems.	Successfully complete one or more of the following: exams; quizzes; writing assignments; discussion forums; oral, written, or electronic presentations; or data interpretation and analysis exercises.	

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☒	**Change to course description**
☐	**Change to course co-requisites**
☐	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **BSC 1050C: Environmental Biology: Our Global Environment**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from to

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

The current description in the Catalog for this course reads as follows:

This class, designed for non-science majors, approaches topics in environmental science by studying the impact of humans. Contemporary ecological issues are explored in relation to problems of local, regional, national and global concerns. The format of the class involves combined lecture, lab and field trip activities including discussions and debates of local problems, as well as national and global issues.

The new description in the Catalog for this course should read as follows:

This class, designed for non-science majors, approaches topics in environmental science by studying the impact of humans. Contemporary ecological issues are explored in relation to problems of local, regional, national and global concerns. The format of the class involves combined lecture, lab and field trip activities including discussions of local problems, as well as national and global issues.

We have deleted the words "and debates" because it has proved difficult to provide good artifacts for assessment purposes. This deletion, however, does not imply that individual instructors cannot include debates in their classes.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _____Fall 2010_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The science faculty support this change.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

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The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum

Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1050C – ENVIRONMENTAL BIOLOGY: OUR GLOBAL ENVIRONMENT – AA – 3 CREDIT HOURS

This class, designed for non-science majors, approaches topics in environmental science by studying the impact of humans. Contemporary ecological issues are explored in relation to problems of local, regional, national and global concerns. The format of the class involves combined lecture, lab and field trip activities including discussions of local problems, as well as national and global issues.

II. PREREQUISITES FOR THE COURSE:

None.

III. GENERAL COURSE INFORMATION: Topic outline:

- The processes, systems and interactions that underlie population and ecosystem dynamics
- Current environmental concerns and the events and processes that lead to the current condition of the environment including
  - Atmospheric dynamics and the causes, problems, and potential solutions to air pollution
  - Water cycles and the causes, problems, and potential solutions to water and groundwater pollution
  - Soil dynamics and the causes, problems, and potential solutions to soil pollution
  - Population dynamics and the problems of overpopulation and over-consumption, including agricultural issues
  - Land use problems (range management, desertification, deforestation, salinization, urban sprawl) and potential solutions
  - Biodiversity and preservation of rainforest and other land, aquatic and marine ecosystems
- Political issues, environmental regulations, environmental organizations and their impacts on environmental pollution and cleanup
- Projections for the future of the environment and how current policies and practices will impact future conditions

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Analyze ecosystems, how they interact, and their importance.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; data interpretation and analysis exercises; or discussion forums.	
Appraise the historical impact of humans on the environment and why environmental concerns are prominent today.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; case studies; oral, written, or electronic presentations; or discussion forums.	COM
Recognize the choices and trade-offs presented when addressing the challenges of the modern environment.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; case studies; oral, written, or electronic presentations; group experiments; or discussion forums.	
Defend the technological approaches proposed for solving environmental	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; case studies; oral, written, or	CT

problems.	electronic presentations; group experiments; or collaborative problem solving exercises; data interpretation and analysis exercises; or discussion forums..	
Appraise the different cultural approaches to problem-solving, particularly between developed and developing societies.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; case studies; oral, written, or electronic presentations; data interpretation and analysis exercises; or discussion forums.	
Compare and contrast the issues and problems discussed in the course and the impact of choices made in the conduct of one's personal life.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; or discussion forums.	QR
Develop connections between global, regional and local issues, and make informed political decisions.	Successfully complete one or more of the following: exams; quizzes; debates; writing assignments; oral, written, or electronic presentations; data interpretation and analysis exercises; or discussion forums.	GSR

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PROGRAMS FOR STUDENTS WITH DISABILITIES

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VI. REQUIREMENTS FOR THE STUDENTS:

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

VII. ATTENDANCE POLICY:

The professor's specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

VIII. GRADING POLICY:

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

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

(Note: The "incomplete" grade ["I"] should be given only when unusual circumstances warrant. An "incomplete" is not a substitute for a "D," "F," or "W." Refer to the policy on "incomplete grades.)

IX. REQUIRED COURSE MATERIALS:

(in correct bibliographic format)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

This section includes assignments for each class meeting or unit, along with scheduled Learning Resource Center (LRC) media and other scheduled support, including scheduled tests.

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES

(which would be useful to the students in the class.)

DELETION OF COURSES

Please list course numbers/titles that need to be purged from the next College Catalog, and the Statewide Course Numbering System (SCNS) which have not been taught for five (5) years, or less if desired.

Course Identification Number	Course Title
BSC 1080	Human Biology: An Overview for Health Science Professionals

Academic Dean's Signature Date

(Please submit to the Vice President of Academic and Student Affairs)

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1080 – HUMAN BIOLOGY: AN OVERVIEW FOR HEALTH SCIENCE PROFESSIONALS – AS – 2 CREDITS

This team-taught course has two broad purposes: first, to provide a firm foundation in cellular biological processes that is essential to success in the study of human anatomy and physiology; second, to provide information that will enable the health-sciences student to differentiate between the requirements and professional roles unique to each of the degrees in the health professions.

II. PREREQUISITES FOR THE COURSE:

College level placement test scores or successful completion of all developmental reading and writing courses and corresponding state exit exams

III. GENERAL COURSE INFORMATION: Topic outline:

- Science as a Foundation for Health Professions
- Characteristics of Living Things
- Biochemistry
- Cell structure and function
- Energy production
- Cellular Reproduction
- Human Genetics
- Evolution
- The Health Professions
- Preparing for a Health Career

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Describe the characteristics of living organisms.	Successful completion of assignments and/or projects, and multiple choice and/or short answer quizzes/tests.	COM
Describe the structure of atoms, molecules, and ions.		COM
Describe how and why atoms form chemical bonds.		COM
Describe the physical characteristics of water and explain how water plays a role in biological processes.		COM, CT
Define pH and describe the characteristics of acids and bases.		COM
Compare and contrast the four biological macromolecules, their monomers and functions.		CT
Identify and describe the functions of the eukaryotic cell organelles, describe the cell membrane, and differentiate the various transport processes.		COM

Describe the role of enzymes in metabolism, and compare and contrast aerobic and anaerobic respiration.		CT
Describe cell division in somatic and reproductive cells.		COM
Describe how Mendel's Laws influence human hereditary patterns.		CT
Describe and appraise the world-wide public health, social, and economic consequences of the AIDS epidemic.	Completion of an evaluation of on-line reports about the AIDS epidemic and an essay assignment that discusses how the AIDS epidemic has impacted the economy, health infrastructure, and social fabric of third world countries.	CT, GSR, TIM
Differentiate between requirements for the eight Health Professions Programs offered at Edison State College.	Completion of an Educational Plan for a particular health profession.	COM
Articulate the professional role of at least one Health Profession.	Development of a personal essay describing the reasons behind the choice of a particular health profession and a plan to pursue one's professional goals.	COM

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Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
☐	**Change to course co-requisites**
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **BSC 1093C: Anatomy and Physiology I**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites

from: **Minimum grade of a "C" in {BSC 1080 or BSC 1010} and successful completion of all developmental reading and writing courses and corresponding state exit exams. BSC 1010 is strongly recommended**

to: **Minimum grade of a "C" in {BSC 1010 and BSC 1010L} or testing.**

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Effective Summer 2010, BSC 1080 will no longer be offered. BSC 1010L is a co-requisite of BSC 1010 and as such this is not an "addition" to the prerequisites of BSC 1093C; the wording has been added for clarity. The option for testing (in the form of a CLEP test) is included to accommodate students in the Health Sciences but it is open to all students.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: ___Summer 2010___
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The science faculty strongly support this proposal. Discussions on this issue has been ongoing since Spring 2009.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Arts & Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

BSC 1093C – ANATOMY AND PHYSIOLOGY I – AA – 4 CREDIT HOURS

This is an advanced combined lecture/lab course designed for students in the biological, medical, and health-related fields. This course expands upon general biological concepts including: inorganic and organic chemistry, biochemistry, cell structure and function, metabolism and genetic mechanisms. These concepts are applied to the structure and function of the human body. This course also covers: introduction to anatomy, tissues, integumentary system, skeletal system, muscular system, nervous system, special senses, and the endocrine system.

II. PREREQUISITES FOR THE COURSE:

Minimum grade of a "C" in {BSC 1010 and BSC 1010L} or testing.

III. GENERAL COURSE INFORMATION: Topic outline:

- Introduction to anatomy and physiology
- Tissues
- Integumentary system
- Skeletal system
- Muscular system
- Nervous system
- Special senses
- Endocrine system

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Define homeostasis, explain homeostatic control mechanisms, and give examples of conditions that are maintained in the human body.	Lecture exam.	CT
Use correctly anatomical terminology.	Successful completion of the appropriate lab exercise and utilization of appropriate terminology throughout the course.	
Compare and contrast the characteristics, classification, location, and function of the four primary tissues and use correctly a microscope to identify tissues.	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	
Describe the structure and summarize the functions of the integumentary system.	Lecture exam.	
Differentiate the two ossification processes and summarize the events involved in the remodeling and repair of bones.	Lecture exam.	CT
Identify the bones and major bone markings on the axial and appendicular skeleton.	Successful completion of the appropriate lab exercise and a lab practical exam.	

Describe the structure of various joints, demonstrate the types of movements these joints allow, and describe the factors that determine the stability of joints.	Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate.	
Describe gross anatomy and the microscopic anatomy of skeletal muscle and describe the mechanism of contraction of a skeletal muscle cell.	Lecture exam.	
Describe skeletal muscle metabolism, sketch aerobic and anaerobic cellular respiration, and explain the effect of exercise on muscles.	Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate.	COM, TIM
Identify the major muscles of the body on models and demonstrate their actions.	Successful completion of the appropriate lab exercise and a lab practical exam.	
Describe the characteristics, structure, and function of the nervous system cells (including neurons and glial cells), appraise their differences, and summarize how neurons transmit information to other cells.	Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate.	COM, CT, TIM
Describe the structure and function of the central nervous system (CNS), analyze how information is processed and conducted throughout the CNS, identify how the CNS is protected, and identify and describe the function of the cranial nerves.	Successful completion of the following: a brain dissection; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate.	
Describe the components of the peripheral nervous system (PNS) and discuss how they convey sensory information to the CNS and motor output to effector organs; also, identify and describe the function of the spinal nerves.	Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate.	
Construct the components of a reflex arc, discuss the function and importance of spinal reflexes, and demonstrate given reflexes.	Successful completion of the appropriate lab and lecture exam.	

Compare and contrast the somatic and autonomic nervous systems (ANS) and compare and contrast the structure and function of the sympathetic and parasympathetic branches of the ANS.	Successful completion of the following: appropriate lab exercises; lecture exam; lab exam or lecture exam with a lab component; assigned research paper (report), if appropriate.	
Describe the structure and function of the special sense organs, and analyze how they convert sensory information into nerve impulses and how the input is integrated.		
Identify the major endocrine organs, describe each of their hormones and the control of their release, and analyze the role of each hormone in homeostasis.		

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☐	**Change to course description**
☐	**Change to course co-requisites**
☒	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☒	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **MCB 2010C: Microbiology**

Class credits: from **5** to **4**

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites

from: **Minimum of a "C" in BSC 1080 for students who wish to enroll in a Health Professions program of studies at Edison State College or minimum of a "C" in BSC 1010 for students seeking to leave Edison State College and enroll in Health Professions degrees elsewhere**

to: **Minimum of a "C" in {BSC 1010 and BSC 1010L} or testing.**

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Effective Summer 2010, BSC1080 will no longer be offered. As such, the appropriate prerequisite for MCB 2010C is BSC1010 and its corresponding lab component. The option for testing (in the form of a CLEP test) is included to accommodate students in the Health Sciences but it is open to all students.

The change in credit hours will help programs in the Health Sciences. The number of contact hours remains at five and as such students will still get the same amount of total instructional time.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: ____Summer 2010 __
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The science faculty strongly support this change and have held numerous discussions on this issue during department meetings and with colleagues from the Health Sciences since Spring 2009.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

MCB 2010C – MICROBIOLOGY – AA – 4 CREDIT HOURS

This combined lecture and laboratory course is an introduction to Microbiology. It expands upon general biological concepts including: inorganic and organic chemistry, biochemistry, cell structure and function, metabolism, and genetic mechanisms. These concepts are applied to the morphology, physiology, biochemistry, and genetic mechanisms of microorganisms. The course includes a survey of the representative types of microorganisms and the role of pathogenic microorganisms in causing diseases and infections.

II. PREREQUISITES FOR THE COURSE:

Minimum of a "C" in {BSC 1010 and BSC 1010L} or testing.

III. GENERAL COURSE INFORMATION: Topic outline:

- History of Microbiology
- Morphology and Functional Anatomy of Prokaryotic and Eukaryotic Microorganisms
- Microbial Growth and Metabolism
- Control of Microbial Growth
- Microbial Genetics
- Classification and Survey of Microorganisms
- Principles of Disease and Epidemiology
- Microbial Mechanisms of Pathogenicity
- Microorganisms and Human Disease

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
List the important contributions made by scientists to microbiology.	Lecture and laboratory examinations, including a laboratory practical exam.	
Describe the different types of microscopes used by microbiologists and correctly use a light microscope.		TIM
Perform simple and differential staining techniques.		GSR
Describe the morphology and functional anatomy of prokaryotic and eukaryotic microorganisms.		
Describe the key features of microbial metabolism and explain how microbial metabolic pathways differ from those of other cells.		
Describe the physical and chemical requirements for microbial growth and the techniques used to measure microbial growth.		QR
Explain the principles and methods used for the physical and chemical control of microorganisms.		
Describe microbial genetics, mutation, and the mechanisms of genetic recombination in microbes.		
Describe the classification, identification, and defining characteristics of the different groups of microorganisms.		
Explain methods of disease transmission, predisposing factors for disease, and the mechanisms of microbial pathogenicity.		COM

List the causative agents, modes of transmission, clinical symptoms, and treatments for various human infectious diseases.		

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☒	**Change to course description**
☐	**Change to course co-requisites**
☐	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **CHM 2210: Organic Chemistry I**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from to

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

The current description in the Catalog for this course reads as follows:
"This course is the first part of a two-semester sequence in organic chemistry designed for students entering paraprofessional fields and also physical science areas. It covers concepts on saturated and unsaturated hydrocarbons and their derivatives, as well as their synthesis, nomenclature, reactions, mechanisms, stereochemistry, and uses."

The proposed new description is a bit clearer and reads as follows:
"This course is the first part of a two-semester sequence in organic chemistry designed for students entering professional fields that require this sequence, such as medicine, pharmacy, veterinary and dental programs, and other physical science areas. The course covers the study of hydrocarbon compounds and their halogen derivatives. Topics include ways by which these compounds are synthesized, how they are used synthetically, how they are named, mechanisms by which they undergo change, and stereochemical considerations."

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: ___Fall 2010_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The Chemistry faculty strongly support this change.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

Fall 2009

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

CHM 2210 – ORGANIC CHEMISTRY I – AA – 4 CREDIT HOURS

This course is the first part of a two-semester sequence in organic chemistry designed for students entering professional fields that require this sequence, such as medicine, pharmacy, veterinary and dental programs, and other physical science areas. The course covers the study of hydrocarbon compounds and their halogen derivatives. Topics include ways by which these compounds are synthesized, how they are used synthetically, how they are named, mechanisms by which they undergo change, and stereochemical considerations.

II. PREREQUISITES FOR THE COURSE:

CHM 2045/2045L and CHM 2046/2046L with a grade of "C" or better in each course

Co-requisite: CHM 2210L

III. GENERAL COURSE INFORMATION: Topic outline:

- A review of atomic and molecular bonding theories
- A review of acid-base chemistry, thermodynamics, kinetics and equilibrium as these apply to the study and understanding of organic chemistry
- The study of the alkane and cycloalkane functional groups; properties, reactions, and mechanisms
- The study and application of stereochemistry
- The study of the haloalkane functional group; properties, reactions, and mechanisms
- The study of the alkene functional group and allylic systems; properties, reactions, and mechanisms
- The study of the alkyne functional group and/or the alcohol functional group and the Diels-Alder 2+4 cycloaddition reaction; properties, reactions, and mechanisms

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:

General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENTS	GENERAL EDUCATION COMPETENCY
Name organic molecules containing the functional groups covered in class (such as alkanes, haloalkanes, cycloalkanes, alkenes, alkynes, and/or alcohols).	Successful completion of one or more of the following: quizzes, presentation, questions on homework, exams.	CT, COM
Identify organic molecules based on functional groups covered in class.	Successful completion of one or more of the following: quizzes, homework, exams.	TIM, CT, QR
Interpret absolute conformation and identify steric hindrance in organic molecules using model kits.	Successful completion of one or more of the following: presentation, homework, quizzes, short essays, exams.	COM, CT, TIM
Compute optical rotation, quantify selectivity in organic reactions, and analyze energy diagrams.	Successful completion of presentations and/or exams.	QR
Analyze organic molecular structure and function, and formulate reaction mechanisms using the tools of stereochemistry and transition state theory.	Successful completion of one or more of the following: class presentation, homework, quizzes, short essays, exams.	CT, COM, TIM
Analyze the effects of hydrocarbons in the environment and focus on data correlated to		GSR

global warming.		
Create synthesis reactions with organic functional groups and modify them to synthesize new functional groups and larger, more complex organic molecules.		CT, COM
Describe in detail the molecular/electronic mechanisms by which the organic functional groups covered in class react, and the mechanisms by which they facilitate reactions.		CT, COM
Define, use, and write examples of all pertinent vocabulary terms covered in class.		CT, COM

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 3/19/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
☒	**Change to course description**
☐	**Change to course co-requisites**
☐	**Change to course prerequisites**
☐	**Change to course learning outcomes****
☐	**Change to course transfer designation**
☐	**Change to course credits**
☐	**Other (specify)**

Course Name, including prefix and number: **CHM 2211: Organic Chemistry II**

Class credits: from to

Lab credits: from to

Combined lab & class credits: from to

From ☐ AA/AP to ☐ AS/PSV From ☐ AS/PSV to ☐ AA/AP

From ☐ AS to ☐ BS

From ☐ degree core requirement to ☐ elective OR

From ☐ elective to ☐ degree core requirement

From ☐ part of general education program to ☐ not part of general education program

OR From ☐ not part of general education program to ☐ part of general education program

Change in prerequisites from to

Change in co-requisite from to

Is there a Major Restriction? yes no (meaning only declared majors may take the course)

Course fee change from to (Attach course fee worksheet, if applicable)

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

The current description in the Catalog for this course is very laconic. It simply states: "This course is the second part of the two semester organic chemistry sequence."

The proposed new description makes it clearer to the students as to what is covered in the course and reads as follows: "This is the second part of the two-semester organic sequence. It focuses on the remaining thirteen organic functional groups; that is, those comprised not only of the elements carbon and hydrogen, but also oxygen and nitrogen. Topics covered include ways by which these groups are synthesized, how they are used synthetically, how they are named, and mechanisms by which they undergo chemical change."

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: ___Fall 2010_____
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____Date_____
Signature of Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS:

The Chemistry faculty strongly support this change.

DEPARTMENT CHAIR OR PROGRAM COORDINATOR'S ENDORSEMENT:
_____ **DATE:** _____

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:** _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

After reviewing and signing this proposal, the District Dean will return the proposal to the Department Chair or Program Coordinator.

The Department Chair/Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the Office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

I. COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDIT HOURS:

CHM 2211 – ORGANIC CHEMISTRY II – AA – 4 CREDIT HOURS

This is the second part of the two-semester organic sequence. It focuses on the remaining thirteen organic functional groups; that is, those comprised not only of the elements carbon and hydrogen, but also oxygen and nitrogen. Topics covered include ways by which these groups are synthesized, how they are used synthetically, how they are named, and mechanisms by which they undergo chemical change.

II. PREREQUISITES FOR THE COURSE:

CHM 2210 and CHM 2210L with a grade of "C" or better

Co-requisite: CHM 2211L

III. GENERAL COURSE INFORMATION: Topic outline:

- A review of the alkene and alkyne functional groups
- The study of conjugated dienes-delocalized pi cloud systems and additional work with the Diels-Alder
- 2+4 cycoladdition reaction.
- The Alcohol functional group.
- The amine functional group.
- The either and oxirane functional groups.
- The aldehyde and ketone functional groups
- The carboxylic acid and carboxylic and derivative functional groups.
- The aromatic functional group as epitomized by the benzene molecule

IV. LEARNING OUTCOMES AND ASSESSMENT:

GENERAL EDUCATION COMPETENCIES:
General education courses must meet at least four out of the five following outcomes. All other courses will meet one or more of these outcomes.

Communication (COM): To communicate effectively using standard English (written or oral).

Critical Thinking (CT): To demonstrate skills necessary for analysis, synthesis, and evaluation.

Technology/Information Management (TIM): To demonstrate the skills and use the technology necessary to collect, verify, document, and organize information from a variety of sources.

Global Socio-cultural Responsibility (GSR): To identify, describe, and apply responsibilities, core civic beliefs, and values present in a diverse society.

Scientific and Quantitative Reasoning (QR): To identify and apply mathematical and scientific principles and methods.

ADDITIONAL COURSE COMPETENCIES:
At the conclusion of this course, students will be able to demonstrate the following additional competencies:

LEARNING OUTCOMES	ASSESSMENT
Students will nomenclate the organic functional groups described above under "Topics to be Covered"	Students will demonstrate competencies in the aforementioned areas through their participation in workshop discussions, through written examinations and finished homework assignments.
Students will be able to synthesize the above mentioned functional groups and them employ them in the creation of other functional groups or create larger molecules from smaller molecules.	
Students will describe in detail the molecular basis and electronic basis as to how these functional groups work chemically.	
Students will define, use and be able to provide actual examples of each of the vocabulary terms provided at the end of each unit in your Organic Workbook II.	

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES
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Hendry/Glades Ctr.	LaBelle H.S.	(863) 674-0408

VI. REQUIRMENTS FOR THE STUDENT:

VII. ATTENDANCE POLICY:

VIII. GRADING POLICY:

IX. REQUIRED COURSE MATERIALS:

X. RESERVED MATERIALS FOR THE COURSE:

XI. CLAST COMPETENCIES INVOLVED IN THE COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE
8099 College Parkway SW, Fort Myers, FL 33919

March 19, 2010

MEMO

To: Curriculum Committee
From: Theo Koupelis
Subject: Informational Items

The following items are offered as informational items for the committee's consideration.

1) CHM 2211L: Organic Chemistry II Lab

There is a typo in the Catalog for the number of credits for this class. **All science labs are 1 credit.** This change was made last year with the approval of the Curriculum Committee. The contact hours for this class are two (2) per week (or 4 every other week) but the credits are one (1). The Chemistry faculty are considering increasing the number of contact hours to three (3) every week, because it is the most appropriate way of teaching Organic labs and it is more in line with what other institutions do.

2) General Physics (PHY 2048/2048L and PHY 2049/2049L) and College Physics (PHY 2053/2053L and PHY 2054/2054L)

In the past, for the physics labs, PHY 2048L/2049L/2053L/2054L, the number of credit hours and contact hours were three (3). The same was true for the lecture components of these courses. As a result, a student taking PHY 2048 and PHY 2048L had a total of six credits of physics and spent six hours in the classroom. Last year, we reduced the number of credit hours for the labs to one (1), as we did for all science labs. However, the total number of contact hours for both the lecture and lab components of each course remained the same (i.e., six). In an effort to better cover the material, the number of contact hours for the lecture component was increased to four (4) and for the lab component was decreased to two (2), for a total of six (6). This decision was made last year and I presented the department's decision at the same Curriculum Committee meeting where the change of credits was discussed. I was told one member of the Committee does not recall this discussion and as such I am including this point here. Please note that nothing about the content, description, topics, or anything else about these courses was changed. The reallocation of contact hours was made for better coverage of the material and for the benefit of the students.

3) The statement **"Note: It is recommended that all college preparatory classes be completed prior to enrollment in ANY Science Course"** has been included in the Catalog by accident as changes were made from the 2008-09 to 2009-10 Catalog. Even though we strongly agree with the advice given, this note was included with courses that are beyond the introductory level, making it a bit unnecessary. We strongly recommend that this note be deleted.

Thank you for considering these changes. If you have any questions please let me know.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**

FROM: Dr. Edith Pendleton
PRESENTER: Dr. Edith Pendleton

DATE: 2/13/10

Is the course being offered first as an experimental course? ☐ **yes** **x☐ no**

Course Name, including prefix and number: (Variable prefix and number)

Course Name: *Undergraduate Research*

Verified with VPAA office? **X☐ yes** ☐ **no**

Class credits: Variable **Lab credits: 0)** **Combined lab & class credits:**

Chose one: ☐ **Degree core requirement** **X Elective** ☐ **General education**

Repeatable for duplicate credit? (i.e., applied music courses) **X yes** ☐ **no**

Prerequisites: None

Classification: x AA ☐ **PSV** ☐ **PSAV** ☐ **BAS** ☐ **BS**

ICS Code: **Banner Major Code: Variable**

Major Restriction? ☐ **yes** **x No** **(meaning only declared majors may take the course)**

Indicate all modalities in which the course may be taught: ☐ **Class Lecture** ☐ **Clinical**
☐ **Laboratory** ☐ **Lecture/Lab Combined** ☐ **Accelerated** ☐ **Internship**
☐ **Practicum** ☐ **WebCT Internet** ☐ **WebCT Class Lecture** ☐ **WebCT Laboratory**
☐ **WebCt Blended Learning** ☐ **WebCT Lecture/Lab Combined**

Course fee amount, if any: None **(Attach course fee worksheet)**

NOTE: Course fees are presented to the District Board of Trustees in November. If approved, fees take effect the following fall term.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION: This course provides a vehicle through which students can enroll in projects relating to undergraduate research, under the supervision of a qualified professor of record.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Summer 2010
(For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____ **Date** _____
Signature of the Vice President of Academic and Student Affairs (if required)

FACULTY ENDORSEMENTS/COMMMENTS:

By allowing students to experience the experimentation, the frustration, the ups and downs, and the epiphanies associated with doing true research, undergraduate research helps students integrate core concepts learned in the traditional classroom with real-life situations. In addition, undergraduate research enhances decision-making skills and analytical skills while stimulating critical thinking. Dr. *Peggy A. Romeo, Professor of Biology*

I whole heartedly support this effort to create a new course for undergraduate research. This type of opportunity, if made available to Edison State College undergraduates, will provide a venue in which they can explore the scientific method first hand and in depth. These experiences will be quite valuable and teach the students not only how to design and carry out research, but also how to think critically, overcome inevitable obstacles, effectively manage time and improve their written and oral communication skills. I hope to have the opportunity to be one of the professors that advises students that wish to take this course! *Dr. Rozalind Jester, Professor of Oceanography*

DEPARTMENT CHAIR OR PROGRAM COORDINATOR ENDORSEMENT: _____ **DATE:** _____

ASSOCIAE/ACADEMIC DEAN ENDORSEMENT: _____ **DATE:** _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ **DATE:**_____

After review and signing this proposal, the District Dean will return this proposal to the Department Chair or Program Coordinator.

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** _____

The Department Chair/ Program Coordinator will send this proposal along with any other proposals from his/her department being submitted for review by the Curriculum Committee to the office of the Vice President of Academic and Student Affairs by the Friday before the next scheduled Curriculum Committee meeting.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW PROGRAM PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dr. Edith Pendleton
PRESENTER: Dr. Edith Pendleton
DATE: 1-26-10

Check one: ☐ New certificate program ☒ New AS degree program
☐ New Bachelor's Degree

Program Description: This program provides instruction in veterinary technology management and professional development. Emphasis will be on the role, purpose, and forms of veterinary technology, basic employability skills and interviewing techniques for career development. Upon completion of this program, the graduate will be eligible to take the registry examination for AVMA certification.

Similar programs at other Florida community colleges/state universities:

1. Hillsborough Community College – AS, ASS
2. Miami Dade College **–** AS
3. St. Petersburg College – AS and BAS
4. Brevard Community College - AS
5. Santa Fe (in partnership with St. Petersburg College)

Describe the process by which the need for the new program was identified:

The impetus for the exploration of a Veterinary Technology Associate in Science Degree at Edison State College initially arose in December 2008.

To gather insights on the viability of a veterinary technology program, we:

- Analyzed the process and requirements of accreditation by the American Veterinary Medicine Association.
- Analyzed curriculum models for Vet Tech programs nationwide
- Spoke with Veterinary Technology program director Wendi Ford at Truckee Meadows Community College, Redfield Campus (Reno) and arranged to visit the site on March 13, 2009.
- Spoke with Dean Gerald L. Demoss at Morehead University in Kentucky about the construction of a Vet Tech facility underway there.
- Met with CVT Samantha Stock, education coordinator at Audubon Center for Birds of Prey in Maitland, toured the facility and obtained the Internship Handbook used for Vet Tech interns from Brevard Community College.
- Met with Santa Fe Teaching Zoo Director Jack A. Brown and 25+ students on site. Toured the facility.

- Met with Dr. Richard Flora, dean of Veterinary Technology programs at St. Petersburg College. Toured the facility. Obtained plans for a new building, articulation agreements with high schools, and a partnership program agreement with Valencia Community College.
- Spoke with possible supporters of a Vet Tech program, including
    1. Chad Allison, Florida Fish and Wildlife Commission
    2. Gary Lytton, Environmental Administrator, Rookery Bay National Estuarine Research Reserve & Florida Department of Environmental Protection
    3. Brenda Brooks, Executive Director, Corkscrew Regional Ecosystem Watershed
    4. Dr. Matthew Gatof, President, Caloosa Veterinary Medical Society
- Spoke with Dean Glen F. Hoffsis at the University of Florida about possible shared resources and collaborations with the University of Florida College of Veterinary Medicine.
- Arranged to address the Caloosa Veterinary Society at its quarterly meeting March 29, 2009.

According to the latest statistics available from the American Veterinary Medicine Association, there are 150 accredited Veterinary Technology programs in the country, with 18 of these offering 4-year degrees. Nine, including St. Petersburg College, offer distance learning programs.

Florida's DOE Curriculum Framework defines veterinary technicians and veterinary technologists as animal caretakers trained to assist veterinarians in the medical care of animals. The program should meet the requirements of the Committee on Veterinary Technician Education and Activities (CVTEA).

The content includes, but is not limited to, animal office procedure; animal pharmacy and pharmacology; animal examination room/area; animal surgical preparation and assisting; large and small animal nursing; laboratory animal procedures; animal radiology, and employability skills. The curriculum covers computer literacy, applied mathematics, biological science, communications, microbiology, and liberal arts.

Applicants for the certification examination given by the Florida Veterinary Medical Association must be graduates of approved two-year programs. Program approval is defined as being approved by the Committee on Veterinary Technician Education and Activities (CVTEA). In addition to standard accreditation requirements, the American Veterinary Medicine Association requires the following program-specific conditions:

- The dean or academic officer of the program must be a veterinarian.
- There must be sufficient administrative staff.
- Clinical services, field services and teaching hospitals must function as instructional resources.

- All aspects of the physical facilities must provide an appropriate learning environment.
- The program must maintain or be formally affiliated with a full-service acceptable teaching hospital(s) for the welfare and treatment of animals.
- Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Safety of personnel and animals must be assured.
- Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution.
- Experience can include exposure to clinical education at off-campus sites, provided the college has direct responsibility for carefully planning, closely supervising, and regularly monitoring such clinical experiences.
- Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.

Laboratory activities include diagnostic techniques and methods utilized in hematology, blood coagulation, blood chemistry, liver-kidney-pancreatic function tests, body fluid examinations and parasitology.

The required curriculum compliments health programs currently offered at Edison State. The College could capitalize on existing laboratory equipment used for radiography, clinical pathology, microbiology, diagnostic imaging and computer applications for health technicians.

The degree prepares students for a broad array of employment opportunities in large and small animal care, and lends itself to ancillary occupational training in equine breeding and physical therapy, wildlife research and/or rehabilitation, marine mammal and avian research, care and handling of laboratory animals and animal husbandry.

Project average enrollment for core courses: 15 students to be admitted annually

Describe how this projection was determined: The Workforce Development Board and local veterinarians, including the Caloosa Veterinary Medical Association, have been contacted to survey the expected need in the community. The prerequisite courses are similar to other healthcare programs. There may be many students interested in Veterinary Technology as a healthcare career choice. The need in the nation is expected to increase over the next ten years.

List personnel resources required for implementation in addition to existing resources. Indicate in the box the number of each type of position required:

Faculty position(s)	1	full time	6	adjunct	Must have Masters or higher
Staff position(s)			None		
(list title)			full time		part time
			full time		part time

Total annual expenses for new positions: $60,000

List annual amount required for educational materials/supplies or other operating expenses for implementation: $17,650.

Identify the funding source to be used for personnel and operating expenses: Tuition and FTE. Possible special appropriation to fund signature program at the La Belle Center.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Spring 2011
For any term other than fall of the academic year following submission, approval of the Vice President of Academic and Student Affairs is required.)

_____
(Vice President of Student and Academic Affairs signature)

LEARNING OUTCOMES ASSOCIATE: _____ **DATE:** _____

DEPARTMENT CHAIR ENDORSEMENT: _____ **DATE:** _____

ACADEMIC DEAN'S ENDORSEMENT: _____ **DATE:** _____

After review and signing this proposal, the DEPARTMENT CHAIR will forward the proposal to the DISTRICT DEAN for final signature. The DISTRICT DEAN will then return the proposal to the DEPARTMENT CHAIR.

DISTRICT DEAN'S ENDORSEMENT: _____ **DATE:** _____

The DEPARTMENT CHAIR will process the proposal into a continuous document with any other proposals from his/her department being submitted for review by the Curriculum Committee and forward the document to the CURRICULUM COMMITTEE CHAIRPERSON by the Friday before the next scheduled Curriculum Committee meeting.

NOTE: All new courses that are part of a new degree program must be approved separately and individually using the New Course Proposal Form. This proposal must be accompanied by the New Course Proposal Form for each new core and elective course that comprise the degree program along with a common course syllabus for each course.

Accreditation Policies and Procedures of the AVMA Council on Education (COE)
April 2009

9. Standards

9.1. Organization

Standard 1. Organization

The college must develop and follow its mission statement.

An accredited college of veterinary medicine must be a part of an institution of higher learning accredited by an organization recognized for that purpose by its country's government. A college may be accredited only when it is a major academic administrative division of the parent institution and is afforded the same recognition, status, and autonomy as other professional colleges in that institution.

The chief executive officer or dean must be a veterinarian, and the officer(s) responsible for the professional, ethical, and academic affairs of the veterinary medical teaching hospital must also be a veterinarian.

There must be sufficient administrative staff to adequately manage the affairs of the college as appropriate to the enrollment and operation.

9.2. Finances

Standard 2. Finances

Finances must be adequate to sustain the educational programs and mission of the college.

Clinical services, field services and teaching hospitals must function as instructional resources. Instructional integrity of these resources must take priority over financial self-sufficiency of clinical services operations.

9.3. Physical Facilities and Equipment

Standard 3. Physical Facilities and Equipment

All aspects of the physical facilities must provide an appropriate learning environment. Classrooms, teaching laboratories, teaching hospitals, which may include but are not limited to ambulatory/field service vehicles, seminar rooms, and other teaching spaces shall be clean, maintained in good repair, and adequate in number, size, and equipment for the instructional purposes intended and the number of students enrolled.

Administrative and faculty offices, and research laboratories must be sufficient for the needs of the faculty and staff.

An accredited college must maintain or be formally affiliated with a full-service acceptable teaching hospital(s) for the welfare and treatment of animals. Appropriate diagnostic and therapeutic service components, including but not

limited to pharmacy, diagnostic imaging, diagnostic support services, dedicated isolation facilities, intensive/critical care, ambulatory/field service vehicles, and necropsy facilities must be provided to support the teaching hospital(s) with operational policies and procedures posted in appropriate places.

Facilities for the housing of animals used for teaching and research shall be sufficient in number, properly constructed, and maintained in a manner consistent with accepted animal welfare standards. Adequate teaching, laboratory, research, and clinical equipment must be available for examination, diagnosis, and treatment of all animals used by the college. Safety of personnel and animals must be assured.

9.4. Clinical Resources

Standard 4. Clinical Resources

Normal and diseased animals of various domestic and exotic species must be available for instructional purposes, either as clinical patients or provided by the institution. While precise numbers are not specified, in-hospital patients and outpatients including field service/ambulatory and herd health/production medicine programs are required to provide the necessary quantity and quality of clinical instruction.

It is essential that a diverse and sufficient number of surgical and medical patients be available during an on-campus clinical activity for the students' clinical educational experience. Experience can include exposure to clinical education at off-campus sites, provided the college has direct responsibility for carefully planning, closely supervising, and regularly monitoring such clinical experiences. Further, such clinical experiences should occur in a setting that provides access to subject matter experts, reference resources, modern and complete clinical laboratories, advanced diagnostic instrumentation and ready confirmation (including necropsy). Such examples could include a contractual arrangement with nearby practitioners who serve as adjunct faculty members and off-campus field practice centers. The teaching hospital(s) shall provide nursing care and instruction in nursing procedures. A supervised field service and/or ambulatory program must be maintained in which students are offered multiple opportunities to obtain clinical experience under field conditions. Under all situations students must be active participants in the workup of the patient, including physical diagnosis and diagnostic problem oriented decision making.

Medical records must be comprehensive and maintained in an effective retrieval system to efficiently support the teaching, research, and service programs of the college.

9.5. Library and Information Resources

Standard 5. Library and Information Resources

Libraries and information retrieval are essential to veterinary medical education, research, public service, and continuing education. Timely access to information

resources, whether through print, electronic media, or other means, must be available to students and faculty. The library shall be administered by a qualified librarian. The college shall have access to the human and physical resources necessary for development of instructional materials.

9.6. Students

Standard 6. Students

The number of professional degree students, DVM or equivalent, must be consistent with the resources and the mission of the college.

Colleges should establish post-DVM/VMD programs such as internships, residencies and advanced degrees (e.g., MS, PhD), that complement and strengthen the professional program.

Student support services must be available within the college or university.

In relationship to enrollment, the colleges must provide accurate information for all advertisements regarding the educational program by providing clear and current information for prospective students. Further, printed catalog or electronic information must state the purpose and goals of the program, provide admission requirements and procedures, state degree requirements, present faculty descriptions, clearly state information on tuition and fees along with procedures for withdrawal, give necessary information for financial aid programs, and provide an accurate academic calendar. The information provided will contain details regarding licensure. The grading system for the college must be relevant and applied to all students in a fair and uniform manner.

Each accredited college must provide a mechanism for students, anonymously if they wish, to offer suggestions, comments, and complaints regarding compliance of the college with the Standards for accreditation. These materials shall be made available to the Council annually.

9.7. Admission

Standard 7. Admission

The college shall have a well defined and officially stated admissions policy. The policy shall provide for an Admissions Committee, a majority of whom shall be full-time faculty members. The Committee shall make recommendations regarding the students to be admitted to the professional curriculum upon consideration of applications of candidates who meet the academic and other requirements as defined in the college's formal admission policy.

Subjects for admission shall include those courses prerequisite to the professional program in veterinary medicine, as well as courses that contribute to a broad general education. The goal of pre-veterinary education shall be to provide a broad base upon which professional education may be built, leading to lifelong

learning with continued professional and personal development.

Factors other than academic achievement should be considered for admission criteria.

9.8. Faculty

Standard 8. Faculty

Faculty numbers and qualifications must be sufficient to deliver the educational program and fulfill the mission of the college. Participation in scholarly activities is an important criterion in evaluating the faculty and the college. The college shall give evidence that it utilizes a well-defined and comprehensive program for the evaluation of professional growth, development, and scholarly activities of the faculty.

Academic positions must offer the security and benefits necessary to maintain stability, continuity, and competence of the faculty. Part-time faculty, residents, and graduate students may supplement the teaching efforts of the full-time permanent faculty if appropriately integrated into the instructional program.

9.9. Curriculum

Standard 9. Curriculum

The curriculum shall extend over a period equivalent to a minimum of four academic years, including a minimum of one academic year of hands-on clinical education. The curriculum and educational process should initiate and promote lifelong learning in each professional degree candidate.

The curriculum in veterinary medicine is the purview of the faculty of each college, but must be managed centrally based upon the mission and resources of the college. There must be sufficient flexibility in curriculum planning and management to facilitate timely revisions in response to emerging issues, and advancements in knowledge and technology. The curriculum must be regularly reviewed and managed by a college curriculum committee. Curriculum evaluations should include the gathering of sufficient qualitative and quantitative information to assure the curriculum content provides current concepts and principles as well as instructional quality and effectiveness. Diversity in delivery of the curriculum is encouraged.

The curriculum shall provide:

a. an understanding of the central biological principles and mechanisms that underlie animal health and disease from the molecular and cellular level to organismal and population manifestations.

b. scientific, discipline-based instruction in an orderly and concise manner so that students gain an understanding of normal function, homeostasis, pathophysiology, mechanisms of health/disease, and the natural history

and manifestations of important animal diseases, both domestic and foreign.

c. instruction in both the theory and practice of medicine and surgery applicable to a broad range of species. The instruction must include principles and hands-on experiences in physical and laboratory diagnostic methods and interpretation (including diagnostic imaging, diagnostic pathology, and necropsy), disease prevention, biosecurity, therapeutic intervention (including surgery), and patient management and care (including intensive care, emergency medicine and isolation procedures) involving clinical diseases of individual animals and populations. Instruction should emphasize problem solving that results in making and applying medical judgments.

d. instruction in the principles of epidemiology, zoonoses, food safety, the interrelationship of animals and the environment, and the contribution of the veterinarian to the overall public and professional healthcare teams.

e. opportunities for students to learn how to acquire information from clients (e.g history) and about patients (e.g medical records), to obtain, store and retrieve such information, and to communicate effectively with clients and colleagues.

f. opportunities throughout the curriculum for students to gain an understanding of professional ethics, delivery of professional services to the public, personal and business finance and management skills; and gain an understanding of the breadth of veterinary medicine, career opportunities and other information about the profession.

g. knowledge, skills, values, attitudes, aptitude and behaviors necessary to address responsibly the health and well being of animals in the context of ever-changing societal expectations.

h. fair and equitable assessment of student progress.

9.10. Research Programs
Standard 10. Research Programs
The College shall demonstrate substantial research activities of high quality that integrate with and strengthen the professional program.

9.11. Outcomes Assessment
Standard 11. Outcomes Assessment
Outcomes assessment measures that address the college mission must be developed and implemented. Outcomes assessment results must be used to improve the college programs.