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** ☒ **no**

Course Name, including prefix and number: ART 1330C

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

Class credits: 4 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: ART 1301C or permission from instructor

Classification: ☒ **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: 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 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:

ART 1330C – FIGURE DRAWING – AA – 4 CREDIT HOURS

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

II. PREREQUISITES FOR THE COURSE:

ART 1301C – DRAWING I, or instructor approval.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Accurate and realistic renderings of the human figure
- Observational drawing
- Natural 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 COMPETENCIES
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

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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
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** ☒ **no**

Course Name, including prefix and number: ART 2012 C

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

Class credits: 4 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: ART 1301C or ART 2501C or permission from instructor

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

ICS Code:11210 Banner Major Code:

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: (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)
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: _____

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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:

ART 2012C - MEDIA EXPLORATION – AA – 4 CREDIT HOURS

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

II. PREREQUISITES FOR THE COURSE:

ART 1301C (Drawing II), or ART 2501C (Painting II), or permission from instructor.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Art in nontraditional mediums/ materials
- Collaborative creation
- Installations
- Site-specific pieces

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 COMPETENCIES
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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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** ☒ **no**

Course Name, including prefix and number: ART 2205 C

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

Class credits: 4 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: None

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

ICS Code:11210 Banner Major Code:

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: (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

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

ART 2205C – 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 FOR THIS COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- 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 COMPETENCIES
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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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** ☒ **no**

Course Name, including prefix and number: ART 2527C

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

Class credits: 4 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: ART 2500C and ART 2501C

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

ICS Code:11210 Banner Major Code:

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

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JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:
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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 and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

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

ART 2527C – 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:

ART 2500C (Painting 1) and ART 2501C (Painting 2)

III. GENERAL COURSE INFORMATION: Topic Outline.

- 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:
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).

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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 COMPETENCIES
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

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VI. REQUIREMENTS FOR THE STUDENTS:
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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: Rodney Dennison
PRESENTER: Daniele Kellams
DATE: April 12, 2010

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

Course Name, including prefix and number: FRE 2210 - Intermediate French Conversation and Composition

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: FRE 1121 or equivalent.

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

ICS Code: 1.13.11 Banner Major Code:

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: **(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 has been developed to offer students who have completed FRE 1121-Elementary French an opportunity designed to expand on the conversational and composition elements of the language. Through movies, short stories, discussions and presentations, students will gain an advanced knowledge of the language. This course, when offered, will complement FRE 2221 – Elementary French II.

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:

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 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:

FRE 2210 – INTERMEDIATE FRENCH CONVERSATION AND COMPOSITION – AA – 3 CREDIT HOURS

This course emphasizes oral and written expression in the target language and provides a brief review of French grammar.

II. PREREQUISITES FOR THE COURSE:

FRE 1121 or permission of the instructor.

III. GENERAL COURSE INFORMATION: Topic outline.

- Exchanging personal information.
- Exploring points of view.
- Expressing and supporting opinions.
- Using complex language.
- Writing in French.

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 COMPETENCIES
Students will demonstrate mastery of French sound patterns, rhythms of speech and familiar sentence structures.	Students will be graded on language abilities through quizzes and oral exams.	
Students will analyze short stories written in French.	Students will complete several short critical analysis essays.	COM,CT
Students must demonstrate the ability to write using correct grammar and word usage for intermediate level French.	Students will be graded on grammar and vocabulary quizzes that show increasing awareness of the complexities of the French language on an intermediate level.	
Students must demonstrate the ability to analyze a reading selection on French culture.	Students will be graded on short essays on French culture.	COM, GSR
Students must be able to converse in French at the intermediate level.	Students will be graded on oral quizzes and cooperative presentations.	COM
Students must master intermediate-level vocabulary in French.	Students will be graded on their conversation exercises with instructor and peers.	

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 PROGRAM PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dr. Eileen DeLuca
PRESENTER: Dr. Eileen DeLuca
DATE: 4-5-10

Check one: ☐ New certificate program ☐ New AS degree program
X New Bachelor's Degree

Program Description: (Attach proposed catalog page with program information, along with samples of curricula for similar programs at other institutions)
See attached program sheet.

Similar programs at other Florida community colleges/state universities
Colleges/State Universities offering Middle Grades English (5-9):
Florida Memorial University (Private)
St. Leo University (Private)
Southeastern University (Private)

Describe the process by which the need for the new program was identified:

The Middle Grades Language Arts program represents a critical shortage area locally and statewide and will meet immediate needs of the school districts in ESC's region. Edison seeks approval to implement affordable Middle Grades Education programs with academic rigor and relevance that will provide students with opportunities for professional and academic advancement. The middle grades program will prepare graduates to secure teaching positions in 5-9 grade levels in Language Arts. The program will incorporate ESOL certification and Reading Endorsement into the curriculum to better prepare students for entry into the field. This equally benefits the districts by reducing professional development requirements for new teachers.

Beginning in May 2009, Education program administrators, faculty and staff began the internal and external survey process. On May 24, 2009, the Edison State College District Board of Trustees approved a motion for the College to apply for authorization to offer Bachelor of Science Degrees in Middle Grades Education Math, Middle Grades Education Science and Middle Grades Education in Language Arts with planned implementation dates in fall 2010. The decision to pursue these degree programs is based on several factors to include strong community support, documented workforce need, the College's successful education baccalaureate programs, and feedback from students enrolled in Edison's associate degree programs in 2008-2009.

The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Locally, no public or private institutions of higher education in ESC's region offer Middle Grades Education programs nor do any local institutions intend to develop programs in these areas. ESC seeks to provide additional access to low income and minority students who are less likely to attend private institutions. While state universities may restrict admissions according to criteria such as high school grade point averages and scores on SAT or ACT exams, ESC remains an open-door, baccalaureate degree-granting public institution. Edison devotes considerable resources to remediating the academic skills of those who enter unprepared to take college-level courses. Those who persist to complete an associate degree have acquired the necessary skills to succeed at the baccalaureate level. Through survey research, students have expressed the desire to remain at Edison, an environment in which they have experienced success, to continue their studies.

According to the Office of Research and Evaluation of the Florida Department of Education (December 2008), the three Middle Grades programs proposed (Mathematics, Science, Language Arts) have been designated by the State Board of Education as the top critical teacher shortage areas for 2009-2010. The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Project average enrollment for core courses: Each Middle Grades Education program estimates enrollment of 20 students during the 2010-2011 academic year, as reflected on each Enrollment, Performance and Budget Plan (for a total of 60 new students).

Describe how this projection was determined: The enrollment projection was determined based on student inquiry and student transcript evaluations. Previous baccalaureate programs have started with a similar number of students.

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)	full time	adjunct
(list discipline)	full time	adjunct

Staff position(s)		
(list title)	full time	part time
	full time	part time

Total annual expenses for new positions:

List annual amount required for educational materials/supplies or other operating expenses for implementation: $8800.00

Identify the funding source to be used for personnel and operating expenses:
Baccalaureate Grant Budget

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

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
_____ **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.

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.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: CURRICULUM COMMITTEE
FROM: Eileen DeLuca, Ph.D.
PRESENTER: Eileen DeLuca, Ph.D.
DATE: 4-1-10

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: EDE 4930 Will Change to EDG 4930

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:

A slight change in wording was made to the course description to more closely align with the common course numbering for EDG 4930. (See wording on attached syllabus). The objectives and assignments have not changed.

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:

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

Bachelor of Science
Middle Grades Language Arts

The Bachelor of Science (BS) in Middle Grades Language Arts is designed to prepare individuals to teach English/Language Arts in grades 5-9. The program provides an educational pathway for students who have earned an Associate in Arts degree to include EDF 2005, EDF 2805 and EME 2040. It is also a good option for students with a child development focus. Upon graduation, students will meet the mandated state teaching requirements, including teacher certification exams.

Program Highlights: The BS in Middle Grades Language Arts includes courses that prepare teacher candidates to understand the nature of the adolescent learner and the middle grades philosophy. Content courses cover literature, composition, reading competency, classroom management, assessment and integrated approaches to teaching methodologies at the middle school level. In addition, teacher candidates will take courses to prepare them to teach English language learners (ELLs) and students with exceptionalities. Students will learn to facilitate lessons that integrate the five strands of the language arts (reading, writing speaking, listening, and viewing). Field experience requirements are progressive in nature, building upon previous semester experiences. Students will complete field experience, teach lessons through the practicum courses, and complete a full-time teaching internship in their final semester. Courses are offered for full and part time students, with blended technology and online courses where applicable.

General Education Requirements:

	Credit Hours
ENC 1101	3
ENC 1102	3
~~SPC 1600~~ or SPC 2023	3
Humanities Electives to include 3 credits writing intensive	6
*Social Science Electives to include one WOH or EUH course	9
College Level Mathematics Electives	6
Natural Science Electives w/Lab	6
TOTAL	**36**

Required Program Prerequisites (grades of C or better) and electives for the Associate in Arts Degree (minimum of 24 credit hours):

*EDF 2005 Intro to the Teaching Profession
*EDF 2085 Intro to Diversity for Educators
*EME 2040 Intro to Technology for Educators
*PSY 2012 General Psych. *or* DEP 2004 Dev. Psych.

AND choose (2) Courses (6 credit hours) from:

*AML 2010 Literature of the United States I
*AML 2020 Literature of the United States II
*ENL 2012 British Literature and Culture I
*ENL 2022 British Literature and Culture II
*LIT 2110 World Literature I
*LIT 2120 World Literature II

***courses can be used to satisfy general education requirements in social sciences (in addition to specific WOH or EUH requirement)**

Students must maintain a cumulative GPA of 2.5 and must complete all school based components as a requirement for graduation.

Students may take one additional credit to meet 120 total credit hours.

Degree Requirements (60 credit hours)

	Credit Hours
EDG 4930 Special Topics in Education I	1
EDF 3214 Human Development and Learning	3
EDG 3410 Classroom Management	3
TSL 4140 ESOL Methods, Curriculum & Assessment	3
TSL 4080 Second Language Acquisition & Culture.	3
RED 3324 Teaching Reading in the Middle School	3
EDM 3230 Middle Grade Curriculum and Instruction	3
RED 4519 Diagnosis & Intervention in Reading	3
ESE 4323 Educational Assessment	3
EEX 3012 Educational Needs of Students with Exceptionalities	3
LAE 3342 Middle Grades Practicum I: Composition	4
LAE 3332 Applied Linguistics for Teachers	3
EDF 4782 Ethics and Law	2
LAE 3333 Teaching Composition	3
LAE 4464 Adolescent Literature	3
LAE 3326 Middle Grades Practicum II: Literature	4
LAE 4940 Internship in Middle Grades Language Arts	12
TOTAL CREDIT HOURS	**120**

School Based Hour Requirements (720 total hours)

EDG 3410 Classroom Management (15)
TSL 4140 ESOL Methods, Curriculum & Assessment (15)
TSL 4080 Second Language Acquisition & Culture (15)
RED 3324 Teaching Reading in the Middle School. (15)
RED 4519 Diagnosis and Intervention in Reading (15)
LAE 3342 Middle Grades Practicum I: Composition (35)
LAE 3326 Middle Grades Practicum II: Literature (45)
EEX 3012 Educ. Needs of Students w/ Exceptionalities (15)
LAE 4940 Internship in Middle Grades Language Arts (560)

Middle Grades Language Arts (59 hours of upper division coursework)

Key

APPROVED: The course was previously approved by Curriculum Committee

TBS: To Be Submitted followed by the semester and year

CS: Currently submitted in addition to program proposals

First Semester (full-time students): 13 credit hours

EDG 4930	Special Topics in Education	1	APPROVED
EDG 3410	Classroom Management	3	APPROVED
ESE 4323	Educational Assessment	3	APPROVED
TSL 4080	Second Language Acquisition & Culture	3	APPROVED
EDM 3230	Middle Grade Curriculum & Instruction	3	SUBMITTED 4/10

This course is an introduction to the field of curriculum and instruction designed specifically for the middle grades teacher. Teacher candidates will examine the uniqueness of the middle school learner, the curriculum and the roles and responsibilities of teaching; including the role of special teachers, problems of individual learners and materials and strategies appropriate for the selected area of concentration. Course content includes curriculum and instructional strategies in middle grades (5-9) content areas. Teacher candidates will connect theory to practice through the creation, implementation and evaluation of meaningful and authentic lessons and experiences. This course requires a minimum of 10 hours in a 5-9 classroom setting.

Second Semester (full-time students): 13 credit hours

TSL 4140	ESOL Methods, Curriculum, and Assessment	3	APPROVED
LAE 3342	Middle Grades Language Arts Practicum I: Composition	4	TBS 9/10

This course is designed to prepare teacher candidates to teach composition in grades 5-9. Teacher candidates will survey various composition styles and rhetorical methods. Writing workshop methodology will be applied to standards-based language arts instruction. Research and methods on dialect diversity, development of semantics and the teaching of Standard English grammar will be considered as lessons are created. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

LAE 3332	Applied Linguistics for teachers	3	TBS 9/10

This course is designed to prepare teacher candidates with contemporary approaches to English linguistics as taught in Florida public secondary schools. In this course teacher candidates will examine English language grammar, usage, dialectology, diction, vocabulary development, semantics and lexicography. The linguistic content will be related to contemporary theories of teaching and learning in addition to theories of language acquisition.

RED 3324	Teaching Reading in the Middle School Curriculum	3	TBS 9/10

This course is designed to prepare teacher candidates with theory and methodology for teaching reading at the middle school level. The course will emphasize Scientifically-Based Reading Research (SBRR) and strategies for developing vocabulary and comprehension. In this course teacher candidates will also examine research and practice regarding teaching of specialized reading strategies for the various disciplines. Teacher candidates will also evaluate student progress in reading and integrate reading and study skills into content area instruction.

Third Semester (full-time students' typical summer term): 9 credit hours

EDF 4782	Ethics and Law	2	APPROVED
EDF 3214	Human Development and Learning	3	APPROVED
EEX 3012	Educational Needs of Students with Exceptionalities	3	APPROVED
Lower Division Elective course (if needed to reach 120 hours)		1	

Fourth Semester (full-time students): 13 credit hours

LAE 3333	Teaching Composition	3	TBS 9/10C

This course is designed to prepare teacher candidates to teach writing to middle grades learners. This course will explore the connections between the form and content of compositions. Teacher candidates will engage in writing workshop seminars to develop their own writing as well as prepare writing workshop lessons for middle grades learners. Teacher candidates will integrate instruction in writing with literature and grammar.

RED 4519	Diagnosis and Intervention in Reading	3	APPROVED
LAE 4464	Adolescent Literature	3	TBS 9/10

This course is designed to expose teacher candidates to a survey of literature appealing to adolescents including Young Adult (YA) literature. Teacher candidates will survey classics and contemporary works used in language arts classes (grades 5-9). Topics may include Mythology, Classical Literature, World Masterpieces, Contemporary Literature, Historical Fiction, Science Fiction, and Graphic Novels. Teacher candidates will design instruction with YA literature as a centerpiece for developing the five strands of the language arts. Issues of censorship will be addressed.

LAE 3326	Middle Grades Language Arts Practicum II: Literature	4	TBS 9/10

This course is designed to prepare teacher candidates to teach literature in grades 5-9. Teacher candidates will use standard-based instruction to design instruction with literature as a centerpiece for developing the five strands of the language arts. Reader Response theory, Socratic seminars, and Reading workshop methodology will be explored. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

Fifth Semester (must be taken fall or spring): 12 credit hours

LAE 4940	Internship in Middle Grades English	12	TBS 9/10

This course requires teacher candidates to lead instruction in an area 5-9 language arts classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices,

ESOL Performance Standards, and ESOL K-12 Competencies and Skills, and Reading competencies, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in 5-9 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. Teacher candidates will participate in a series of required mandatory seminars at Edison State College.

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

EDG 4930 – SPECIAL TOPICS IN EDUCATION I – BS – 1 CREDIT HOUR

This course is designed to prepare individuals for the Education Program. This seminar course allows teacher candidates opportunities to explore qualitative and quantitative research skills, as related to the Education profession. Students will also explore current library and technology resources available to teacher candidates. This course also includes a survey of topics to include creating a preprofessional teacher portfolio, and issues of teacher certification in the State of Florida.

II. PREREQUISITES FOR THE COURSE:

Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Writing Sample
- Portfolio Overview
- Florida Educator Accomplished Practices
- Sunshine State Standards
- Florida Teacher Competency Exams
- Qualitative and Quantitative Research Skills
- Disposition and Reflective Writing Practices

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 COMPETENCIES
The teacher candidate will critique and draw inferences as to how the interpretation of diversity relates to modern society.	Reflective Essay: Handicap of Definition	CT
The teacher candidate will develop a concept paper inclusive of teaching philosophies and characteristics of effective teachers.	Reflective Essay: Teaching Philosophy	COM
The teacher candidate will develop an on-line portfolio for to demonstrate progression until mastery of critical tasks. Critical tasks relate to state and national standards.	Live Text Portfolio	TIM

SPECIFIC COURSE COMPETENCIES:

CRITICAL TASK ASSIGNMENTS AND/OR ASSESSMENTS
At the conclusion of this course, teacher candidates will demonstrate competency in the following Pre-professional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC – Florida Subject Area Competencies and Skills
FEAP – Florida Educator Accomplished Practices
PEC – Professional Education Competencies
ESOL P.S. – English Speaker of Other Languages Performance Standards
ESOL K-12 – English Speakers of Other Languages K-12 Competencies

***** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

COURSE	FSAC	CRITICAL TASKS	FEAP/ PEC	READING	ESOL P.S.	ESOL K-12	GEN ED COMP
EDE 4930 Special Topics in Education		Reflective Essay: Teaching	2.b 2.d 5.a				COM

		Philosophy	13				
		Reflective Essay: Handicap of Definition	5.a				CT
		Live Text Portfolio	12.a				TIM

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children's Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

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:

REFLECTIVE ESSAY: TEACHING PHILOSOPHY

As many of you remember from your Introduction to Education course or other education courses, there are five well documented educational philosophies. The Teacher-Centered philosophies, Essentialism and Perennialism, place a strong emphasis on academic and classic ideas offering little flexibility in the

curriculum. The Student-Centered philosophies, Progressivism, Social Reconstructionism and Existentialism, focus on social, political and economic needs through experiential learning, such as field trips and games. Student-centered philosophies place more emphasis on individuality and flexibility in curriculum and recognize the autonomy of educators. Constructivist and Behaviorist approaches to psychology play a role in influencing each of the philosophies as do social, economical and political influences or beliefs. There is no right or wrong philosophy. You can find support for closely adhering to one philosophy or support for pulling from all of the philosophies to create a more realistic philosophical approach to teaching. Whatever the case, your educational philosophy is personal and must come from deep within.

REFLECTIVE ESSAY: HANDICAP OF DEFINITION

You will read "The Handicap of Definition" by William Raspberry and then write a 500 - 600 word essay that **summarizes** and **reflects** on this work. You will be given "The Handicap of Definition" in the class preceding the composition of the essay in order to give you time to read and reflect on the article; during the actual composition of your essay, you may use the computer to write and edit your work. You must submit your essay according to the guidelines below.

LIVE TEXT PORTFOLIO

Teacher candidate must create their initial portfolio necessary for assessment and completion of the Secondary Education, Bachelor's of Science. Students must follow the guidelines provided in the handbook for entering all assignments and assessments. The student is responsible for updating and maintaining their portfolio throughout the duration of the program.

VII. ATTENDANCE POLICY:

After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair of Education and may be forwarded on to the Education Review Committee, if necessary.

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

**** All Critical Tasks must be passed with a 75% or better.***

(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:

College Livetext (may be purchased in the bookstore or online.)

X. RESERVED MATERIALS FOR THE COURSE:

XI. 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.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

CRITICAL TASK REVISION POLICY:

All critical task assignments must be completed with a 75% or better in order to graduate. Any assignment receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All critical task assignments in related course work must be successfully completed with 75% or better prior to final internship. Revising a critical task assignment may not necessarily result in a change in the course grade.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dr. Erin Harrel
PRESENTER: **Dr. Erin Harrel**
DATE: **April 19, 2010**

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

Course Name, including prefix and number:

EDG 4935 Special Topics II in Middle and Secondary School Education

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

Class credits: 2 **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:
Students must have written permission from the instructor. Students must be able to work in a high school setting one hour a day five days a week throughout the semester. Students must complete a level II background check and be fingerprinted through the Lee County School District.

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

ICS Code: 1.14.08 **Banner Major Code: SEDM, SEDB, MEDM, MEDS**

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: **(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 is designed for baccalaureate students interested in engaging middle and high school students in experiential and service learning opportunities. This course will allow baccalaureate level students the opportunity to work in a hands on learning environment to assist 6-12 learners in making the connections between classroom learning and real-life career opportunities. EDG 4935 Special Topics in Middle and Secondary Education is based on Kolb's (1984) theory of experiential learning. Kolb states: The effective learner relies on four different learning modes: Concrete Experience (CE), Reflective Observation (RO), Abstract Conceptualization (AC), and Active Experimentation (AE). That is, he must be able to involve himself fully, openly, and without bias in new experiences (CE), he must be able to reflect on and observe these experiences from many perspectives (RO), he must be able to create concepts that integrate his observations into logically sound theories (AC), and he must be able to use these theories to make decisions and solve problems (AE). As related to Kolb's theory the course will entail three tenets: The knowledge gained through concepts, facts, and information acquired through the formal learning process and past experiences; the application of knowledge to a real world setting; and the analysis and synthesis of knowledge to create meaning for 6-12 students.

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 Affairs is required.)

_____
(Vice President of Academic Affairs)

FACULTY ENDORSEMENTS/COMMMENTS:
Eileen DeLuca, Ph.D. Great course!
Joyce Rollins, Elementary Education Professor

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.

EDISON STATE COLLEGE

Division of University and Baccalaureate Programs

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

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

EDG 4935 – SPECIAL TOPICS II IN MIDDLE AND SECONDARY SCHOOL EDUCATION – BS – 2 CREDITS

This course is designed for baccalaureate level students interested in engaging middle and secondary school students in experiential and service learning opportunities. The course focuses on historical learning theorists and learning theories as related to service and experiential learning. The experiential learning curriculum developed during this course will entail three tenets: The knowledge gained through concepts, facts, and information acquired through the formal learning process and past experiences; the application of knowledge to a real world setting; and the analysis and synthesis of knowledge to create meaning for 6-12 students. The course will focus on careers associated with middle and secondary school Science, Technology, Engineering and Math curriculum.

II. PREREQUISITES FOR THE COURSE:

Students must have written permission from the instructor. Students must be able to work in a high school setting one hour a day five days a week throughout the semester. Students must complete a level II background check and be fingerprinted through the Lee County School District.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Learning Theories
- Experiential and Service Learning Theories
- Career Pathways Exploration through High School Education
- Community Relations
- STEM career exploration

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 COMPETENCIES
Investigate the historical foundations of learning (i.e. Erikson, Jung, Maslow, Perls, Piaget, and Vygotsky)	Learning Theory Digital Scrapbook	
Investigate the learning theories as related to service and experiential learning such as those of John Dewey, Malcolm Knowles, David Kolb, Kurt Lewin, Edward Thorndike, Peter Senge, and Thomas Stewart	Learning Theory Digital Scrapbook	
Design, implement and aggregate data on pre-post test career survey instruments	Pre and Post Career Pathways Survey	
Design and implement lesson plans appropriate for 9th or 10th grade level students that introduce career pathways	Lesson Plan: Career Pathways	
Produce and implement at least one Career Insight activity designed to promote understanding of a variety of career paths and various lines of business	Lesson Plan: Career Pathways	
Engage in specific guest experiences to identify the value of and relationship between 9-12 education and STEM career paths	Lesson Plan: Career Pathways	
Evaluate skills and knowledge of 9-12 learners regarding STEM focused career paths	Community Based Project	
Identify, organize or participate in a community service activity as it relates to a given STEM career path	Community Based Project	
Critique the value of diversity in 9-12 settings	Lesson Plan: Career Pathways Community Based Project	
Identify and problem solve specific situations related to high school students	Reflective Journal: Career Exploration	

At the conclusion of this course, teacher candidates will be able to demonstrate competency of pertinent state and national standards, and course objectives.

SPECIFIC COURSE COMPETENCIES:

CRITICAL TASK ASSIGNMENTS AND/OR ASSESSMENTS

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC – Florida Subject Area Competencies and Skills (EE- Elementary Education)
FEAP – Florida Educator Accomplished Practices
ESOL – English Speaker of Other Languages
PEC – Professional Education Competencies

***** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

COURSE	FSAC	CRITICAL TASKS	FEAP/ PEC	READING	ESOL PERFORMANCE STANDARDS	ESOL K-12 COMPETENCIES
EDG 4935 Special Topics II in Middle and Secondary		Learning Theory Digital Scrapbook	7d			
		Pre and Post Career Pathways Survey	11c			
		Lesson Plans: Career Pathways	5a 10c			
		Community Based Projects	5a			
		Reflective Journal: Career Exploration	10c			

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children's Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

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 PROGRAM PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dr. Eileen DeLuca
PRESENTER: Dr. Eileen DeLuca
DATE: 4-5-10

Check one: ☐ New certificate program ☐ New AS degree program
X New Bachelor's Degree

Program Description: (Attach proposed catalog page with program information, along with samples of curricula for similar programs at other institutions)
See attached program sheet.

Similar programs at other Florida community colleges/state universities:
Colleges/State Universities offering Middle Grades Mathematics (5-9):
Florida Institute of Technology (Private)
Florida Memorial University (Private)
Florida State University (Public)
Indian River State College (Public)
Northwest Florida State College (Public)
St. Petersburg College (Public)
Southeastern University (Private)
Chipola College (Public)

Describe the process by which the need for the new program was identified:

The Middle Grades Mathematics program represents a critical shortage area locally and statewide and will meet immediate needs of the school districts in ESC's region. Edison seeks approval to implement affordable Middle Grades Education programs with academic rigor and relevance that will provide students with opportunities for professional and academic advancement. The Middle Grades program will prepare graduates to secure teaching positions in fifth through ninth grade levels in various mathematics content areas. It also provides districts with teachers prepared for instruction at the elementary, middle and high school levels to maximize content knowledge and provide smooth transitions for students.

Beginning in May 2009, Education program administrators, faculty and staff began the internal and external survey process. On May 24, 2009, the Edison State College District Board of Trustees approved a motion for the College to apply for authorization to offer Bachelor of Science Degrees in Middle Grades Education Math, Middle Grades Education Science and Middle Grades Education in Language Arts with planned implementation dates in Fall 2010. The decision to pursue these degree programs is based on several factors to include strong community support, documented workforce need, the College's successful education baccalaureate programs, and feedback from students enrolled in Edison's associate degree programs in 2008-2009.

The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Locally, no public or private institutions of higher education in ESC's region offer Middle Grades Education programs nor do any local institutions intend to develop programs in these areas. ESC seeks to provide additional access to low income and minority students who are less likely to

attend private institutions. While state universities may restrict admissions according to criteria such as high school grade point averages and scores on SAT or ACT exams, ESC remains an open-door, baccalaureate degree-granting public institution. Edison devotes considerable resources to remediating the academic skills of those who enter unprepared to take college-level courses. Those who persist to complete an associate degree have acquired the necessary skills to succeed at the baccalaureate level. Through survey research, students have expressed the desire to remain at Edison, an environment in which they have experienced success, to continue their studies.

According to the Office of Research and Evaluation of the Florida Department of Education (December 2008), the three Middle Grades programs proposed (Mathematics, Science, Language Arts) have been designated by the State Board of Education as the top critical teacher shortage areas for 2009-2010. The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Project average enrollment for core courses: Each Middle Grades Education program estimates enrollment of 20 students during the 2010-2011 academic year, as reflected on each Enrollment, Performance and Budget Plan (for a total of 60 new students).

Describe how this projection was determined: The enrollment projection was determined based on student inquiry and student transcript evaluations. Previous baccalaureate programs have started with a similar number of students.

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)	full time	adjunct
(list discipline)	full time	adjunct

Staff position(s)

(list title)	full time	part time
	full time	part time

Total annual expenses for new positions:

List annual amount required for educational materials/supplies or other operating expenses for implementation: $4800.00

Identify the funding source to be used for personnel and operating expenses: Baccalaureate Budget Grant

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

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
_____ 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.

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.

Bachelor of Science

Middle Grades Mathematics Education

The Bachelor of Science (BS) in the Middle Grades Mathematics Education program is designed to prepare individuals to teach mathematics to students in grades 6-9. The program provides an educational pathway for students who have earned an Associate in Arts degree to include specific math and education prerequisites. Upon graduation, students will meet the mandated state teaching requirements, including teacher certification exams.

Program Highlights: The BS in Middle Grades Mathematics Education program includes courses in statistics, geometry, liberal arts and algebra. In addition, teacher candidates will take courses to prepare them to work with English Language Learners and students with exceptionalities. Throughout the program, teacher candidates will develop classroom management and assessment strategies for working with a diverse population of students. Field experience requirements are progressive in nature, building upon previous semester experiences. Students will progress through diverse field experiences, teach lessons through the practicum courses, and complete a full-time teaching internship in their final semester. Courses are offered for full and part time students, with blended and on-line course offerings where applicable.

General Education Requirements:

	Credit Hours
ENC 1101	3
ENC 1102	3
SPC 1017 or SPC 2023	3
Humanities Electives to include 3 credits writing intensive	6
*Social Science Electives to include one WOH or EUH course	9
**College Level Mathematics Electives	6
Natural Science Electives w/Lab	6
TOTAL	**36**

Required Program Prerequisites (grades of C or better) and electives for the Associate in Arts Degree (minimum of 24 credit hours):

*EDF 2005 Intro to the Teaching Profession
*EDF 2085 Intro to Diversity for Educators
*EME 2040 Intro to Technology for Educators
*PSY 2012 General Psych. *or* DEP 2004 Dev. Psych.

Lower division courses taken during final two years:

**STA 2023 Statistics……3
**MTG 2206 Geometry……3
**MGF 1106 Liberal Arts I……...3
**MGF 1107 Liberal Arts II…….3
TOTAL……12

***courses can be used to satisfy general education requirements in social sciences (in addition to specific WOH or EUH requirement)**
****courses can be used to satisfy general education requirements in mathematics**

Students may take one additional credit to meet 120 total credit hours.

Degree Requirements (60 credit hours):

	Credit Hours
EDG 4930 Special Topics in Education I	1
EDM 3320 Middle Grades Curriculum and Instruction	3
RED 4335 Teaching Reading in the Content Areas	3
TSL 4140 ESOL Methods, Curriculum & Assessment	3
EDF 3214 Human Development and Learning	3
ESE 4323 Educational Assessment	3
EDG 3410 Classroom Management	3
RED 4350 Literacy Content and Processes	3
EEX 3012 Educational Needs of Students with Exceptionalities	3
EDF 4782 Ethics and Law	2
MAE 3321 Teaching Geometry in Middle School with Practicum	4
MAE 3823 Teaching Algebra in Middle School with Practicum	4
MAE 4943 Internship: Middle Grades Mathematics Education	12

TOTAL CREDIT HOURS.....120

<u>School Based Hour Requirements (685 total hours)</u>

EDG 3410 Classroom Management (15)
TSL 4140 ESOL Methods, Curriculum & Assessment (15)
EDM 3230 Middle Grades Curriculum and Instruction (10)
MAE 3321 Teaching Geometry in Middle School with Practicum (35)
MAE 3328 Teaching Algebra in Middle School with Practicum (35)
EEX 3012 Educational Needs of Students with Exceptionalities (15)
MAE 4943 Internship: Middle Grades Mathematics Education (560)

Middle Grades Mathematics Program Requirements (60 credit hours)

Key

APPROVED: The course was previously approved by Curriculum Committee

TBS: To Be Submitted followed by the semester and year

CS: Currently submitted in addition to program proposals

Sample Course Sequence:

First Semester (full time students): 14 credit hours

EDG 4930	Special Topics	1	APPROVED
ESE 4323	Educational Assessment	3	APPROVED
STA 2023	Statistics	4	APPROVED
EDG 3410	Classroom Management	3	APPROVED
EDM 3230	Middle Grades Curriculum & Instruction	3	TBS 9/10

This course is an introduction to the field of curriculum and instruction specifically for the middle grades teacher. Teacher candidates will examine the uniqueness of the middle school learner, the curriculum and the role and responsibilities of teaching including the role of special teachers, problems of individual learners and materials and strategies appropriate for the selected area of concentration. Course content includes curriculum and instructional strategies in middle grades (5-9) language arts, mathematics, and science. Teacher candidates will connect theory to practice through the creation, implementation and evaluation of meaningful and authentic lessons and experiences. This course requires a minimum of 10 hours in a 5-9 classroom setting.

Second Semester (full-time students): 13 credit hours

TSL 4140	ESOL Curriculum, Methods	3	APPROVED
MTG 2206	College Geometry	3	APPROVED
RED 4335	Reading in the Content Areas	3	APPROVED
MAE 3321	Teaching Geometry in Middle School w/practicum	4	TBS 9/10

This course is designed to prepare teacher candidates to construct meaningful connections between being a learner of mathematics and being a teacher of mathematics specifically targeting geometry. Teacher candidates will apply appropriate strategies in designing and implementing standards-based lessons with a geometry focus. Teacher candidates will integrate relevant manipulatives and technology resources for understanding geometry concepts in their lessons. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

THEORY AND METHODS FOR TEACHING GEOMETRY IN THE MIDDLE SCHOOL.

Third Semester (full-time students' typical summer schedule): 8 credit hours

MGF 1107	Liberal Arts Math II	3	APPROVED
MGF 1106	Liberal Arts Math I	3	APPROVED
EDF 4782	Ethics and Law	2	APPROVED

Fourth Semester (full-time students): 13 credit hours

RED 4350	Literacy Con and Processes	3	APPROVED
EEX 3012	Educational Needs Ex Stud	3	APPROVED
EDF 3214	Human Development and Learning	3	APPROVED
MAE 3823	Teaching Algebra in Middle School w/practicum	4	TBS 9/10

This course is designed to prepare teacher candidates to construct meaningful connections between being a learner of mathematics and being a teacher of mathematics specifically targeting algebra. Teacher candidates will apply appropriate strategies in designing and implementing standards-based lessons with an algebra focus. Teacher candidates will integrate relevant technology resources for understanding algebra concepts in their lessons. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

Fifth Semester (fall or spring only): 12 credit hours

MAE 4943	Internship: Middle Grades Math Education	12	TBS 9/10

This course requires teacher candidates to lead instruction in an area 5-9 mathematics classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, and ESOL K-12 Competencies and Skills, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in 5-9 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. Teacher candidates will participate in a series of required mandatory seminars at Edison State College.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Eileen DeLuca, Ph.D.
PRESENTER: Joyce Rollins
DATE: April 9, 2010

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

Course Name, including prefix and number: EDM 3230 Middle Grade Curriculum and Instruction

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: Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

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

ICS Code: Banner Major Code: LAED MEDM MEDS

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: $10.00 (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:

The middle grades curriculum course prepares teachers for future careers in field of middle grades. The course is part of the state approved middle grades program offerings that leads to Middle Grades (5-9) certification. The Secondary programs were developed without a curriculum course and teacher candidate data has shown a weakness in the area of lesson planning and understanding how to design and implement developmentally appropriate curriculum. The Secondary programs will be revised to rectify this weakness. The Middle Grades programs are being designed with a research and standards-based framework.

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:

Eileen DeLuca, Ph.D.
William Dwyer, Ed.D.
Christy Duda, Ph.D.

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 Baccalaureate and University Programs

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

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

EDM 3230 – MIDDLE GRADE CURRICULUM AND INSTRUCTION – BS – 3 CREDIT HOURS

This course is an introduction to the field of curriculum and instruction specifically for the middle grades teacher. Teacher candidates will examine the uniqueness of the middle school learner, the curriculum and the role and responsibilities of teaching including the role of special teachers, problems of individual learners and materials and strategies appropriate for the selected area of concentration. Course content includes curriculum and instructional strategies in middle grades (5-9) content areas. Teacher candidates will connect theory to practice through the creation, implementation and evaluation of meaningful and authentic lessons and experiences. This course requires a minimum of 5 hours in a 5-9 setting.

II. PREREQUISITES FOR THE COURSE:

Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Foundations, Theories and Research Around Learning Styles
- Instructional Resources, Materials and Tools
- Formal and Informal Assessments
- Curriculum Integration
- Curriculum modifications for ESE and ELL Students

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 COMPETENCIES
The teacher candidate will analyze and evaluate the unique needs of the middle school learner.	Middle School Learner Project	CT
The teacher candidate will design learning modules that reflect varied, intellectual, cultural and social perspectives.	Lesson Plan: Social Justice/Diversity	
The teacher candidate will analyze and implement strategies to teach productively within diverse settings.	Final Exam Lesson Plan: Social Justice/Diversity	
The teacher candidate will plan and implement instruction that is developmentally appropriate and supports district-level standards and instructional plans.	Project-based Instructional Unit Lesson Plan: Social Justice/Diversity	COM
The teacher candidate will explore a variety of instructional strategies and models that include knowledge of a variety of resources, materials and tools.	Lesson Plans: Exploration Lesson Plan formats for the Middle Grades Project-based Instructional Unit	 COM
The teacher candidate will prepare lesson plans that culminate in systematic curriculum integration.	Project-based Instructional Unit	COM
The teacher candidate will explore and utilize differentiated instruction, multiple intelligences, problem-based learning and other theories and best practices.	Final Exam Project-based Instructional Unit	 COM
The teacher candidate will prepare or adapt lessons to meet the needs of ELL and ESE learners.	Exploration Lesson Plan formats for the Middle Grades Project-based Instructional Unit	 COM

SPECIFIC COURSE COMPETENCIES:

CRITICAL TASK ASSIGNMENTS AND/OR ASSESSMENTS
At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC – Florida Subject Area Competencies and Skills
FEAP – Florida Educator Accomplished Practices
PEC – Professional Education Competencies
ESOL P.S. – English Speaker of Other Languages Performance Standards
ESOL K-12 – English Speakers of Other Languages K-12 Competencies

***** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

COURSE	FSAC	CRITICAL TASKS	FEAP/ PEC	READ ING	ESOL PERFORMANCE STANDARDS	ESOL K-12 COMPETENCIES	GEN. ED. COMP
EDM 3230 Middle Grade Curriculum and Instruction		Middle School Learner Project	2.c				CT
		Social Justice/Diversit y Lesson Plan	5.a		4.2, 14.3, 16.2	3,6	
		Exploration Lesson Plan formats for the Middle Grades	10.a		4.2, 14.3, 16.2	3,6	
		Project-based Instructional Unit	9.d		4.2, 14.3, 16.2	3,6	COM

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Middle Grades Language Arts, Middle Grades Science, Middle Grades Mathematics, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children's Education International. Standards for

the English Language Arts are based on the National Council of Teachers of English. Principles and Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

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.

MIDDLE SCHOOL LEARNER PROJECT

Teacher candidates will conduct research using five primary sources to better understand the unique qualities of the middle school learner. After researching, teacher candidates will interview two middle school educators and three middle school students to gain more insight into understanding middle school learners and developing curriculum that will engage students in grades 5-9. Teacher candidates will compile the data gained both from the research and interviews to create a paper that grapples with the complex issues of teaching this developmental age. A summary of each interview and journal article will be included as well as an analysis and implications of the information obtained. APA format should be used.

LESSON PLAN: SOCIAL JUSTICE/DIVERSITY

Based on the "Middle School Learner Project," teacher candidates can either create an original lesson or adapt a current lesson plan to infuse either an area of diversity education or a social justice issue that they feel is needed in the middle school curriculum. The lesson plan should include at the minimum, the goal of the lesson with the social justice issue or area of diversity explicitly connected, learning objectives and their alignment to the Sunshine State Standards, materials, activities and how the lesson will be assessed although the particular assessment does not need to be included.

LESSON PLANS: EXPLORATION OF LESSON PLAN FORMATS FOR THE MIDDLE GRADES

Teacher candidates will create five (5) lesson plans for their area of concentration. The lesson plans should minimally contain: goals, objectives which are aligned with Sunshine State Standards, materials, activities, assessments and adaptations for ELL and ESE students. Each lesson plan should have a different

type of assessment to cover formal, informal and authentic. Students will use various formats as covered in class such as the 7 Step Plan, Learning Cycle Lesson Plan, and Into Through Beyond.

PROJECT BASED INSTRUCTIONAL UNIT
Teacher candidates will create a project based instructional unit based in their curricular area that they will be able to use during either a practicum, their intern placement or as a teaching resource upon graduation. The lesson plans included in the unit should minimally contain: goals, objectives which are aligned with Sunshine State Standards, materials, activities, assessments and adaptations for ELL and ESE students. Each lesson plan should have a different type of assessment to cover formal, informal and authentic.

FINAL EXAM

ATTENDANCE, CLASS PARTICIPATION, OBJECT LESSON

VII. ATTENDANCE POLICY:

After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair of Education and may be forwarded on to the Education Review Committee, if necessary.

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

**** All Critical Tasks must be passed with a 75% or better. (Please include this statement in your syllabus.)***

(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:

XI. CLASS SCHEDULE:

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES

CRITICAL TASK REVISION POLICY:
All FEAP assignments must be completed with a 75% or better in order to graduate. Any assignment receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on

October 15th, the assignment must be resubmitted by October 29th. All FEAP assignments in related course work must be successfully completed with 75% or better prior to final internship. Revising a FEAP assignment may not necessarily result in a change in the course grade.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW PROGRAM PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dr. Eileen DeLuca
PRESENTER: Dr. Eileen DeLuca
DATE: 4-5-10

Check one: ☐ New certificate program ☐ New AS degree program
X New Bachelor's Degree

Program Description: (Attach proposed catalog page with program information, along with samples of curricula for similar programs at other institutions)

See attached program sheet.

Similar programs at other Florida community colleges/state universities:
Colleges/State Universities offering Middle Grades Science (5-9):
Florida Institute of Technology (Private)
Florida Memorial University (Private)
Florida State University (Public)
Indian River State College (Public)
Northwest Florida State College (Public)
St. Petersburg College (Public)
Southeastern University (Private)
Warner University (Private)
Chipola College (Public)

Describe the process by which the need for the new program was identified:

The Middle Grades Science program represents a critical shortage area locally and statewide and will meet immediate needs of the school districts in ESC's region. Edison seeks approval to implement affordable Middle Grades Education programs with academic rigor and relevance that will provide students with opportunities for professional and academic advancement. The Middle Grades program will prepare graduates to secure teaching positions in fifth through ninth grade levels in various science content areas. It also provides districts with teachers prepared for instruction at the elementary, middle and high school levels to maximize content knowledge and provide smooth transitions for students.

Beginning in May 2009, Education program administrators, faculty and staff began the internal and external survey process. On May 24, 2009, the Edison State College District Board of Trustees approved a motion for the College to apply for authorization to offer Bachelor of Science Degrees in Middle Grades Education Math, Middle Grades Education Science and Middle Grades Education in Language Arts with planned implementation dates in Fall 2010. The decision to pursue these degree programs is based on several factors to include strong community support, documented workforce need, the College's successful education baccalaureate programs, and feedback from students enrolled in Edison's associate degree programs in 2008-2009.

The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Locally, no public or private institutions of higher education in ESC's region offer Middle Grades Education programs nor do any local institutions intend to develop programs in these areas. ESC seeks to provide additional access to low income and minority students who are less likely to attend private institutions. While state universities may restrict admissions according to criteria such as high school grade point averages and scores on SAT or ACT exams, ESC remains an open-door, baccalaureate degree-granting public institution. Edison devotes considerable resources to remediating the academic skills of those who enter unprepared to take college-level courses. Those who persist to complete an associate degree have acquired the necessary skills to succeed at the baccalaureate level. Through survey research, students have expressed the desire to remain at Edison, an environment in which they have experienced success, to continue their studies.

According to the Office of Research and Evaluation of the Florida Department of Education (December 2008), the three Middle Grades programs proposed (Mathematics, Science, Language Arts) have been designated by the State Board of Education as the top critical teacher shortage areas for 2009-2010. The Florida Agency for Workforce Innovation finds that by the 2012-2013 academic year there will be a need for an additional 3,397 middle grades math, science and language arts teachers in Florida. These figures represent a significant increase in the number of new middle grades teachers needed between 2009 and 2013 in the state.

Project average enrollment for core courses: Each Middle Grades Education program estimates enrollment of 20 students during the 2010-2011 academic year, as reflected on each Enrollment, Performance and Budget Plan (for a total of 60 new students).

Describe how this projection was determined: The enrollment projection was determined based on student inquiry and student transcript evaluations. Previous baccalaureate programs have started with a similar number of students.

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)	full time	adjunct
(list discipline)	full time	adjunct

Staff position(s)

(list title)	full time	part time
	full time	part time

Total annual expenses for new positions:

List annual amount required for educational materials/supplies or other operating expenses for implementation: $4800.00

Identify the funding source to be used for personnel and operating expenses:
Baccalaureate Grant Budget

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

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

_____ 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.

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.

Bachelor of Science
Middle Grades Science Education

The Bachelor of Science (BS) in Middle Grades Science Education is designed to prepare individuals to teach life and physical science in grades 5-9. The program provides an educational pathway for students who have earned an Associate in Arts degree to include specific science and education prerequisites. Upon graduation, students will meet the mandated state teaching requirements, including teacher certification exams.

Program Highlights: The Middle Grades Science Education program includes courses that prepare teacher candidates to understand the nature of the adolescent learner and the middle grades philosophy. Content courses cover general ecology, scientific processes, physical and biological sciences. In addition, teacher candidates will take courses to prepare them to teach English as a second language, students with exceptionalities, and reading competency. Throughout the program, teacher candidates will develop classroom management and assessment strategies for working with a diverse population of students. Field experience requirements are progressive in nature, building upon previous semester experiences. Students will complete field experience, teach lessons through the practicum courses, and complete a full-time teaching internship in their final semester. Courses are offered for full and part time students, with blended technology and online courses where applicable.

General Education Requirements:

	Credit Hours
ENC 1101	3
ENC 1102	3
SPC 1017 or SPC 2023	3
Humanities Electives to include 3 credits writing intensive	6
*Social Science Electives to include one WOH or EUH course	9
College Level Mathematics Electives	6
**Natural Science Electives w/Lab	6
TOTAL	**36**

Required Program Prerequisites (grades of C or better) and electives for the Associate in Arts Degree (minimum of 23 credit hours):

*EDF 2005 Intro to the Teaching Profession……..…..…3
*EDF 2085 Intro to Diversity for Educators……..…..3
*EME 2040 Intro to Technology for Educators……....3
*PSY 2012 General Psych. *or* DEP 2004 Dev. Psych……...3
**BSC 1010 and 1010L Biological Science I and lab……...4
**BSC 1011 and 1011L Biological Science II and lab…..…4
**GLY 1010 Physical Geology and Lab……..…4
**OCE 1001C Oceanography I…….…..…3
**MAC 2311 Calculus w/Analytic Geometry……..…..4
(Typical prerequisite math sequence: MAC 1105, MAC 1140, MAC 1114)

Lower division courses taken during final two years:

PHY 2048 and PHY 2048 L Physics I plus lab……..…….5

OR

CHM 2045 and 2045L General Chemistry I and lab……..4
(CHM 2045 has a prerequisite that must be met: CHM 2025 General Chemistry)

***courses can be used to satisfy general education requirements in social sciences (in addition to specific WOH or EUH requirement)**
****courses can be used to satisfy general education requirements in natural sciences**

Degree Requirements (58 credit hours):

	Credit Hours
EDG 4930 Special Topics in Education I	1
EDF 3214 Human Development and Learning	3
EDG 3410 Classroom Management	3
TSL 4140 ESOL Methods, Curriculum & Assessment	3
RED 4335 Teaching Reading in the Content Areas	3
EDM 3230 Middle Grade Curriculum and Instruction……...3	
ESE 4323 Educational Assessment	3
EEX 3012 Educational Needs of Students with Exceptionalities	3
PCB 3043C General Ecology with Lab	3
ISC 3120 Scientific Process	3
RED 4350 Literacy Content and Processes	3
SCE 3420C Teaching Physical Science in Middle School with practicum	4
SCE 3320C Teaching Biology and other Life Sciences in Middle School Science with practicum	4
EDF 4782 Ethics and Law	2
SCE 4943 Internship: Middle Grades Science Education……	12
TOTAL CREDIT HOURS…..	**120**

School Based Hour Requirements (675 total hours)

EDG 3410 Classroom Management (15)
TSL 4140 ESOL Methods, Curriculum & Assessment (15)
EEX 3012 Educational Needs of Students with Exceptionalities (15)
EDM 3230 Middle Grade Curriculum and Instruction (10)
SCE 3420C Teaching Physical Science in Middle School with practicum (35)
SCE 3320C Teaching Biological and Life Science in Middle School Science with practicum (35)
SCE 4940 Internship: Middle Grades Science Education (560)

Students may take two additional credit hour to meet 120 total credit hours

Middle Grades Science Program Requirements (57 credit hours)

Key

APPROVED: The course was previously approved by Curriculum Committee

TBS: To Be Submitted followed by the semester and year

CS: Currently submitted in addition to program proposals

Sample Course Sequence:

First Semester (full time students): 14 credit hours

EDG 4930	Special Topics	1	APPROVED
ESE 4323	Educational Assessment	3	APPROVED
CHM 2045	General Chemistry I and lab (or PHY 2048)	4	APPROVED
EDG 3410	Classroom Management	3	APPROVED
EDM 3230	Middle Grades Curriculum & Instruction	3	TBS 9/10

This course is an introduction to the field of curriculum and instruction designed specifically for the middle grades teacher. Teacher candidates will examine the uniqueness of the middle school learner, the curriculum and the roles and responsibilities of teaching; including the role of special teachers, problems of individual learners and materials and strategies appropriate for the selected area of concentration. Course content includes curriculum and instructional strategies in middle grades (5-9) content areas. Teacher candidates will connect theory to practice through the creation, implementation and evaluation of meaningful and authentic lessons and experiences. This course requires a minimum of 10 hours in a 5-9 classroom setting.

Second Semester (full-time students): 13 credit hours

TSL 4140	ESOL Curriculum, Methods	3	APPROVED
PCB 3043C	General Ecology	3	APPROVED
RED 4335	Reading in the Content Areas	3	APPROVED
SCE 3320	Teaching Biology and other Life Sciences in Middle School w/practicum		APPROVED Course Change submitted 4/10

This course covers techniques and materials of instruction for teaching science in the middle grades (5-9). In this course students learn principles of effective curriculum design and assessment and apply these principles by designing and developing interactive biological and life science curriculum projects and assessments for middle school students. This course addresses specific Sunshine State Standards subject matter competencies and pedagogy pertinent to the discipline and required for certification. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

Third Semester (full-time students' typical summer schedule): 8 credit hours

ISC 3120	Scientific Process	3	APPROVED
EDF 4782	Ethics and Law	2	APPROVED
Elective (if needed to reach 120 credit hours for graduation)		3	

Fourth Semester (full-time students): 13 credit hours

RED 4350	Literacy Content and Processes	3	APPROVED
EEX 3012	Educational Needs Ex Stud	3	APPROVED
EDF 3214	Human Development and Learning	3	APPROVED
SCE 3420	Teaching Physical Science in Middle School w/practicum	4	TBS 9/10

This course is designed to prepare teacher candidates to teach physical science in the middle grades (5-9). Teacher candidates will apply appropriate strategies in designing and implementing standards-based lessons with physical science focus. Teacher candidates will integrate relevant technology resources for understanding physical science in their lessons. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

Fifth Semester (fall or spring only): 12 credit hours

SCE 4943	Internship: Middle Grades Science Education	12	TBS 9/10

This course requires teacher candidates to lead instruction in an area 5-9 science classroom under the supervision of a trained clinical educator. Guided by the Florida Educator Accomplished Practices, ESOL Performance Standards, and ESOL K-12 Competencies and Skills, teacher candidates will write lesson plans, choose materials, conduct lessons, and manage student behavior during one semester of full day internship. Over the course of the internship, teacher candidates will conduct systematic inquiry about their work with children in 5-9 school settings and continually revise their classroom instruction and management through a cycle of reflective practice. Teacher candidates will participate in a series of required mandatory seminars at Edison State College.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: CURRICULUM COMMITTEE
FROM: Eileen DeLuca, Ph.D.
PRESENTER: Eileen DeLuca, Ph.D.
DATE: 4-1-10

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: SCE 3320 will change titles. The new title will be:

SCE 3320C Teaching Biology and Life Science in the Middle School w/ Practicum

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:

A slight change in the title was made to the course title and description to emphasize the content that allows the course to be applicable to both Secondary and Middle Grades majors (See wording on attached syllabus). The objectives and assignments have not changed.

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:

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:

SCE 3320C – TEACHING BIOLOGY AND LIFE SCIENCE IN THE MIDDLE SCHOOL W/ PRACTICUM – BS – 4 CREDITS W/ PRACTICUM

This course covers techniques and materials of instruction for teaching science in the middle grades (5-9). In this course students learn principles of effective curriculum design and assessment and apply these principles by designing and developing interactive biological and life science curriculum projects and assessments for middle school students. This course addresses specific Sunshine State Standards subject matter competencies and pedagogy pertinent to the discipline and required for certification. This course requires thirty-five hours of practicum in a 5-9 classroom setting.

II. PREREQUISITES FOR THE COURSE:

Admission into the Bachelor of Science in Education program or special permission from the Associate Dean of the School of Education.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Major concepts as identified by Big Ideas in the Grade 6-8 Sunshine State Standards for Science:
  - The Practice of Science
  - The Characteristics of Scientific Knowledge
  - Energy Transfer & Transformations
  - Diversity & Evolution of Living Organisms
  - Organization & Development of Living Organisms
  - Forms of Energy
  - Heredity & Reproduction
  - Interdependence
  - Science & Society
  - Properties of Matter
  - Changes in Matter
  - Matter and Energy Transformations
- Current issues and trends in science education and research that impacts the middle school science curriculum (e.g. TIMSS report; NAEP results; Science FCAT; ethical science research; content area literacy, effective learning environments, technology and electronic resources, etc.)
- Effective, research-based assessment procedures and their application in teaching middle school science
- Problem-solving and critical thinking processes; communication and instructional strategies; technology concept

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 COMPETENCIES
The teacher candidate will be able to evaluate current issues and trends in science education, including research that impacts the middle grades science curriculum, and create appropriate learning opportunities for students in a program of ongoing professional development.	Science Unit with Lesson Plans Portfolio Resources Classroom Teaching Action Research Plan	QR
The teacher candidate will be able to construct a middle grades science curriculum that accommodates appropriate bodies of knowledge identified in the Grade 5-9 Sunshine State Standards for Life Science, Physical Science and the Nature of Science.	Science Unit with Lesson Plans Classroom Teaching	COM
The teacher candidate will be able to create and implement effective, research-based assessment procedures for teaching middle grades science.	Science Unit with Lesson Plans Classroom Teaching	COM
The teacher candidate will be able to integrate the following learning opportunities in the middle grades science curriculum: problem-	Science Unit with Lesson Plans	

solving and critical thinking processes; communication and instructional strategies; and technology concepts and their application.	Classroom Teaching Portfolio Resources Action Research Plan	COM QR

SPECIFIC COURSE COMPETENCIES:

CRITICAL TASK ASSIGNMENTS AND/OR ASSESSMENTS
At the conclusion of this course, teacher candidates will demonstrate competency in the following Pre-professional Florida Educator Accomplished Practices (FEAPs), Sunshine State Standards, Professional and Subject Area Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

FSAC – Florida Subject Area Competencies and Skills
FEAP – Florida Educator Accomplished Practices
PEC – Professional Education Competencies
ESOL P.S. – English Speaker of Other Languages Performance Standards
ESOL K-12 – English Speakers of Other Languages K-12 Competencies

***** *The numbers and letters in the graph below correspond to the standards, indicators and competencies found above.*

COURSE	FSAC	CRITICAL TASKS	FEAP/ PEC	READING	ESOL P.S.	ESOL K-12 COMP	GEN ED COMP
SCE 3320C	**Middle Grades General Science 1-9**	Science Unit with Lesson Plans	1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12		14.3, 16.2, 18.1	3, 4, 6	
		Portfolio of Science Resources	2, 4, 7, 8, 10, 12				
		Classroom Teaching	1, 3, 5, 6, 7, 9, 11				COM
		Action Research	3, 5, 7, 8, 9, 10, 11				QR

RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:

This course is part of the Edison State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Sunshine State Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

National Curriculum Standards will also be introduced and referred to in this course. Standards for Elementary Education are based on the Association of Children's Education International. Standards for the English Language Arts are based on the National Council of Teachers of English. Principles and

Standards for School Mathematics (Standards 2000 Project) are based on the National Council of Teachers of Mathematics. The Physical Education Content Standards are based on the National Association for Sport and Physical Education. The National Health Education Standards (2007) are based on the American Cancer Society and Project 2061 is based on the American Association for the Advancement of Science. The Standards and Position Statement on Social Studies is based on the National Council for the Social Studies.

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:

REFLECTIVE JOURNAL & ACTION RESEARCH PLAN

Science teacher candidates will write a brief weekly journal entry based on class activities and discussion, field experiences, and course reading. Entries will be in the style of a reflective journal and be no less than 250 words in length. Entries should be emailed to the instructor no later than the end of each Friday. Candidates will design (and carry out preliminary components of) an Action Research Plan. The plan topic will derive from the interests/concerns developed while writing the reflective journal entries. Candidates will propose a research topic for instructor approval. Final plans will include components that can be reasonably completed by the end of the course, depending on the nature of the research and accommodation in the field experience. **(FEAP 3, 5, 7, 8, 9, 10, 11)**

Science Unit: Student candidates will plan and develop a science unit for middle grades students based on the Sunshine State Standards. Candidates will select a topic that can be used in their practicum classrooms and obtain approval from the instructor (Unit Proposal). The unit plan will be developed according to planning strategies described in the text. The unit should identify all lessons needed to teach the complete unit and at least five (5) lessons should be fully developed using one of the Learning Cycle formats (Five Es, Seven Es, or Three Phase). One of the developed lessons will be presented in class and you will teach at least five lessons in your practicum (see below). **(FEAP 1, 2, 3, 4, 5, 7, 8, 9, 10, 11, 12)**

- **Unit Rationale & Overview**: Provide a rationale for teaching this unit at the identified grade level. Unit rationales should be firmly based in the Sunshine State Standards; however, any other justifications for teaching the Unit topic should be identified. Provide a descriptive overview of the unit, summarizing lesson objectives and assessment. A concept map can be used to show connectivity of unit concepts.
- **Unit and Lesson Objectives**: General unit objectives as well as specific lesson objectives should be identified and matched to specific assessment. Objectives should use action verbs (see lists).
- **Assessment**: Formative assessments should be identified for each phase of each developed lesson. Formative assessments should include (a) observations, interviews, discussions; (b) written assessments; (c) performance assessments; (d) graphics; and (e) self-assessments. Lesson also should include summative assessments when appropriate.

- **Problem-based or Project-based Learning:** At least one developed lesson should include a problem-based learning activity. An alternative to problem-based learning is to develop a project-based learning lesson or unit. A lesson of this type is preferred for class presentation.
- **Differentiated Instruction**: All developed lesson plans should exemplify strategies and techniques for differentiated instruction, such as Gardner's Multiple Intelligences, Bloom's Taxonomy, Marzano's Strategies, and so on. Also, accommodations should be identified and incorporated for English Language Learners and Special Needs students. **(FEAP 1, 2)**
- **Technology**: At least one of the developed lesson plans should incorporate technology-based instruction.

Classroom Teaching: Candidates will teach at least five science lessons during the practicum, preferably those developed for the unit. However, candidates should teach their first science lesson as soon as possible, after negotiating an acceptable topic with the practicum teacher. This first lesson does not have to be from the Unit. Also, negotiate early a unit topic before developing the Unit and Lesson Plan. Candidates will submit a written reflection on their science teaching experience, as well as describing observed science lessons. For candidate lessons, describe any difficulties in teaching lessons and how issues were resolved or lesson modified. Also describe how lessons should be improved for future teaching. Describe the results of formative assessments, as well as any summative assessments. For observed lessons, identify differentiated instructional practices used, assessments (formative and summative), classroom management techniques, level of questioning, and cognitive complexity of the activities, technology integration, and attention to the Sunshine State Standards. Explain any differences in observed and candidate teaching outcomes. **(FEAP 1, 3, 5, 6, 7, 9, 11)**

Portfolio of Science Resources: Each candidate will create a digital portfolio of science resources with the following components. Some resources can and should be used in the Unit lessons. **(FEAP 2, 4, 7, 8, 10, 12)**:

- **Science Starters**: Describe at least 10 starter activities for the opening of class periods that require critical thinking skills. Science Starters should set the tone for the class and should be pertinent to the content being learned each day. Starter activities can be used in lessons developed for the unit.
- **Resource Selection & Evaluation**: Identify and evaluate a variety of at least 20 resources that include: books on science content and teaching; articles from the middle school science practitioner's journal (NSTA's *Science Scope,* http://www.nsta.org/middleschool/) and other articles on science content and teaching; activities for learning science; technology-based resources such as webquests, simulations, and online data-collection resources; guest speakers; possible field trip locations; and so on. Find and use an appropriate evaluation format and provide an annotated bibliography of resources with evaluation results.
- **Concept Mapping**: Design at least five (5) concept maps using Inspiration (or other appropriate) software. Concept maps can be used to introduce topics, assess learning, or provide instruction and should be used in at least one developed lesson or in the Unit plan.
- **Parent Involvement**: Candidates will describe at least five (5) resources involving parent/family involvement, especially relating to learning science. Consider after school programs and informal science learning opportunities. Integrate these resources in the unit lessons where appropriate.

Exams and Quizzes
Exams and quizzes will focus on course reading assignments and classroom discussions. Quizzes at the beginning of class will determine comprehension of assigned reading material.

Class Participation/Attendance: Students are expected to be on time to each class and actively engaged in all class activities.

VII. ATTENDANCE POLICY:

After four classroom hour absences, teacher candidates will not be permitted to return to class without written permission from the instructor (attendance form, A-1 will be kept on file). Each absence thereafter may result in a 10% reduction of overall grade. Issues of appeal will be reviewed by the Discipline Chair of Education and may be forwarded on to the Education Review Committee, if necessary.

VIII. GRADING POLICY:

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

**** All Critical Tasks must be passed with a 75% or better.***

Work submitted late will be assessed a 10% penalty.

(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:

XI. 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.

XII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

Critical Task Revision Policy: All Critical Task assignments must be completed with a 75% or better in order to graduate. Any Critical Task receiving a grade less than 75% must be resubmitted to the instructor. The assignment or assessment must be revised and resubmitted within two weeks of the assignment being returned to the teacher candidate. For example, if an assignment is returned by the professor to the teacher candidate on October 15th, the assignment must be resubmitted by October 29th. All Critical Tasks must be successfully completed with 75% or better prior to final internship. Revising a Critical Task may not necessarily result in a change to the course grade.

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** ☒ **no**

Course Name, including prefix and number: Undergraduate Research 2910 (prefix will vary)

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

Class credits: 1-3 credits Lab credits: 0 Combined lab & class credits:

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

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

Prerequisites: None

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

ICS Code:11849 Banner Major Code: Variable

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**

(Note: Modalities for this course may vary which is why no specific modality has been selected)

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: _____

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 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:

UNDERGRADUATE RESEARCH 2910 – AA – 1 TO 3 CREDITS

This course is intended to guide undergraduate students from all disciplines through the stages of writing a proposal for their research option project and subsequent thesis. Because the course will enroll students from different disciplines, they will also become acquainted with research topics, ways of framing arguments, and making points outside their fields of study, which will help them develop a more interdisciplinary perspective.

II. PREREQUISITES FOR THE COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- Planning
- Research and documentation
- Prose style and editing
- Document design
- Ethics
- Abstracts
- Oral presentation of proposal

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 COMPETENCIES
Students will demonstrate the ability to develop a stringent but achievable project plan that is agreed upon by the research advisor, the student and the instructor.	Students will be assessed by completing a research project.	COM
Students will master the ability to complete a literature review that reflects studies that are relevant to the student's thesis, and document these sources in the field-specific format.	Students will be graded on an annotated literature review.	COM, TIM,CT
Students will edit and revise multiple drafts of a documented project, employing standard editing practices.	Students will be graded on multiple drafts of a research project.	COM
Students will demonstrate the ability to master visual communication documents, including graphic elements.	Students will give an oral presentation, using visual aids on a research project.	COM, TIM
Students will demonstrate the ability to analyze ethical issues ranging from plagiarism and intellectual property to human subjects protocols and public responsibility.	Students will complete short essays and/or a research project on a topic that addresses issues from a global perspective.	COM, GSR

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.) Attendance will be determined by individual professors.

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:

(Based on subject matter and faculty preference)

X. RESERVED MATERIALS FOR THE COURSE:

Other special learning resources.

XI. CLAST COMPETENCIES INVOLVED IN THIS COURSE.

XII. CLASS SCHEDULE:

(To be determined by individual professors)

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) Students are required to abide by the policies set forth in the Undergraduate Research Project Handbook, which describes the process for preparing the research report.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW PROGRAM PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Dr. Edith Pendleton
Dean Bill Roshon
Associate Dean Dr. Mary Lewis, Health Professions
Associate Dean Dennette Foy, Professional and Tech. Studies
Associate Dean Mary Myers, Edison Online

PRESENTER: Dr. Edith Pendleton and others
DATE: 4/07/10

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.

Course Descriptions

EDISON STATE COLLEGE E-Learning Model Veterinary Technology AS Degree 73 credit hours	Florida Dept. of Education Curriculum Framework Veterinary Technology Health Science Education AS Degree 73 credit hours
ENC 1101 and ENC 1102 (online) English Composition I and English Composition (Technical Writing Emphasis) (6) Sequenced courses in essay writing and written communication designed to develop skill in paragraph construction and methods of presentation. The courses include practice in critical reading and analysis of texts as well as an introduction to researching and properly documenting sources using MLA format. These courses require computer proficiency and an ability to communicate electronically.	English (2.05) (2.03) (2.01)
SPC 2023 (online) Intro to Public Speaking (3) A course designed to enhance communication skills on the public speaking level, focusing on message	Recommended by the advisory committee.

composition and delivery skills as well as literal and comprehensive listing. (A modified section of this course may be developed to assist students to listen and respond to descriptions of animal ailments from livestock and pet owners, as requested by the advisory board.)	
Social Science (online) (3) CLP 1001 Pers. & Social Adjustment or PSY 2012 General Psychology	
Humanities/Philosophy (3) – Ethics preferred, as requested by the advisory board.	
Mathematics (7) STA 2023 Introductory Statistics (4) MGF 1106 Math for Liberal Arts (3) or higher	Math –graphs, charts, tables, measurements, temp, distance, capacity, mass/weight, metric units, convert time, draw conclusions. (11.0)
BSC 1010 Biological Science I (3) **BSC 1010L Biology Lab (1)** Emphasizes the development of scientific reasoning, formulation of problem statements, development of investigational techniques and data collection skills used to evaluate scientific hypotheses. Investigations using hands-on exercises, instrumental techniques common to studies of cell biology.	Knowledge of blood borne diseases. Safety and security procedures. Perform microbiology lab procedures (23.0)
ATE 1001 Introduction to Veterinary Technology (1) An introductory course for students accepted in the veterinary technology program providing the legal and ethical standards for veterinary technicians, workplace professional conduct, resources for current issues, work environment safety, zoonotic disease risks, and career opportunities.	Apply knowledge of Professional Ethics & Professionalism (29.0) Apply knowledge of hospital management and equipment standards (28.0)
ATE 1110 Animal Anatomy and Physiology (3) Teaches the basic fundamentals of anatomy and physiology of domestic animals, especially the canine, with emphasis on locating and identifying the anatomical regions and landmarks as well as functions of organ systems relevant to veterinary technology. Introduction to descriptive and topographical terms to aid the student in communicating with the professional staff. Includes aspects of physiology relating to the pathogenesis of diseases.	Perform physical exams and lab procedures (14.0) Perform urinalysis (20.0) Perform hematology procedures (21.0)
ATE 1110 L Animal Anatomy and Physiology Lab (1) This course is designed to acquaint the student with the structures and systems that make up an animal through the use of anatomic dissection. This laboratory will	Perform Necropsy Lab Procedures (24.0). Perform Cytology Lab Procedures (25.0)

correlate with ATE 1110 lecture material and will help visualize concepts.	
ATE 1311 Veterinary Office Management & Procedures (3) This course is designed to acquaint the student with mathematics and office procedures used in veterinary hospital management and veterinary computer applications.	Telephone usage (2.10) Give & follow directions (2.11) Courtesy & respect for patients (2.07). Perform Vet office procedures (12.0) Interpersonal Skills Computer Skills& Literacy (8.0) Demonstrate Employability Skills
ATE 1050 Veterinary Medical Terminology and Small Animal Breeds and Behavior (1) This course introduces students to medical and veterinary terminology as well as the language of physiology, including word roots, prefixes, suffixes and combining forms. The course includes descriptors of canine and feline behavior as well as breed identification and the basic commands used in the handling of domestic cats and dogs.	Medical terms and abbreviations (2.06)
ATE 2616 Small Animal Nursing I (3) This course focuses on the nursing care required by companion animals as a result of disease or neonatal, geriatric,pediatric and obstetrical needs.	
ATE 2633 Veterinary Surgical Nursing (3) The course will provide information on basic animal nursing skills, principles of aseptic technique, anesthesia, pain management, surgical instrumentation for a variety of procedures, and basic principles of patient preparation and monitoring.	Assist with routine surgical and obstetrical procedures (15.0) Prepare animals for surgical procedures (16.0) Assist with Anesthesia (17.0) Perform Surgical Cleanup (18.0) Perform parasitology procedures (22.0)
ATE 2654 Advanced Anesthesia, Surgery and Radiology (3) The course teaches principles of surgical assisting and anesthesia, dental procedures in animals, and basic radiography safety and techniques.	Vet Radiographic Procedures (26.0)
ATE 2615 Pharmacology & Pharmacy (3) This course develops the concepts of pharmacology essential in understanding the advanced clinical courses of the program. The technologist will learn both the scientific fundamentals and the practical applications of pharmacology. The course will explore most commonly used classes of drugs, the applications to each body system and the record keeping responsibilities involved in handling and prescribing medications, including controlled substances.	Proper handling and use of drugs (13.0)
ATE 2636 Large Animal Clinical and Nursing Skills (3) This course acquaints students with the fundamentals of large animal husbandry, herd health management, preventive medicine, animal restraint and nutrition as it	Perform large and small animal nursing techniques (19.0)

relates to the bovine, equine, porcine and caprine species. Techniques discussed in the large animal clinic and nursing skills course such as venipuncture, injections and administration of other oral medications will be reviewed and demonstrated. One laboratory session will be devoted to poultry science.	
ATE 2710 Animal Emergency Medicine (3) This course is designed to acquaint the student with fundamentals of emergency veterinary medicine, including office and record systems, veterinary emergency first aid, toxicology, as well as knowledge of assistance in specialized veterinary medical and surgical techniques relating to common emergencies.	Recognize & Respond to Emergency Situations (6.0)
ATE 1934 Veterinary Work Experience I – V (18) These clinical rotations entail supervised experience in a minimum of two work places approved by the instructor. A minimum of 64 hours in a veterinary clinic is required for each of the five levels of the course.	Demonstrate research techniques on lab animals (27.0)
Total Hours: 73	Total Hours: 73

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: 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.)

_____
(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.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW PROGRAM PROPOSAL FORM

TO: CURRICULUM COMMITTEE
FROM: Dr. J.B. Elsberry, Kristen Zimmerman
PRESENTER: Drs. J.B. Elsberry/ M. Lewis
DATE: 4-9-10

Check one: ☐ New certificate program ☐ New AS degree program
☒ New Bachelor's Degree

Program Description: (Attach proposed catalog page with program information, along with samples of curricula for similar programs at other institutions) (**see attached**)

Similar programs at other Florida community colleges/state universities:
B.S. Degree in Cardiopulmonary Sciences—University of Central Florida
B.S. Degree in Cardiopulmonary Sciences—Florida A & M University

Describe the process by which the need for the new program was identified:
Directed Surveys and Research to employers, other educational entities, professional associations and potential students. A Comprehensive Proposal to the State of FL Chancellor for Higher Ed. has been approved.

Project average enrollment for core courses: **40-60**
Describe how this projection was determined: **. Based upon Survey data.**
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)	full time	adjunct
(list discipline)	full time	adjunct

Staff position(s)		
(list title)	full time	part time
	full time	part time

Total annual expenses for new positions**: TBA based upon enrollment**.

List annual amount required for educational materials/supplies or other operating expenses for implementation: **Initial budget to cover expenses of library resources, curriculum development and operating costs is $26,750.00**

Identify the funding source to be used for personnel and operating expenses:
Baccalaureate Program Budget Grant

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION: This Program is implemented to enroll students in upper division pre-reqs. & elective course initiation in Fall 2010 with Core courses initially offered in Spring 2011.

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
_____ 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.

As Associate Dean of Health Professions, I am proud to support this program. As UCF has discontinued their cardiopulmonary baccalaureate program, it is important Edison, where the associate degree programs are held in high regard, deliver this program. Dr. Mary Lewis

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.

Bachelor of Applied Science
Cardiopulmonary Sciences

The Bachelor of Applied Science in Cardiopulmonary Sciences program is a program designed for cardiovascular technologists and respiratory care professionals who want to advance their education. Applicants should hold one of the following credentials: Registered Respiratory Therapist (RRT) from the National Board for Respiratory Care *or* Registered Cardiovascular Invasive Specialist (RCIS) from Cardiovascular Credentialing International. On this foundation of skill, the proposed program will result in additional growth for professionals within the specialized area of Cardiopulmonary Sciences.

The program will provide cardiovascular professionals with a well-rounded general education in the arts and sciences as well as advanced understanding in Cardiopulmonary Sciences. The Cardiopulmonary Sciences B.A.S. provides career advancement for entry-level health profession practitioners. Students will develop management and leadership skills and gain a broader-based knowledge of healthcare delivery skills. The program offers a diverse population of students with innovative educational experiences and opportunities to meet the healthcare needs of the community they serve. The program provides a career and educational pathway for cardiovascular technicians and respiratory care professionals who have earned an associate of science degree in a related area, or who hold comparable certification and licensure to treat patients.

Program Highlights: The B.A.S. in Cardiopulmonary Sciences program includes courses in professional issues, advanced pharmacology, diagnosis and intervention, patient management, research, legal and ethical aspects of healthcare, pathophysiology, leadership, and community health. Courses are offered in an online or blend of online and traditional formats to accommodate students' various schedules and learning preferences. Students may select from an array of electives to compliment their learning. Courses are offered for full and part-time students. The program also provides a basis for continued education at the graduate level.

Career Opportunities: Cardiopulmonary professionals will be able to further promote the expansion of services in their communities, such as diagnosis and treatment of sleep disorders, health promotion and disease prevention, patient education, pulmonary rehabilitation, disease-specific case management, and life support outside of the intensive care unit. Changes in health care policy, regulation, and reimbursements have required professionals to adopt these expanded roles, work more independently in settings across the continuum of care, and collaborate as partners on the healthcare delivery team.

Admission Requirements: In addition to fulfilling the entrance requirements for Edison State College, Applicants for the B.A.S. in Cardiopulmonary Sciences must meet the following criteria:

1. Completion of an Associate in Science (A.S.) degree in Cardiovascular Technology or Respiratory Care. Students with a minimum of 60 transferable hours, with all general education requirements and prerequisites met, may apply for admission.
2. Possess, or be eligible for, licensure, certification or registration from the State in which the applicant is practicing. Applicants should hold one of the following credentials: Registered Respiratory Therapist (RRT) from the National Board for Respiratory Care or Registered Cardiovascular Invasive Specialist (RCIS) from Cardiovascular Credentialing International.
3. Applicants must complete ENC 1101 Composition I, ENC 1102 Composition II, and one college level mathematics course with grades of 'C' or higher prior to enrollment in any upper division program courses.
4. Have a grade point average of at least 2.0 on a 4.0 scale for the general education component of undergraduate studies or have completed the requirements for a baccalaureate degree with a minimum grade point average of 2.0 on a 4.0 scale from any college or university accredited by a regional accrediting association as defined by State Board of Education rule or any college or university otherwise approved pursuant to State Board of Education rule.

B.A.S. CARDIOPULMONARY SCIENCES

GENERAL EDUCATION REQUIREMENTS

	Credit Hours
*ENC 1101	3
*ENC 1102	3
*SPC 1017 or SPC 2023	3
Humanities to include 3 credits writing intensive	6
Social Sciences to include one WOH or EUH course	9
*College Level Mathematics	6
**Natural Sciences w/Lab	6
TOTAL	**36**

***Required Program Prerequisites (grades of C or better) and electives for the Associate in Arts Degree:**

** BSC 1093C Anatomy and Physiology I
** BSC 1094C Anatomy and Physiology II
** BSC 1010/L
PHY 1007 Physics for Health Professions
**MCB 2010C Microbiology
CGS 1000 Computer Literacy (or comparable course)
TOTAL 17

***denotes Required Common Course Prerequisites within Gen Ed**
****courses can be used to satisfy general education requirements in natural sciences**

Prior to enrollment in any 3000 or 4000 level courses, students must complete ENC 1101, ENC 1102, and one college level math course with grades of 'C' or higher.

Elective Hours (from AS Degree) ..……..31
Upper Division Credit hours…….36

TOTAL DEGREE CREDIT HOURS 120

***Upper Division Core Requirements (30 credit hours):**

HSC 4159 Advanced Medical Pharmacology……3
HSC 4550(5) Pathophysiologic Mechanisms…….3
HSC 4653 Health Care Ethics……3
RET 4034 Problems in Patient Management…….3
RET 4284 Cardiopulmonary Diagnostics……..3
RET 4285 Cardiopulmonary Diagnostics and Intervention……3
RET 4536 Cardiopulmonary Rehabilitation……..3
RET 4715 Advanced Neonatal Medicine……..3
RET 4912 Research Methods……3
RET 4934 Selected Topics in Cardiopulmonary Science ……..3

***Upper Division Electives (6 credit hours):**

HSA 4184 Leadership and Management in Healthcare……..3
MAN 3301 Human Resources Management…….3
HSA 3430 Health Care Economics……3
HSA 3113 Contemporary Issues in Health Care…3
EDF 3214 Human Development and Learning…..3
ISC 3120 Scientific Processes……3
HSC 3201 Community Health……3
RET 4503 Chest Medicine……..3

*courses subject to change; pending curriculum development and approval

Students must fulfill a foreign language requirement for graduation either through 2 years of the same language in high school or 2 semesters of the same language in college.

For additional information, please contact the Baccalaureate and University program office by calling (239) 489-9295. For admission and graduation requirements, refer to the appropriate section of the College Catalog.

Information is available online at:
http://www.edison.edu/academics/

Program is pending formal SACS approval

kz 4/8/2010

Upper Division Course Descriptions
B.A. S. in Cardiopulmonary Sciences

Core Requirements:

HSC 4159 ADVANCED MEDICAL PHARMACOLOGY – BAS
3 class hours 3 Credits
This course builds on the foundation of pharmacologic practice for RC and CVT Professionals for safe, effective administration of therapeutic drugs via the oral. aerosol and parenteral routes. An emphasis is placed on agents with specific application to Cardiopulmonary systems as well as analgesic, sedation and anesthetic agents for critical and emergency care.

HSC 4550(5) PATHOPHYSIOLOGIC MECHANISMS – BAS
3 class hours 3 credits
The advanced diagnostic process is emphasized in this course with focus upon the causes of Cardio Pulmonary disease and injuries that impact the CP System structure and function. Disease etiology and pathogenesis of pulmonary disease as well as potential therapeutic actions are developed with critical thinking in response to the diagnostic process and treatment choice are also emphasized.

HSC 4653 HEALTH CARE ETHICS – BAS
3 class hours 3 credits
The sociological and medical-legal aspects of patient care are explored through discussion and situation analysis in this course with an emphasis on Cardiac and Pulmonary care issues.

RET 4034 PROBLEMS IN PATIENT MANAGEMENT - BAS
3 class hours 3 credits
This is a case based course that identifies the problems associated with complex patient management issues in the diagnostic and acute care environments. This course will make use of discussion and guest instruction from Interdisciplinary Health Care professionals

RET 4284 CARDIOPULMONARY DIAGNOSTICS - BAS
3 class hours 3 credits
Advanced Non-Invasive Cardiac and Pulmonary Diagnostic techniques, to include but not be limited to, Echocardiography, Stress testing, Pulmonary and Sleep Disorders assessment are explored in depth.

RET 4285 CARDIOPULMONARY DIAGNOSTICS AND INTERVENTION – BAS
3 class hours 3 credits
Advanced Invasive Cardiac and Pulmonary Diagnostic techniques, to include but not be limited to, advanced Cardiac Catheterization Lab procedures, Intra Vascular Interventions and related chemical and mechanical devices for Cardiopulmonary intervention are explored, in depth.

RET 4503 CHEST MEDICINE - BAS
3 class hours 3 credits
This course emphasizes the development of a comprehensive treatment plan for specific Cardiac or Pulmonary disorders.

RET 4536 CARDIOPULMONARY REHABILITATION - BAS
3 class hours 3 credits
The Principles that underlie the development, implementation and management of cardiopulmonary rehabilitation and reconditioning programs are described and analyzed.
Advanced Non-Invasive Cardiac and Pulmonary Diagnostic techniques, to include but not be limited to, Echocardiography, Stress testing, Pulmonary and Sleep Disorders assessment are explored in depth.

RET 4715 ADVANCED NEONATAL MEDICINE - BAS
3 class hours 3 credits
The Principles that underlie fetal developmental and congenital pathology with an emphasis on advanced practice for neonatology and cardiac care are discussed and analyzed. The practice issues for the Neonatal Intensive care unit and Pediatric Cath. lab are also reviewed.

RET 4912 RESEARCH METHODS – BAS
3 class hours 3 credits
The statistical analysis tools and organizational principles that underpin Research practices for evidence based medicine are surveyed. Specific literature-based examples are used to provide the basis for the presentation of research methods in clinical practice.

RET 4934 SELECTED TOPICS IN CARDIOPULMONARY SCIENCE - BAS
3 class hours 3 credits
This class is designed to enable the student to analyze and present a specific contemporary problem(s) in adult critical care, Cardiopulmonary Departmental administration or Invasive Cardiology Practice.

***Upper Division Electives (6 credit hours):**

EDF 3214 HUMAN DEVELOPMENT AND LEARNING - BS
3 class hours 3 credits
This course is designed to cover principles of learning, teacher candidate development, and their applications to learning/teaching situations. Self concept, motivation, views of intelligence, and assessment are examined with opportunities to analyze teaching/learning episodes and to develop a repertoire of teaching approaches. Emphasis is placed on the interaction between the role of the teacher and the needs and learning styles of students at various developmental ages and stages. Teacher candidates will be required to complete five hours of foundation field experience.

HSA 3113 CONTEMPORARY ISSUES IN HEALTH CARE - BAS
3 class hours 3 credits
This seminar explores the changing face of Health Care as regards political, medical and social trends that influence both health care delivery and patient care.

HSA 3430 HEALTH CARE ECONOMICS - BAS
3 class hours 3 credits
This course provides an application of economic principles to analyze how various economic incentives affect patient, providers, and policy maker behavior in the delivery of modern healthcare.

HSC 3201 COMMUNITY HEALTH - BAS
3 class hours 3 credits
The course offers a contrast for the causes and management of human disease in urban and rural settings. Community-acquired diseases and resistant microorganisms are a focal area of study.

HSA 4184 LEADERSHIP AND MANAGEMENT IN HEALTHCARE - BAS
3 class hours 3 credits
The course provides both a general description and analysis of the management practices for the various health care organizations including but not limited to hospitals, long term care facilitites, diagnostic centers and private physician practice.

ISC 3120 SCIENTIFIC PROCESSES - BAS

3 class hours 3 credits

Introduction to the philosophy, methodology and ethics of scientific practice via classroom discussion and literature review. Focus on philosophical and practical differences between physical & historical science; hypothesis generation and testing; experimental design; construction of a research proposal; composition of a scientific paper; oral presentation; and critical review.

MAN 3301 HUMAN RESOURCES MANAGEMENT - BAS

3 class hours 3 credits

This course analyzes modern methods and theories in human resources management, personal administration. Topics include recruitment, promotion, performance evaluation, dismissal, and training.

FLORIDA A&M UNIVERSITY
SCHOOL OF ALLIED HEALTH SCIENCES
DIVISION OF CARDIOPULMONARY SCIENCE
Prerequisite for Professional Curriculum

FRESHMAN YEAR		**SEMESTER HOURS**
Fall Semester		
ENC 1101	Freshman Communicative Skills I……..	3
MAC 1105	College Algebra……..	3
BSC 1010*	General Biology (with lab)……..	4
AMH 2010	US History……..	**OR**
AMH 2025	US History……..	3
CHM 1030	Intro Chemistry for Health Science w/lab……	**OR**
CHM 1045	General Chemistry I……	4
Total Semester Credits……		**17**
Spring Semester		
HSC 1000*	Orientation to Health Sciences……..	1
ENC 1102	Freshman Communicative Skills II……..	3
CHM 1031	Chemistry for Health Science w/lab……	**OR**
CHM 1046	General Chemistry II…….	4
AMH 2091	Intro to African American History……..	**OR**
AMH 3571	Afro-American History……	3
HSC 1100*	Health for Modern Living……..	3
MAC 1114	Algebraic & Trig Functions……	3
**Total Semester Credits……..		**17**

SOPHOMORE YEAR

Fall Semester		
XXX XXXX	Any Approved Humanities……	3
PSY 2012	Intro to Psychology……	**OR**
SYG 2000	Intro to Sociology……	3
SPC 2608	Foundation of Speech……	3
BSC 2093*	Anatomy & Physiology I w/lab……	4
**Total Semester Credits.....		**13**

Prerequisite for Professional Curriculum

Spring Semester		**SEMESTER HOURS**
CGS 1160	Intro to Microcomputers…….	3
BSC 2094*	Anatomy & Physiology. II w/lab**……..** …….	4
HSC 3531*	Medical Terminology……..	3
PHY 2053*	College Physics w/lab……..	4
Total Semester Credits…….. 14		

Summer Semester		
MAN 3025*	Principles of Management…….	3
MCB 3005*	Microbiology (w/lab)…… ……..……..	**OR**
PHA 3751*	Medical Microbiology & Immunology……..4	
STA 2023*	Intro to Probability & Statistics w/lab……..	3
Total Semester Credits…….. 10		

Prerequisite Curriculum Total Credits…… 7**1**

*Must successfully complete these courses regardless of degree status

Professional Curriculum

JUNIOR YEAR		**Semester Hours**

Fall Semester		
RET 3483	Health Assess & Intervention w/lab……	4
RET 3485	Integration of Structure & Function of Human Systems……..	4
RET 4350	Medical Therapeutic Agents……..	4
Total Semester Credits…… 12		

Spring Semester		
RET 3874	Clinical Process & Intervention I……...	4
RET 3034	Cardiopulmonary Assessment w/lab……	4
HSA 3110	Organization & Administration of Health Facilities……...	3
RET 4294	Cardiopulmonary Pathology…… ……...	2
Total Semester Credits……. 13		

		SEMESTER HOURS
Summer Semester		
RET 3264	Critical Health Assessment & Interventions w/lab…….	4
RET 3875	Critical Process & Critical Interventions II…….	4
RET 4930	Professional Seminar Respiratory Therapy…….	1
Total Semester Credits…….		**9**
SENIOR YEAR		
Fall Semester		
RET 4876	Clinical Process & Critical Interventions III……	4
RET 4618	Advanced Seminar in Respiratory Therapy ……	3
RET 4714	Neonatal & Pediatric Respiratory Therapy w/lab……	5
Total Semester Credits…….		**12**
Spring Semester		
RET 4616	Advanced Seminar in Cardiopulmonary Science……	2
RET 4877	Clinical Process & Critical Interventions IV……	4
RET 3418	Diagnostics & Non-traditional Health Care Delivery w/lab……..	4
Total Semester Credits……		**10**
Professional Curriculum Total Credits:		**56**
Total Credits……...		**127-128**

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
OTHER ACTION PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Nursing Department
PRESENTER: **Mary Lewis**
DATE: **4-6-2010**

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:

This proposal is to add a 3 credit Nutrition (HUN 1201) course to the Associate Degree Nursing Program. The removal of BSC 1080 and the decrease in credits from Microbiology planned for Fall 2010 has provided 3 credits remaining for the Associate Degree Nursing Program corequisites. Since a 3-credit Nutrition course is required for the BSN program, the nursing faculty voted by majority to add the Nutrition course to the ASN curriculum.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Curriculum Committee approval is sought as the prelicensure Associate Degree Nursing program is required to maintain 72 credits. With the loss of credits from the sciences, the Nutrition course will fill this void.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT:

Nursing applicants entering in Spring 2011. The course should be offered in Fall 2010 for those students applying for entry into the nursing program in Spring 2011 and following years. (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:
_____ 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

CURRICULUM COMMITTEE
NEW PROGRAM PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM:
PRESENTER:
DATE:

Check one: ☐ New certificate program ☒ New AS degree program
☐ New Bachelor's Degree

Program Description: (Attach proposed catalog page with program information, along with samples of curricula for similar programs at other institutions)

Similar programs at other Florida community colleges/state universities:

Describe the process by which the need for the new program was identified:

Project average enrollment for core courses:
Describe how this projection was determined:

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) Human Services MS or MA Degree x full time
adjunct
(list discipline) full time x adjunct
Faculty needs will be based on enrollment. One full time faculty chair who will teach, coordinate clinicals and student progress will be required.

Staff position(s)
(list title) full time part time
full time part time

Total annual expenses for new positions: $60,000 (one faculty with benefits)

List annual amount required for educational materials/supplies or other operating expenses for implementation:$2000.00

Identify the funding source to be used for personnel and operating expenses:
Tuition, fees

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: _____
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
_____ **DATE:** 1-28-2010

ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

DISTRICT DEAN OF INSTRUCTION ENDORSEMENT: _____ **DATE:** 01/28/2010

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.

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.

Human Services Degree/AS Degree Program

This program is for those wishing to build a rewarding career helping others who are experiencing personal and socialization problems. This field is on the Workforce Development Boards list of high need and high pay as a growing field. The Associate Degree in human services will prepare you for entry-level positions in social services or for transfer to four-year colleges or universities to pursue human services, psychology, social work, sociology and other related social science majors.
Earning potential: $19,000-$32,000 per year

The college would earn the approved status for Certified Addiction Professional, Certified Addiction counselor and Certified Addiction
This degree may be offered online or in a face to face setting.

Program Outcomes:
Upon graduation, the student will:

1. Advocate for people in the community with knowledge about resources in the human services network.
2. Demonstrate an understanding of the needs of a variety of populations including individuals who are chemically dependent, mentally disabled, developmentaly disabled or abused.
3. Communicate effectively in interviewing and counseling situations
4. Explain and evaluate the functions of the various levels of professions in human services.
5. analyze various major social issues, social problems
6. Demonstrate knowledge of the basic methods used to evaluate people with mental health and developmental disabilities
7. Explain, analyze and evaluate common treatment approaches, including key concepts, goals of therapy, unique contributions and limitations of treatment modalities
8. Demonstrate knowledge of roots of human services as a career.
9. Demonstrate knowledge of legal and ethical standards of human service care.

Suggested Curriculum
A grade of C or higher is required to continue each semester in each course.

General Education Requirements:

ENC 1101	3 credits
ENC 1102	3 credits
MGF 1106 (College Level Math)	3 credits
BSC 1084 Biology Course	3 credits
Speech	3 credits
DEP2004	3 credits
PSY 2012	3 credits
PHI 2600	3 credits
	24

Core Courses

HSE 1001 Introduction to Human Services	3 credits
HUS 1111 C Introduction to Intra and Inter Personal Processes	3 credits
HUS 1400 Alcoholics and Other Drug Abusers	3 credits
HUS 1324 Theories and Foundations of Crisis Intervention	2 credits
HUS 1013 Self Esteem in Human Services	3 credits
HUS 2200 Dynamics of Groups and Group counseling	3 credits
HUS 2111 Basic Counseling Skills	3 credits
HUS 2315 Studies in Behavioral Modification	3 credits
HUS Building Stronger families and communities	3 credits
HUS Social Services and the Disenfranchised	3 credits
HUS 2949 co-op Work Experience	3 credits
Alcohol and/or Substance Abuse Track	
HUS 2404 Abused substances and their effects	3 credits
HUS 2420 Evaluation of treatment environments	3 credits
HUS 2421 Methods for identification and intervention in substance Abuse	3 credits
HUS 2428 Treatment and Resources in substance abuse	3 credits
Pharmacology	3 credits
Total Credits	47 credits

Total Program Credits 71 credits

This program includes the substance abuse track which trains students to become part of the solution to America's drug and alcohol abuse crisis. This program can lead students to become Certified Addiction Professionals (CAP), Certified Addiction Counselors (CAC) and Certified Addiction Specialists (CAS) by Florida Certification Board.

Courses may be taken in any order after ENC 1101 and MAC 1106 and PSY 2012 are taken.

Courses	Credits
1st Semester---Fall	
Course Credits	
ENC 1101 English Composition	3
PSY 2012 General Psychology	3
MGF 1106 Mathematics for Liberal Arts	3
SYG 1000 Introduction to Sociology	3
*HUS 1001 Introduction to Human Services	3
2nd Semester—Spring	
*HUS 1111C Introduction to Intra and Inter Personal Processes	3

HUM Elective (Writing Intensive)	3
DEP 2004 Human Growth and Development	3
BSC 1084 Anatomy and Physiology	3
SPC 1017 Fundamentals of Speech Communications	3

Students must apply in Summer Semester by July 1 to complete the courses in the last three semesters of the Associate Degree Program. These courses require clinical practice and are limited access courses.

3rd Semester—Summer

*HUS 2111 Basic Counseling Skills	3
*HUS 1324 Theories and Foundations of Crisis Intervention	2
*HUS 2681 Pharmacology in Drug Abuse	3
*HUS 1013 Self Esteem in Human Services	3

4th Semester---Fall

*HUS 2308L Resident Counseling Theory I	3
*HUS 2311 Studies in Behavioral Modification	3
*HUS 2341 Introduction to Chemical Dependence and Addictions	3
*HUS 2200 Dynamics of Groups and Group Counseling	3

5th Semester---Spring

*HUS 2540 Building Stronger families and communities	3
*HUS Elective (HUS 1400, HUS 2420, HUS 2404, or HUS 2428)	3
*HUS 2310 Case Management Problem Solving	3
*HUS 2309L Resident Counseling Theory II (Capstone)	3

Total: 65 credits

Sample Curriculum Addictions Track

*Indicates addition courses added on to Basic Human Services Tract

1st Semester---Fall

Course	Credits
ENC 1101 English Composition	3
PSY 2012 General Psychology	3
MGF 1106 Mathematics for Liberal Arts	3
Or STA 2023 Statistics	4
SYG 1000 Introduction to Sociology	3
HUS 1001 Introduction to Human Services	3

2nd Semester—Spring

HUS 1111C Introduction to Intra and Inter Personal Processes	3
HUM Elective (Writing Intensive)	3
DEP 2004 Human Growth and Development	3
BSC 1084 Anatomy and Physiology	3
SPC 1017 Fundamentals of Speech Communications	3

Students must apply in Summer Semester by July 1 to complete the courses in the last three semesters of the Associate Degree Program. These courses require clinical practice and are limited access courses.

3rd Semester—Summer

HUS 2111 Basic Counseling Skills	3
HUS 1324 Theories and Foundations of Crisis Intervention	2
HUS 2681 Pharmacology in Drug Abuse	3
HUS 1013 Self Esteem in Human Services	3
*HUS 1400 Alcohol and other Drug Abuses	3

4th Semester---Fall

HUS 2308L Resident Counseling Theory I	3
HUS 2311 Studies in Behavioral Modification	3
HUS 2341 Introduction to Chemical Dependence and Addictions	3
HUS 2200 Dynamics of Groups and Group Counseling	3
*HUS 2404 Working with Alcoholics and Others	3

5th Semester---Spring

HUS 2540 Building Stronger families and communities	3
*HUS 2420 Evaluation of Treatment Environments	3
HUS 2310 Case Management Problem Solving	3
*HUS 2428 Treatment and Resources in Substance Abuse	3
HUS 2309L Resident Counseling Theory II (Capstone)	3

Total 74 credits

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Mary Lewis, Associate Dean Health Professions
PRESENTER: Mary Lewis
DATE: 4-6-2010

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

Course Name, including prefix and number: HUS 1013 Self Esteem in Human Services

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: ENC 1101, STA 2023 or MGF 1106, PSY 2012

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

ICS Code: 11112 Banner Major Code: HUS

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: $10.00 **(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: HUS HUS 1013 Self Esteem in Human Services. This course is suggested for the third semester of the Human Services program. It is required for those planning to work in social work or to earn an AS in Human Services.
Dr. Dennison: This is an important course for the Human Services program.
Kristen Zimmerman: This course will provide background for future social service courses and degree programs.

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:

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 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:

HUS 1013 – SELF ESTEEM IN HUMAN SERVICES – AA – 3 CREDITS

This course is to assist students in integrating self-esteem principles and methods into human services practice. Students will learn and apply techniques for enhancing self-esteem and then integrate them into human services practice. The student will learn skills for assessing and improving their own self-concepts and also incorporate these skills into their work in the human services field.

II. PREREQUISITES FOR THE COURSE:

ENC 1101, STA 2023 or MGF 1106, PSY 2012

III. GENERAL COURSE INFORMATION: Topic Outline.

- Definition of importance of self esteem
- Techniques to enhance self esteem
- Integration of techniques to increase self esteem in human service practice
- Self assessment of student self esteem
- Application of self assessment of self esteem into practice

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 COMPETENCIES
Define self esteem as related to human service practice	Written exam	CT
Analyze techniques to increase self esteem in various situations	Case study analysis	GSR, CT
Apply self esteem building techniques into human service practice	Role play analysis	COM
Self Analysis of self esteem	Self Analysis form	CT
Analyze interventions related to self analysis of self esteem	Role play analysis Concept paper on self analysis of self esteem	CT COM

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
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: Mary Lewis, Associate Dean Health Professions
PRESENTER: Mary Lewis
DATE: 4-6-2010

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

Course Name, including prefix and number: HUS 1111C Introduction to Intra/Inter Personal Processes

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:ENC 1101, STA 2023 or MGF 1106, PSY 2012

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

ICS Code: 11112 Banner Major Code: HUS

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: $10.00 (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: HUS 1111 C is Introduction to Intra-Inter Personal Processes. This course is an introductory course for those planning to work in social work or to earn an AS in Human Services. Dr. Dennison: This course offers important information early in the Human Services curriculum.

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:

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 Health Professions

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

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

HUS 1111C – INTRODUCTION TO INTRA/INTER PERSONAL PROCESSES – AA – 3 CREDITS

An introductory experience in which specific skills needed for effective human service workers are examined and practiced. The focus is on the dynamics of intra and inter-personal processes

II. PREREQUISITES FOR THE COURSE:

ENC 1101, STA 2025 or MGF 1106, PSY 2012

III. GENERAL COURSE INFORMATION: Topic Outline.

- Interviewing, counseling and psychotherapy
- Communication skills
- Verbal and nonverbal communication
- Characteristics of a helping relationship
- Barriers to exchange of information
- Evaluation of the exchange of information
- Multicultural sensitive interviewing skills

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 COMPETENCIES
• Distinguish between interviewing, counseling and psychotherapy	Weekly Role playing exercise graded at 3 or higher on rubric	CT, COM
• Demonstrate communication skills that enhance exchange of information between interviewer and the subject	Weekly Role playing exercise graded at 3 or higher on rubric Midterm and Final Exams	GSR
• Interpret messages exchanged in verbal and nonverbal communication	Self assessment of role-played interviews	CT
• Indentify characteristics of a helping relationship	Observational forms in role-play situations	CT, GSR
• Demonstrate and analyze barriers to exchange of information	Midterm and final exams	CT
• Determine and evaluate exchange of information	Self assessment on rubric of role playing	CT

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: Mary Lewis, Associate Dean Health Professions
PRESENTER: Mary Lewis
DATE: 4-6-2010

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

Course Name, including prefix and number: HUS 1324 Theories and Foundations of Crisis Intervention

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

Class credits: 2 **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, STA 2023 or MGF 1106, PSY 2012

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

ICS Code: 11112 Banner Major Code: HUS

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: $10.00 **(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: HUS 1324 Theories and Foundations of Crisis Intervention. This course is suggested for the third semester of the Human Services program. It is required for those planning to work in social work or to earn an AS in Human Services.
Dr. Dennison: This is a new course that will provide important knowledge for students earning the Human Services degree.
Kristen Zimmerman: I support this course in the human services curriculum.

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:

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 Health Professions

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

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

HUS 1324 – THEORIES AND FOUNDATIONS OF CRISIS INTERVENTION – AA – 2 CREDITS

This course will provide a comprehensive overview of the history of crisis intervention and crisis theory. In addition, it will also present a comprehensive model of crisis intervention will include developing listening and understanding skills, as well as assessment approaches and interventions

II. PREREQUISITES FOR THE COURSE:

ENC 1101, STA 2025 or MGF 1106, PSY 2012

III. GENERAL COURSE INFORMATION: Topic Outline.

- History of crisis identification and intervention
- Crisis theory
- Assessment approaches in a crisis situation
- Community sources for crisis intervention
- Healthcare roles related to crisis situations
- Cultural and ethical impact on response to crisis situations

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 COMPETENCIES
Define milestones in the history of crisis intervention	Written examination	GSR
Differentiate cultural and historical interventions in crisis situations	Research paper	COM, CT
Analyze crisis assessment processes	Case study	CT
Explain crisis theory	Written examination	CT
Identify community resources in various settings globally	Written examination	GSR
Analyze healthcare roles and leadership in crisis settings	Case study	TIM
Identify cultural differences in crisis response	Written examination	CT

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: Mary Lewis, Associate Dean Health Professions
PRESENTER: Mary Lewis
DATE: 4-6-2010

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

Course Name, including prefix and number: HUS 2315 Studies in Behavioral Modification

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: ENC 1101, STA 2023 or MGF 1106, PSY 2012

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

ICS Code: 11112 Banner Major Code: HUS

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: $10.00 **(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: HUS HUS 2315 Studies in Behavioral Modification. This course is suggested for the fourth semester of the Human Services program. It is required for those planning to work in social work or to earn an AS in Human Services.
Dr. Dennison: I support this course as part of the Human Services program.
Kristen Zimmerman: This course offers an important set of information for human services students.

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:

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

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION**:

E-MAIL: **PHONE NUMBER**:

OFFICE HOURS: **SEMESTER**:

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

HUS 2315 – STUDIES IN BEHAVIORAL MODIFICATION – AA – 3 CREDITS

This course is the study of the use of basic behavior modification techniques in the human services. Emphasis is on the application of operant conditioning techniques for adults and children.

II. PREREQUISITES FOR THE COURSE:

ENC 1101, STA 2025 or MGF 1106, PSY 2012

III. GENERAL COURSE INFORMATION: Topic Outline.

- Cognitive conditioning techniques
- Behavioral conditioning techniques
- Operant conditioning
- Behavioral modification techniques for specific 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 COMPETENCIES
Analyze indications for types of cognitive conditioning techniques	Written examination	GSR
Investigate behavioral conditioning techniques	Case study analysis	GSR
Apply developmental theory to conditioning techniques to modify behavior	Written research paper regarding specific intervention methods	CT, COM
Differentiate operant and behavioral techniques	Case study analysis	CT
Identify cultural differences in understanding and utilizing behavioral techniques	Case study analysis	CT
Analyze situations where behavioral modification techniques are used.	Written paper of analysis of modification techniques	COM, TIM

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.)

VIII. GRADING POLICY:

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

90 - 100 = A
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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
NEW/EXPERIMENTAL COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Mary Lewis, Associate Dean Health Professions
PRESENTER: Mary Lewis
DATE: 4-6-2010

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

Course Name, including prefix and number: MAN 3833 Fundamentals of Quality Management in Health Care

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: STA 2023

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

ICS Code: 11112 Banner Major Code: MAN

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: (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: MAN 3833 Fundamentals of Quality Management in Healthcare is a BAS/BS elective for students interested in learning about techniques related to quality data collection, analysis and control in the healthcare setting. This will be helpful for management students interested in healthcare or healthcare students.

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: This is endorsed by Dr. Mary Lewis, Associate Dean Health Professions as an important addition. Currently the Institute of Medicine is creating standards for healthcare in order to prevent medical errors and complications arising from healthcare settings. This course will be helpful for those interested in management of a safe environment in healthcare.

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 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:

MAN 3833 – FUNDAMENTALS OF QUALITY MANAGEMENT IN HEALTH CARE – BAS/BS – 3 CREDITS

The purpose of this course is to introduce the student to the processes of and tools used in Quality Management to apply these techniques to the health care profession. It is also intended to use statistical methods and analysis to diagnose problems within the present health care system and recommend appropriate corrective actions.

II. PREREQUISITES FOR THE COURSE:

STA 2023

III. GENERAL COURSE INFORMATION: Topic Outline.

- Rational for Quality Improvement in Health Care
- Group Process in Health Care Quality Improvement
- Process Orientation in Health Care
- Statistical Process Control
- Clinical Practice Guidelines
- Implementation Strategies
- Care Management
- Legal and Regulatory Issues
- The Future of Quality Improvement in Health Care

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 COMPETENCIES
The student will be able to perform statistical computations and apply them to health care.	Students will be assessed through tests, quizzes, and homework assignments.	QR
The student will be able to produce clinical practice guidelines in a given area of medicine and use them to determine proper Quality Improvement methods.	The student will be assessed through the development and use of clinical practice guidelines for a specific area of the medical profession.	TIM
The student will be able to identify regulatory and legal issues in Quality Improvement and determine how these issues affect health care.	The student will be assessed through the completion of a group project on the affect of a regulatory or legal issue on the modern practice f medicine.	GSR
The student will be able to use control charts and other Quality Management tools to determine a problem in health care and determine the most appropriate method of solving the problem.	The student will be assessed through the development of a Quality Management plan for a health care organization.	CT
The student will be able to use proper judgment in the determination of corrective actions for a given problem using statistical analysis and Quality Management tools.	Students will be assessed through tests, quizzes, and homework assignments.	QR

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: Deborah Howard
PRESENTER:
DATE: **3/23/2010**

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:

HIM1000 Introduction to Health Information Management

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 HIM1430, HAS1000 to None

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:

Change needed for program accreditation sequence standards.

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:

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:

HIM 1000 – INTRODUCTION TO HEALTH INFORMATION MANAGEMENT – AS – 3 CREDITS

This course provides an introduction to the profession, functions and management of health information. Topics covered will include healthcare delivery systems, the HIM profession, healthcare delivery settings, content and format of the patient record, numbering and filing systems, record storage and circulation, indexes, registers, health data collection, electronic health records, legal issues and coding and reimbursement.

II. PREREQUISITES FOR THE COURSE:

Acceptance into the Health Information Management Program

CO-REQUISITES FOR THIS COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- Unit I:
  - Healthcare Delivery Systems
  - Health Information Management Professionals
  - Health Care Settings
- Unit II:
  - The Patient Record
  - Content of the Patient Record
- Unit III:
  - Numbering & Filing Systems and Record Storage & Circulation
  - Indexes, Registers, and Health Data Collection
- Unit IV:
  - Legal Aspects of Health Information Management
  - Coding and Reimbursement

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 COMPETENCIES
1. Describe health information management concepts common to allied health professionals.	Unit Multiple Choice Test	CT
2. Describe characteristics of health care delivery and settings in the United States.	Chapter Assignment	COM
3. Delineate career opportunities for health information management professionals.	Chapter Assignment	CT, COM
4. Describe types of patient records, including documentation issues associated with each.	Lab Assignments	CT
5. Demonstrate numbering and filing systems and record storage and circulation methods.	Lab Assignment	COM, CT, TIM
6. Explain indexes, registers and health data collection.	Chapter Tests	CT
7. Introduce legal aspects of health information management.	Unit Exams	CT
8. Create an overview of coding and reimbursement issues.	Comprehensive Final Exam	CT

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. OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Deborah Howard
PRESENTER:
DATE: **3/23/2010**

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: HIM1430 Principles of Disease

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 HSC1531 with a grade of "C" or better

Change in co-requisite from HIM1000, HAS1000 to None

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:

Change needed for program accreditation sequence standards.

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:

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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Fall 2009

EDISON STATE COLLEGE

Division of Arts and Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE:**

OFFICE HOURS: **SEMESTER:**

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

HIM 1430 – PRINCIPLES OF DISEASE – AS – 2 CREDITS

This course introduces the student to important concepts related to human diseases. The most common diseases and disorders of each body system are presented along with a review of the anatomy and physiology pertinent to the content. Additionally, the effects of aging on the system and the relationship of aging to disease are presented.

II. PREREQUISITES FOR THE COURSE:

HSC1531 Medical Terminology with a grade of "C" or better.

CO-REQUISITES FOR THIS COURSE:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- Unit I: Concepts of Human Disease
- Unit II: Common Diseases and Disorders of Body Systems
- Unit III: Genetic/Developmental, Childhood, and Mental Health Diseases and Disorders

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 COMPETENCIES
1. Identify the important concepts related to human diseases.	Quiz	CT
2. Define key terminology relevant to human diseases and disorders.	Lab Assignment	COM, CT
3. Identify signs and symptoms, and diagnostic tests for common human diseases and disorders.	Lab Assignments	CT, TIM
4. Describe specific common human diseases and disorders.	Quizzes, Exam	COM, CT, TIM
5. State the effects of aging on specific body systems.	Exams (3)	CT, TIM
6. Correctly pronounce common terminology related to human diseases.	Lab Assignment, Final Examination	CT, TIM

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 THIS COURSE.

XII. CLASS SCHEDULE:

XIII. OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: Deborah Howard
PRESENTER:
DATE: **3/23/2010**

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:

HAS1100 Orientation to Healthcare change to **HSA1100** Orientation to Healthcare

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 HIM1000, HIM1430 to None

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:

Change needed for program accreditation sequence standards.

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:

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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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:

HSA 1100 – ORIENTATION TO HEALTHCARE – AS – 2 CREDITS

This course will present an overview of the Unites States health care system. Topics will include the structure of the current healthcare system, the payment process from both the private and government perspective, types of healthcare providers, the various delivery systems, medical technology, pharmaceuticals, research and disease prevention.

II. PREREQUISITES FOR THE COURSE:

None

CO-REQUISITES:

None

III. GENERAL COURSE INFORMATION: Topic Outline.

- Unit I: *Overview and Payment*
  - Health and Healthcare in America: An Introduction
  - The Business Side of Healthcare
  - The Payment Process: Insurance and Third-Party Payers
  - The Payment Process: Government Payment Programs
- Unit II: *Health Care Providers*
  - Health Care Providers: Physicians
  - Health Care Providers: Nurses
  - Other Clinical Health Care Providers
- Unit III: *The Delivery Systems*
  - Primary Care: Health Care Providers' Offices and Clinics
  - Secondary Care: Hospitals
  - Tertiary Care: The Long Term Care Continuum
  - Mental Health Services: A Combination of Systems
  - The Public Health System: The Government's Role
- Unit IV: *Health Care Industry and Research*
  - Medical Technology and Pharmaceuticals
  - Health Care Research and Prevention

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 United States health care system.	Chapter Assignment	COM, CT
Explain the causes and characteristics of health service utilization.	Article Reviews	COM, CT. TIM
Discuss the nature of wellness and disease.	Chapter Assignment and Quiz	CT, TIM
Identify individual provider settings.	Article Reviews ,Chapter Quizzes	CT, COM
Demonstrate understanding the financial and non-financial resources used and needed in the health care system.	Chapter Assignment Comprehensive Final Exam	COM, CT, TIM
Explain the measurement of quality of care in the health care system.	Chapter Assignment, Final Examination	COM, CT, TIM
Define current issues in healthcare delivery.	Article Reviews	CT

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 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, Associate Dean, Math and Sciences
PRESENTER: JoAnn Lewin, Mathematics Department Chair
DATE: April 23, 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: **MAC2311: Calculus with Analytic Geometry 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

MAC1140 and MAC1114 with a minimum grade of "C" in each course OR MAC1147 with a minimum grade of "C" OR appropriate CLM Score

to

MAC1140 and MAC1114 with a minimum grade of "C" in each course OR MAC1147 with a minimum grade of "C"

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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 math faculty felt that the CLM test did not adequately identify students whose preparation in, and knowledge of trigonometry was sufficient for success in the calculus sequence (MAC2311 – MAC2313). Since Edison State College offers students the opportunity to earn credit in MAC1147 by passing the CLEP test, a mechanism is already available to students who want to be placed directly into MAC2311.**

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 district mathematics department approved the recommendation for this change during its February 12, 2010 meeting.

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:

MAC 2311 – CALCULUS WITH ANALYTIC GEOMETRY I – AA – 4 CREDIT HOURS

This course is designed for students majoring in science, mathematics, or engineering. Topics include: limits, differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions and applications. **This course is sequential with MAC 2312 and MAC 2313. A graphing calculator is required.** If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAC 1140 and MAC 1114 with a minimum grade of "C" in each course, or MAC 1147 with a minimum grade of "C"

III. GENERAL COURSE INFORMATION: Topic outline

- Review of Functions
- Limits and Continuity
- The Derivative
- Differentiation of Algebraic Functions
- Differentiation of Transcendental Functions
- Mean-Value Theorem and Intermediate Value Theorem
- Extrema and Graph Sketching
- Area and the Definite Integral
- Antidifferentiation
- Fundamental Theorem

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 functions graphically, numerically, and analytically.	HOMEWORK and/or QUIZZES and/or TESTS and/or GROUP ASSIGNMENTS and/or PROJECTS	
Calculate limits and discuss continuity using algebra, limit theorems, graphs and tables of data.		TIM
Calculate the slope of a tangent line and the instantaneous rate of change using the derivative.		
Appropriately apply the derivative to solve problems, including those involving related rates and optimization.		COM
Differentiate algebraic functions expressed in explicit or implicit form using the sum, product, quotient, and/or chain rules as appropriate.		
Differentiate trigonometric, exponential, and logarithmic functions expressed in explicit or implicit form using the sum, product, quotient, and/or chain rules as appropriate.		
Calculate a derivative using the techniques of logarithmic differentiation when appropriate.		
Apply the Mean Value and Intermediate Value Theorems.		
Determine critical numbers and inflection points for a function through calculating and analyzing the first and second derivatives and sketch the graph of the function using this information.		CT
Construct a definite integral to determine an indicated area and calculate the area.		
Determine antiderivatives using basic integration rules		QR

and/or substitution.		
Evaluate definite integrals by using properties of integrals and the Fundamental Theorem of Calculus.		

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:

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, Associate Dean, Math and Sciences
PRESENTER: JoAnn Lewin, Mathematics Department Chair
DATE: April 23, 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:

MAC 1105: College Algebra
MAC 1106: Combined College Algebra/Pre-Calculus
MAC 1114: Trigonometry
MAC 1140: Pre-Calculus Algebra
MAC 1147: Pre-Calculus Algebra/Trigonometry
MAC 2233: Calculus for Business and Social Sciences I
MAC 2311: Calculus with Analytic Geometry I
MAC 2312: Calculus with Analytic Geometry II
MAC 2313: Calculus with Analytic Geometry III
MAP 2302: Differential Equations I
MAT 1033: Intermediate Algebra
MGF 1106: Mathematics for Liberal Arts I
MGF 1107: Mathematics for Liberal Arts II
MTB 1308: TI Graphing Calculators
SLS 1533: Improving Mathematics Skills by Reducing Anxiety
STA 2023: Statistical Methods 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

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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 Learning Outcomes of the syllabi attached to this proposal have been updated as part of the College's efforts in curriculum review.**

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 district mathematics department approved the recommendation for this change during its February 12, 2010 meeting.

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

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

MAC 1105 – COLLEGE ALGEBRA – AA – 3 CREDIT HOURS

Topics include linear, quadratic, rational, radical, exponential, and logarithmic functions. Graphing and applications are emphasized. A graphing calculator is required. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAT 1033 or higher with a minimum grade of "C," or Testing

III. GENERAL COURSE INFORMATION: Topic outline

- Functions and functional notation
- Domains and ranges of functions
- Graphs of functions and relations
- Operations on functions
- Inverse functions
- Linear, quadratic, and rational functions
- Absolute value and radical functions
- Exponential and logarithmic properties, functions, and equations
- Systems of equations and inequalities
- Applications (such as curve fitting, modeling, optimization, exponential and logarithmic growth and decay)
- Use of a graphing calculator

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
Express the domain and range of a function (defined algebraically or graphically) using both set-builder and interval notation.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	
Evaluate functions, including piecewise-defined functions.		
Perform operations on functions, including compositions and difference quotients.		
Evaluate and interpret the slope and y-intercept of a line, both analytically and graphically.		TIM
Interpret slope as a rate of change.		
Construct the equation of a line using a point and the slope or two points.		
Determine the distance between two points.		
Apply the Pythagorean Theorem to real world examples.		
Graph relations and functions.		
Use transformation techniques (on known or given functions) to construct the graphs of related functions.		
Determine and defend whether a function is one-to-one, and if so, find its inverse algebraically and/or graphically.		
Graph by identifying distinguishing characteristics, and differentiating among: linear, quadratic, rational, radical, absolute value, exponential, and logarithmic functions.		COM

Determine the optimum value of a quadratic function.		
Evaluate logarithmic and exponential expressions.		
Manipulate and solve exponential and logarithmic equations by applying the properties of logarithms and exponents.		
Select and apply which of the techniques, elimination, substitution, or graphing would be most efficient to solve systems of linear and non-linear equations.		QR
Graph the solution to systems of inequalities.		
Read, interpret, and solve application problems through the use of a variety of techniques.		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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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

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:

MAC 1106 – COMBINED COLLEGE ALGEBRA/PRE-CALCULUS – AA – 5 CREDIT HOURS

Major topics of this course include: functions and relations including domain and range, operations on functions, and inverse functions, polynomial, rational and other algebraic functions, their properties and graphs; polynomial, absolute value, rational equations and inequalities; exponential and logarithmic functions, their properties and graphs; solving systems of equations and inequalities, matrices, determinants; piecewise-defined functions; conic sections; sequences and series; applications such as curve fitting, modeling, optimization, and exponential and logarithmic growth and decay; mathematical induction; binomial theorem and applications. A graphing calculator is required. Credit is not given for both MAC 1106 and MAC 1105, or for both MAC1106 and MAC 1140. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAT 1033 with a minimum grade of "B," or Testing

III. GENERAL COURSE INFORMATION: Topic outline

- Functions and relations including domain and range, operations on functions and inverse functions
- Polynomial, rational and other algebraic functions, their properties and graphs
- Polynomial, absolute value and rational equations and inequalities
- Exponential and logarithmic functions, their properties and graphs
- Solving systems of equations and inequalities
- Matrices and determinants
- Piecewise-defined functions
- Conic sections
- Sequences and series
- Applications such as curve fitting, modeling, optimization, and exponential growth and decay
- Mathematical induction
- The binomial theorem

- Use of a graphing calculator

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
Express the domain and range of a function (defined algebraically or graphically) using both set-builder and interval notation.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	
Evaluate and apply appropriate mathematical properties to graph functions, including piecewise-defined functions, and perform operations on functions, including compositions and difference quotients.		
Evaluate and interpret the slope and y-intercept of a line, both analytically and graphically, including interpreting slope as a rate of change.		TIM
Construct the equation of a line using a point and the slope or two points.		
Determine the distance between two points.		
Apply the Pythagorean Theorem to real world examples.		
Use transformation techniques (on known or given		

functions) to construct the graphs of related functions.		
Determine and defend whether a function is one-to-one, and if so, find its inverse algebraically and/or graphically.		
Graph by identifying distinguishing characteristics, and differentiating among: linear, quadratic, polynomial of degree greater than two, rational, radical, absolute value, exponential, and logarithmic functions.		
Determine the optimum value of a quadratic function graphically using the graphing calculator and algebraically.		
Apply properties, algebraic techniques, and technology to evaluate exponential and logarithmic expressions, to solve exponential and logarithmic equations and to interpret the solutions.		QR,
Use multiple approaches to solve systems of linear and non-linear equations and compare and contrast those approaches.		COM
Read, interpret, and solve application problems through the use of a variety of techniques.		
Determine the complex zeros, real zeros and linear factorization of a polynomial.		
Solve polynomial and rational inequalities graphically and algebraically.		
Construct the graph of the solution to systems of inequalities.		
Perform matrix operations and find and use inverses and determinants.		
Determine the equation of a conic section when given its graph or characteristics of its graph. Graph the conic section, given its equation.		
Analyze sequences and series using patterning, formulas, and/or technology and extend these concepts to the use of mathematical induction and the binomial theorem.		
Use a graphing utility to determine a curve of best fit for given data.		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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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

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:

MAC 1114 – TRIGONOMETRY – AA – 3 CREDIT HOURS

This course involves solving equations by using trigonometric functions and their inverses along with trigonometric identities. Additional skills include solving triangles, graphing trigonometric functions and polar equations, operating with vectors, and applying a variety of these skills. The course contains all of the features of trigonometry found in MAC 1147, with additional emphasis on applications. A graphing calculator is required. This course may be taken concurrently with MAC 1140. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAC 1105 or MAC1106 with a minimum grade of "C" in either course or appropriate CLM Score

III. GENERAL COURSE INFORMATION: Topic outline

- The trigonometric functions, their properties and graphs
- Inverse trigonometric functions, their properties and graphs
- Trigonometric identities
- Conditional trigonometric equations
- Solutions of triangles
- Vector algebra
- Parametric equations
- Polar coordinates
- Applications

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
Evaluate trigonometric functions for special angles given in degrees and radians without a calculator.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	
Evaluate trigonometric and inverse trigonometric functions related to an angle in degrees or radians by using a graphing calculator.		
Analyze trigonometric functions and identify properties such as domain, range, amplitude, period, phase shift, and vertical shifts when appropriate.		TIM
Graph trigonometric functions and their inverses both analytically and using a graphing utility.		CT
Evaluate inverse trigonometric functions involving numeric values and algebraic expressions analytically.		
Select and apply appropriate fundamental trigonometric identities, including double angle formulas.		
Prove trigonometric identities.		
Solve trigonometric equations.		QR
Solve right triangles using definitions of the trigonometric functions and oblique triangles using the Law of Sines and the Law of Cosines.		
Perform basic vector operations including the dot product.		
Sketch a curve that is represented by a set of parametric equations.		
Graph polar equations.		
Convert points and equations from polar form to rectangular form and vice versa		

Solve application problems using trigonometry.		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

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:

MAC 1140 – PRE-CALCULUS ALGEBRA – AA – 3 CREDIT HOURS

This is an algebra class designed to prepare students to enter either engineering or calculus courses. Topics covered include exponential and logarithmic functions, polynomials, rational functions, conic sections, sequences and series, mathematical induction, the binomial theorem, and matrices. A graphing calculator is required. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAC 1105 with a minimum grade of "C" or appropriate CLM score

III. GENERAL COURSE INFORMATION: Topic outline

- Polynomial, rational, and other algebraic functions, their properties and graphs
- Polynomial and rational inequalities
- Exponential and logarithmic functions, their properties and graphs
- Piecewise defined functions
- Conic sections
- Matrices and determinants
- Sequences and series
- Mathematical induction
- Binomial Theorem
- Applications

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
Determine the complex zeros, real zeros and linear factorization of a polynomial.	Students will demonstrate competency via one or more of the following assessment techniques: Written Assignments Presentations Homework Labs Group assignments Projects Quizzes Tests Final examination	
Sketch and analyze the graphs of polynomial and rational functions, including determining any asymptotes, intercepts and other critical values both algebraically and using technology.		
Solve polynomial and rational inequalities graphically and algebraically.		
Apply properties, algebraic techniques, and technology to solve exponential and logarithmic equations and interpret the solutions.		QR
Sketch and analyze the graphs of exponential and logarithmic functions.		
Apply appropriate mathematical properties to graph and interpret continuous and piece-wise functions.		
Determine the equation of a conic section given its graph or characteristics of its graph and vice versa.		
Perform matrix operations and find and use inverses and determinants.		
Use multiple approaches to solve systems of linear and non-linear equations and compare and contrast those approaches.		COM
Analyze sequences and series using patterning, formulas, and/or technology and extend these concepts to the use of mathematical induction and the binomial theorem.		TIM

Use a graphing utility to determine a curve of best fit for given data.		CT

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

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:

MAC 1147 – PRE-CALCULUS ALGEBRA/TRIGONOMETRY – AA – 5 CREDIT HOURS

The course is designed for students with strong mathematical backgrounds who need a refresher course before beginning the Calculus sequence. Topics covered are a combination of topics from MAC 1140 and MAC 1114. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement. Credit is not given for both MAC1147 and MAC1114, or for both MAC1147 and MAC1140.

II. PREREQUISITES FOR THE COURSE:

MAC 1105 with a minimum grade of "B," or appropriate CLM Score and high school trigonometry

III. GENERAL COURSE INFORMATION: Topic outline

- Polynomial, rational and other algebraic functions, their properties and graphs
- Polynomial and rational inequalities
- Exponential and logarithmic functions, their properties and graphs
- Piece-wise defined functions
- Conic sections
- Matrices and determinants
- Sequences and series
- Mathematical induction
- The binomial theorem
- Trigonometric functions, their properties and graphs
- Inverse trigonometric functions, their properties and graphs
- Trigonometric identities
- Conditional trigonometric equations
- Solutions of triangles
- Vector algebra
- Parametric equations
- Polar coordinates

- Applications

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
Determine the real zeros, complex zeros and linear factorization of a given polynomial.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	
Sketch and analyze the graphs of exponential, logarithmic, polynomial, and rational functions, including determining any asymptotes, intercepts, and other critical values both algebraically and using technology..		
Solve polynomial and rational inequalities graphically and algebraically.		
Apply properties, algebraic techniques, and technology to evaluate or simplify exponential and logarithmic expressions, to solve exponential and logarithmic equations and to interpret the solutions.		QR
Apply appropriate mathematical properties to graph and interpret continuous and piece-wise function.		
Determine the equation of a conic section when given its graph or characteristics of its graph. Graph the conic section, given its equation.		

Perform matrix operations and find and use inverses and determinants.		
Use multiple approaches to solve systems of linear and non-linear equations and compare and contrast those approaches.		COM
Analyze sequences and series using patterning, formulas, and/or technology and extend these concepts to the use of mathematical induction and the binomial theorem.		
Use a graphing utility to determine a curve of best fit for given data.		CT
Evaluate trigonometric functions for special angles given in degrees and radians without a calculator.		
Evaluate trigonometric functions and inverse trigonometric functions related to angles in degrees or radians using a graphing calculator.		
Apply appropriate right triangle and/or unit circle trigonometric function definitions to determine the values of a variety of trigonometric functions.		
Select and apply appropriate fundamental trigonometric identities, double angle identities, half-angle identities, or sum or difference identities.		
Solve right triangles using definitions of the trigonometric functions, and oblique triangles using the Law of Sines and the Law of Cosines.		
Analyze trigonometric functions and identify such properties as domain, range, amplitude, period, phase shift, and vertical shifts, when appropriate.		TIM
Graph trigonometric functions, inverse trigonometric functions, and polar equations both analytically and by using a graphing utility.		
Evaluate inverse trigonometric functions involving numeric values and algebraic expressions.		
Solve application problems using trigonometry.		
Prove trigonometric identities.		
Solve trigonometric equations.		QR
Perform basic vector operations including dot product.		
Sketch a curve that is represented by a set of parametric equations.		
Convert points and equations from polar form to rectangular form and vice versa		

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 THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

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:

MAC 2233 – CALCULUS FOR BUSINESS AND SOCIAL SCIENCES I – AA – 4 CREDIT HOURS

This course is designed for students in business and related studies that need calculus but not trigonometry. Included is a review of equations and inequalities and their applications, functions and graphs, exponential and logarithmic functions. Major topics include mathematics of finance limits and continuity, differentiation and integration and applications of these. A graphing calculator is required. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

{MAC 1105 or MAC 1106 or MAC 1140} with a minimum grade of "C," or appropriate CLM score

III. GENERAL COURSE INFORMATION: Topic outline

- Limits
- Differentiation of algebraic, logarithmic, and exponential functions
- Introduction to integration with applications
- Applications to business and the social sciences

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
Determine the limit of a function when given its equation, graph, and table of data.	Successful completion of one or more of the following assessment techniques: Written Assignments Presentations Homework Labs Group assignments Projects Quizzes Tests Final examination	TIM
Identify continuous functions, and determine the point(s) of discontinuity for a discontinuous function.		
Apply the definition of a derivative to find the derivative of a function.		
Use an appropriate derivative to find an instantaneous rate of change and interpret the results.		
Create mathematical models for cost, revenue, profit, and price functions.		
Find and interpret the marginal revenue, marginal cost, and marginal profit functions.		
Apply appropriate rules of differentiation to find a derivative.		
Solve problems in mathematics, business, and the social and life sciences using a derivative.		COM
Determine intervals on which a given function increases or decreases.		
Determine critical numbers, and relative and absolute extrema of a given function.		
Apply the First Derivative Test for locating relative extrema.		
Determine the inflection point(s) and the intervals on which the graph of a given function is concave up and/or concave down.		
Apply the Second Derivative Test to determine relative extrema.		
Find and interpret the point of diminishing returns		
Solve optimization problems.		CT

Compute the price elasticity of demand and interpret the results.		
Use limits and derivatives to help determine the graph of a function.		
Apply the formulas for compound interest.		
Determine the derivative of natural exponential and logarithmic functions.		
Find and interpret relative rate of change.		
Use exponential growth and decay to model real life situations.		
Find an antiderivative by applying basic integration rules and techniques.		QR
Find the particular solution that satisfies a given differential equation and initial condition.		
Solve real life problems by using antiderivatives.		
Use the Fundamental Theorem of Calculus to evaluate a definite integral by hand and by using a graphing utility.		
Calculate the area of a bounded region (including the area between two curves, and consumer and producer surplus) by using an integral.		
Find the average value of a function over a closed interval by using an integral.		

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

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:

MAC 2311 – CALCULUS WITH ANALYTIC GEOMETRY I – AA – 4 CREDIT HOURS

This course is designed for students majoring in science, mathematics, or engineering. Topics include: limits, differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions and applications. **This course is sequential with MAC 2312 and MAC 2313. A graphing calculator is required.** If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAC 1140 and MAC 1114 with a minimum grade of "C" in each course, or MAC 1147 with a minimum grade of "C"

III. GENERAL COURSE INFORMATION: Topic outline

- Review of Functions
- Limits and Continuity
- The Derivative
- Differentiation of Algebraic Functions
- Differentiation of Transcendental Functions
- Mean-Value Theorem and Intermediate Value Theorem
- Extrema and Graph Sketching
- Area and the Definite Integral
- Antidifferentiation
- Fundamental Theorem

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 functions graphically, numerically, and analytically.	HOMEWORK and/or QUIZZES and/or TESTS and/or GROUP ASSIGNMENTS and/or PROJECTS	
Calculate limits and discuss continuity using algebra, limit theorems, graphs and tables of data.		TIM
Calculate the slope of a tangent line and the instantaneous rate of change using the derivative.		
Appropriately apply the derivative to solve problems, including those involving related rates and optimization.		COM
Differentiate algebraic functions expressed in explicit or implicit form using the sum, product, quotient, and/or chain rules as appropriate.		
Differentiate trigonometric, exponential, and logarithmic functions expressed in explicit or implicit form using the sum, product, quotient, and/or chain rules as appropriate.		
Calculate a derivative using the techniques of logarithmic differentiation when appropriate.		
Apply the Mean Value and Intermediate Value Theorems.		
Determine critical numbers and inflection points for a function through calculating and analyzing the first and second derivatives and sketch the graph of the function using this information.		CT
Construct a definite integral to determine an indicated area and calculate the area.		
Determine antiderivatives using basic integration rules		QR

and/or substitution.		
Evaluate definite integrals by using properties of integrals and the Fundamental Theorem of Calculus.		

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

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:

MAC 2312 – CALCULUS WITH ANALYTIC GEOMETRY II – AA – 4 CREDIT HOURS

This course expands upon the topics presented in MAC 2311, including differentiation and integration of other functions, special techniques of integration, and further applications of the definite integral. The course also explores infinite sequences & series. A graphing calculator is required. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAC 2311 with minimum grade of "C"

III. GENERAL COURSE INFORMATION: Topic outline

- Inverse Functions
- Differentiation of Transcendental Functions
- Area and the Definite Integral
- Arc Length
- Techniques of Integration
- Limits
- Taylor's Formula, Infinite Sequences and Series

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
Differentiate and integrate inverse trigonometric, hyperbolic and inverse hyperbolic functions.	HOMEWORK and/or QUIZZES and/or TESTS and/or GROUP ASSIGNMENTS and/or PROJECTS	
Determine the area of a region between two curves by using integral calculus.		TIM
Construct a definite integral to find arc length.		
Select and apply an appropriate method from among disc, washer and shell to determine the volume of a solid of revolution.		CT
Calculate the work done by applying a constant force and work done by applying a variable force.		
Solve separable differential equations.		
Select and apply an appropriate integration technique from among basic integration, *u*-substitution, integration by parts, trigonometric substitution, partial fraction decomposition, and the use of tables.		QR
Evaluate limits of indeterminate forms by applying L'Hopital's Rule.		
Determine the convergence or divergence of an improper integral, and evaluate improper integrals that converge.		
Select and use an appropriate test to determine the convergence or divergence of various types of sequences and series.		COM
Find the exact or approximate sum of various convergent series.		
Determine the radius and interval of convergence of a power series.		
Construct Taylor and Maclaurin polynomials and series.		

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

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:

MAC 2313 – CALCULUS WITH ANALYTIC GEOMETRY III – AA – 4 CREDIT HOURS

This course applies the topics presented in MAC 2311 and 2312 to parametric & polar equations, vectors, and functions of several variables. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAC 2312 with minimum grade of "C"

III. GENERAL COURSE INFORMATION: Topic outline

- Arc Length
- Parametric Equations & Polar Coordinates
- Vectors in the Plane & 3-Space
- Topics from Plane & Solid Analytic Geometry
- Directional Derivatives & Curvature
- Differential Calculus of Functions of Several Variables
- Multiple Integration

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
Convert between parametric and rectangular equations.	HOMEWORK and/or QUIZZES and/or TESTS and/or GROUP ASSIGNMENTS and/or PROJECTS	
Convert between polar and rectangular forms.		
Graph parametric and polar equations.		
Determine the derivative and integral of equations given in parametric, polar, spherical and cylindrical form.		
Calculate the length of a curve given in parametric form.		TIM
Calculate the area of a region bounded by polar curves.		QR
Complete operations with vectors.		
Apply the dot product to find the angle between vectors and the projection of a vector onto another.		
Calculate the cross product of two vectors and state its significance		
Perform calculus operations on vector-valued functions.		
Find the unit tangent, unit normal, and the curvature of a vector-valued function.		
Find partial derivatives.		
Find and discuss the differences between the gradient and directional derivative of a function.		COM
Use the chain rule for partial derivatives.		
Determine the extrema of a function of several variables.		CT
Compute the point of tangency of lines and surfaces.		
Optimize functions of several variables using LaGrange Multipliers.		CT
Evaluate iterated integrals: double and triple integrals.		
Determine the volume under a curve in 3-space using double integrals.		
Determine the curl and divergence of a vector field.		TIM
Set up and evaluate line integrals.		

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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

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:

MAP 2302 – DIFFERENTIAL EQUATIONS I – AA – 4 CREDIT HOURS

This course presents methods of solutions for first order equations. Selected applications also covered are higher-order equations, Laplace transforms, and non-linear solutions. A graphing calculator, TI-84, or equivalent, is required. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

MAC 2312 with a grade of "C" or better

III. GENERAL COURSE INFORMATION: Topic outline

- Identification of dependent, independent, linear, and non-linear equations
- Separation of variables
- Substitution techniques
- Exact differential equations
- Integrating factors
- Higher order differential equations
- Undetermined coefficients
- Laplace transforms
- Inverse transforms
- Application of differential equations
- Shifting theorems
- Derivatives and integrals of Laplace transforms

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
Classify differential equations by order and linearity.	Quizzes and/or Homework and/or Tests and/or Project and/or Group Assignments	
Analyze differential equations using separation of variables.		
Solve exact differential equations.		
Solve differential equations using integrating factors.		
Compare and solve higher order differential equations using reduction or order, one or more methods for working with undetermined coefficients, variation of parameters.		QR
Evaluate and model applications involving population, circuits, predator-prey, and boundary-value problems.		COM
Design Laplace transforms and inverse Laplace transforms to solve appropriate differential equations.		CT
Evaluate Laplace transforms and inverse Laplace transforms and solve differential equations using the shifting theorems.		
Construct and graph the unit step function.		TIM
Evaluate the derivatives and integrals of Laplace transforms.		

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

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:

MAT 1033 – INTERMEDIATE ALGEBRA – AA – 4 CREDIT HOURS

This course is intended to prepare students for college level algebra courses needed to meet the state requirements for math competencies. This course should adequately prepare the student for MAC 1105 and provide a strong algebra foundation for higher level math. A graphing calculator is required for this course.

II. PREREQUISITES FOR THE COURSE:

Testing or {MAT 9020 or MAT 9024} with a minimum grade of "C"

III. GENERAL COURSE INFORMATION: Topic outline

- Factoring
- Algebraic fractions
- Radicals and rational exponents
- Complex numbers
- Quadratic equations
- Rational equations
- Linear equations and inequalities in two variables and their graphs
- Systems of linear equations and inequalities
- Introduction to functions
- Applications of the above topics

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
Factor polynomials using various methods (e.g., greatest common factor, grouping, trial-and-error or the AC method, and difference of squares).	Students will demonstrate competency via one or more of the following assessment techniques: Homework Labs Group assignments Projects Quizzes Tests Final examination.	
Simplify complex rational expressions (i.e. algebraic fractions) and radical expressions (including rationalizing the denominator).		
Demonstrate the rules for integer and rational exponents.		
Evaluate the roots of real numbers both algebraically and by using a calculator.		
Perform operations with and simplify polynomial, rational, and radical expressions.		
Identify elements of and distinguish among subsets of the complex numbers and apply properties (i.e., commutative, associative, distributive, identity, and inverse properties) and apply the proper order of operations.		
Select and apply an appropriate technique for solving quadratic equations utilizing factoring, completing the square, quadratic formula or square root property.		QR
Solve rational and radical equations.		
Solve linear equations and inequalities in one and two variables.		
Graph relations, linear equations and linear inequalities in two variables in the coordinate plane.		
Solve a formula for a given variable including writing the equation of a line in slope-intercept form.		
Use various techniques and concepts to determine the slope of a line.		
Interpret slope as a rate-of-change using effective communication skills.		COM
Solve systems of linear equations and inequalities in two variables and use systems of linear equations to solve application problems.		

State the domain and range of a given relation using appropriate set notation and identify relations that are functions.		
Evaluate functions for specified domain values by referring either to the graph, the equation, or the set of ordered pairs that represents the function.		
Develop a linear model as a solution to an application problem.		CT
Choose, evaluate and/or solve an appropriate formula in an application problem.		TIM

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

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:

MGF 1106 – MATHEMATICS FOR LIBERAL ARTS I – AA – 3 CREDIT HOURS

This course is intended to introduce the beauty and utility of mathematics to the general student population. Topics include systematic counting, probability, statistics, geometry, sets, and logic. This course is designed for those students whose majors do not require the technical mathematics sequence. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement. The geometry component of this course should meet the requirements of 6a-5.066(3)1, Florida Administrative Rules, for education majors. It will enable the teacher to support the instruction of geometry and measurement as listed by the Sunshine State Standards.

II. PREREQUISITES FOR THE COURSE:

{MAT 1033 or higher} with minimum grade of "C" or Testing

III. GENERAL COURSE INFORMATION: Topic outline

- Counting Principles
- Probability
- Statistics
- Geometry
- Sets
- Logic

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
Represent sets using three different methods.	Homework and/or quizzes and/or tests	
Distinguish between equal and equivalent sets.		
Create and interpret a Venn diagram.	Homework and/or quizzes and/or tests and/or projects	TIM
Perform operations with sets.	Homework and/or quizzes and/or tests	
Apply the formula for the cardinality of the union of two sets.		
Express simple and compound statements and their negations using symbolic logic.		
Construct truth tables by using the definitions of negation, conjunction, and disjunction.	Homework and/or quizzes and/or tests	
Determine the truth value of a conditional statement.	Homework and/or quizzes and/or tests and/or projects	CT
Prove that statements are equivalent or not equivalent by using a truth table.		
Examine the validity of an argument by using a truth table or an Euler diagram.		
Solve problems involving angles formed by parallel lines and transversals.		
Solve problems involving similar figures and by using the Pythagorean Theorem.		
Convert units of measurement by using dimensional analysis.		
Distinguish among quadrilaterals and other polygons by their unique characteristics.		

Compute the areas of plane regions and volumes of three-dimensional figures by using formulas.		
Solve application problems involving area and volume.	Homework and/or quizzes and/or tests and/or group assignments and/or projects	
Identify missing parts of right triangles and solve application problems through the use of trigonometric ratios.	Homework and/or quizzes and/or tests and/or projects	
Determine the number of possible outcomes in a given situation by using the Fundamental Counting Principle.		
Calculate permutations and combinations by using their formulas.		
Solve application problems involving the Fundamental Counting Principle, permutations, and combinations.		QR
Compute theoretical and empirical probabilities including the probability of an event not occurring and conditional probabilities.		
Express and interpret the odds in favor and against an event occurring.		
Calculate and interpret expected value.		COM
Organize and present statistical data.		
Identify or calculate the mean, median, mode and midrange for a data set.	Homework and/or quizzes and/or tests and/or group assignments and/or projects	
Calculate and interpret the range and standard deviation for a data set.	Homework and/or quizzes and/or tests and/or group assignments	
Construct and analyze a normal distribution for a given mean and standard deviation.		
Calculate and interpret percentiles and Z-scores.		

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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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:

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

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:

MGF 1107 – MATHEMATICS FOR LIBERAL ARTS II – AA – 3 CREDIT HOURS

This course is intended to present topics which demonstrate the beauty and utility of mathematics to the general student population. Topics include management science, linear and exponential growth, numbers and number systems, history of mathematics, elementary number theory, voting techniques and graph theory. This course is designed for those students whose majors do not require the technical mathematics sequence. If completed with a grade of "C" or better, this course serves to demonstrate competence for the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

{MAT 1033 or higher} with minimum grade of "C" or Testing

III. GENERAL COURSE INFORMATION: Topic outline

- Management science
- Linear and Exponential Growth
- Numbers and Number Systems
- History of Mathematics
- Elementary Number Theory
- Voting Techniques
- Graph Theory

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
Change numerals and perform basic arithmetic operations in bases other than ten.	Homework and/or quizzes and/or tests and/or projects	TIM
Translate between Hindu-Arabic and Roman and other numeration systems.		
Write the prime factorization of a composite number.	Homework and/or quizzes and/or tests	
Determine the greatest common divisor of two numbers.		
Perform operations with integers and square roots using the order of operations.		
Transform rational numbers and fractions from ratio form to decimal form and solve application problems involving rational numbers, percents, proportions, and direct/inverse variation.		COM
Define and identify irrational numbers.		
Recognize subsets and properties of the real numbers.	Homework and/or quizzes and/or tests and/or projects	
Construct and evaluate a model for arithmetic and a geometric sequence.		
Evaluate and construct models of linear and exponential growth.		
Express decimals and fractions as percents.	Homework and/or quizzes and/or tests	
Calculate simple interest, compound interest, present value and effective yield.		CT

Determine the amount financed, installment price, finance charge, payoff amount and interest charged on fixed loans and credit card purchases.	Homework and/or quizzes and/or tests and/or projects	
Identify mortgage options and expenses.		
Calculate disbursements of a mortgage payment to principal and interest by constructing an amortization table.		
Distinguish among and utilize various voting methods to determine an election's winner.		GSR
Distinguish among and utilize various methods for solving the apportionment problem.		
Discuss potential flaws with the various voting and apportionment methods.		
Create models to represent various relationships through the use of graph theory paths, circuits, trees and graphs.		

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 THIS COURSE:

XII. CLASS SCHEDULE:

XIII. ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:

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:

MTB 1308 – TI GRAPHING CALCULATORS – AA – 1 CREDIT HOUR

This is an introductory course in using the Texas Instrument graphing calculators currently approved by the mathematics department. No previous knowledge of the calculator is expected or required. This course is especially appropriate for those who wish to take advantage of the advanced features of the TI Series calculators. This course may be offered as a workshop or in a distance learning format.

II. PREREQUISITES FOR THE COURSE: None

III. GENERAL COURSE INFORMATION: Topic outline

- Perform basic calculations on the calculator.
- Use Catalog menu and programming features on the calculator.
- Perform graphing operations on the calculator.
- Perform statistical operations using the calculator.
- Perform linear regression on two-variable data on the calculator.

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
Perform basic function of the calculator including screen contrast, entering/editing expressions, and storing and recalling values.	Demonstrate competency via one or more of the following assessment techniques: Homework Lab Test Classroom Demonstration Quiz	
Perform basic arithmetic operations and evaluate algebraic functions on the calculator including expressions with fractions, radicals, exponents, and scientific notation.		
Access the catalog for built-in functions.		
Create and edit a program on the calculator.		TIM
Utilize the graphing features of the calculator to graph functions and equations, set the window, zoom, trace, and find intersection points or zeroes.		
Use the graphing calculator to solve linear equations and inequalities, and systems of linear equations and inequalities.		
Use the graphing calculator to perform statistical operations on one-variable data: frequency distribution, histogram, mean, standard deviation, median, maximum, minimum, quartiles, and sort.		QR
Use the graphing calculator to perform linear regression on two-variable data.		CT
Demonstrate the use of the calculator manual to determine appropriate keystrokes.		COM

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES
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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:

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

Division of Academic Success Programs

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

SLS 1533 – IMPROVING MATHEMATICS SKILLS BY REDUCING ANXIETY – AA – 1 CREDIT HOUR

This course is designed to assist students in confronting, understanding, and overcoming their mathematics anxieties by improving study skills unique to learning mathematics through the use of relevant mathematical applications and concrete mathematics manipulatives.

II. PREREQUISITES FOR THE COURSE:

None

III. GENERAL COURSE INFORMATION: Topic outline

- Distinguishing between mathematics and other subjects
- Developing a positive learning attitude
- Improving study habits
- Improving problem solving strategies
- Responsibilities of the student in class

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
Compare and contrast mathematics and other subjects.	Students will demonstrate competency via one or more of the following assessment techniques: Homework Group activities Journal entries Portfolio components Quizzes Tests Final examination	CT
Identify the similarities and differences among high school, college and university mathematics courses.		
Discuss activities that should be high priority during the first two weeks of a mathematics course.		
Discuss how and if their attitude toward mathematics has changed.		COM
Identify methods of study that increase the potential for learning mathematics including memorization techniques.		TIM
Describe personal learning styles and how that should affect study habits.		COM
Discuss effective personal in-class activities to maximize learning including listening and note-taking skills .		
Identify appropriate times for the use of a calculator or other types of technology.		
Discuss characteristics unique to a mathematics textbook.		
Identify and describe possible techniques to enhance learning outside of the classroom and their benefits including homework, study groups, ideal study environments, and other resources.		
Define and illustrate good number sense.		QR
Recognize and demonstrate techniques to reduce test anxiety.		
Describe effective test preparation and test taking techniques for interim tests as well as final exams.		

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

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:

STA 2023 – STATISTICAL METHODS I – AA – 4 CREDIT HOURS

This is an introductory course covering the fundamental topics of statistics. Topics include: descriptive measures, probability, probability distributions, central limit theorem, sampling distributions, confidence intervals, hypothesis testing, correlation, regression analysis and non-parametric test procedures. A graphing calculator is required. If completed with a grade of "C" or better, this course serves to demonstrate competence in the general education mathematics requirement.

II. PREREQUISITES FOR THE COURSE:

{MAT 1033 or higher} with a minimum grade of "C" or Testing

III. GENERAL COURSE INFORMATION: Topic outline

- Probability
- Random variables
- Hypothesis testing
- Confidence interval estimation
- Small sample methods
- Correlation
- Simple linear regression
- Nonparametric statistics

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
Define and use the basic terminology of statistics.	Homework and/or Tests and/or Group Assignments	
Organize and display data by means of various tables, charts and graphs.		
Compare different sets of data using graphs, charts, tables or numerical measures.		
Calculate and interpret the various descriptive measures for centrality, dispersion and relative standing.		
Distinguish between different types of distributions.		
Apply basic rules of probability.		
Apply the binomial probability distribution.		QR
Use the empirical rule to find probabilities on a bell-shaped distribution.		
Determine probabilities using the normal distribution curve.		
Apply the central limit theorem.		
Estimate means and/or proportions using confidence intervals for one and/or two populations.		CT
Conduct hypothesis tests on means and/or proportions for one and/or two populations.		COM
Determine and interpret p-values.		
Calculate and interpret the linear correlation coefficient.		TIM
Determine the simple linear regression model and use it to predict values.		TIM
Analyze real-world data published in research journals or		

found on the internet.		
Apply non-parametric statistical tests.		

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: 4/23/10

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)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics. This topic can be covered in either semester (first or second) of the sequence; as such, an instructor has some flexibility both in lecture and lab (depending on the availability of lab equipment and depth of coverage necessary).**

Course Name, including prefix and number: **PHY 2048: General Physics 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

MAC 2311/MAC 2312 (MAC 2312 may be taken concurrently)

to

MAC 2311 with a minimum grade of "C"

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a simplification, in the sense that a student does not need to be in MAC 2312 in order to take PHY 2048. MAC 2312 is not necessary in order to succeed in the class.**
2) **The course description is changed from**
   "This is the first course of a two-semester traditional calculus-based physics sequence. Topics covered include mechanics and the properties of matter."
   to
   "This calculus-based physics course is the first part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics."
   The new description better describes the content of the entire sequence.
3) **The Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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:

PHY 2048 – GENERAL PHYSICS I – AA – 4 CREDIT HOURS

This calculus-based physics course is the first part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics.

II. PREREQUISITES FOR THE COURSE:

MAC 2311 with a minimum grade of "C"

Co-requisite: PHY 2048L

III. GENERAL COURSE INFORMATION: Topic outline

- Systems of measurement, and dimensional analysis
- Motion in one, two, and three dimensions
- Newton's Laws and their applications
- Work, energy, and conservation of energy
- Systems of particles, collisions, center of mass, and conservation of linear momentum
- Rotational motion and centripetal acceleration
- Conservation of angular momentum
- Gravity
- Static and rotational equilibrium, and elasticity
- Fluids, Archimedes' principle, and Bernoulli's equation
- Oscillations and waves
- Temperature and the kinetic theory of gases
- Heat and thermodynamics
- Thermal properties and processes

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 principle of dimensional analysis and use it to derive approximate expressions of physical laws.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	CT, QR
Describe the SI system of units and the differences between base and derived units.		
Interpret the laws of motion and apply them to solve problems in one and two dimensions.		
Describe the concepts of work, power, energy, and conservation of energy; examine the applications of these concepts, and use them to interpret and explain natural phenomena.		CT, QR
Describe the concept of center of mass and use it to analyze the motion of a system of particles.		
Describe the concept of conservation of momentum, examine its applications, and use it to interpret and explain natural phenomena.		COM, CT, QR
Use the concepts of momentum and energy to explain collisions.		
Describe the concept of circular motion and use it to solve problems.		

Use the laws of rotational kinematics to compare linear motion with rotational motion.		
Describe the law of gravitation and use it to explain natural phenomena; combine this law with the laws of motion to explain planetary orbits.		
Identify the conditions for static and rotational equilibrium and use the concept of torque to explain natural phenomena.		
Describe the concepts related to fluid pressure and buoyancy and use Bernoulli's equation to explain natural phenomena.		
Describe the properties of oscillations, waves and the Doppler effect; use these concepts to explain natural phenomena.		CT, TIM, QR
Use the kinetic theory of gases to distinguish between "heat" and "temperature"; interpret and apply the concept of energy per degree of freedom.		
Interpret and apply the laws of thermodynamics to explain natural phenomena.		
Recognize thermal properties and processes and use them to explain and interpret thermal phenomena.		

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: 4/23/10

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)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics, which can now be covered in either semester (first or second of the sequence), and in choosing among compatible lab exercises (depending on the availability of lab equipment).**

Course Name, including prefix and number: **PHY 2048L: General Physics 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

MAC 2311/MAC 2312 (MAC 2312 may be taken concurrently)

to

MAC 2311 with a minimum grade of "C"

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a simplification, in the sense that a student does not need to be in MAC 2312 in order to take PHY 2048L. MAC 2312 is not necessary in order to succeed in the class.**
2) **The course description is changed from**
   "This course is a companion to PHY 2048 and includes comprehensive experiments, data collection and interpretation to illustrate concepts and principles related to force and motion, work and energy, rotation, gravity and properties of matter."
   to
   "This laboratory course accompanies PHY 2048 and is the first part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report."
   The new description better describes the content of the entire sequence.
3) **The Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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:

PHY 2048L – GENERAL PHYSICS I LABORATORY – AA – 1 CREDIT HOUR

This laboratory course accompanies PHY 2048 and is the first part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report.

II. PREREQUISITES FOR THE COURSE:

MAC 2311 with a minimum grade of "C"

Co-requisite: PHY 2048

III. GENERAL COURSE INFORMATION: Topic outline

The following experiments provide a foundation for covering all the main concepts in the lecture component of this course.

- Experimental uncertainty (errors) and data analysis
- Measuring density
- Acceleration of gravity
- Addition and resolution of forces
- Atwood machine
- Friction
- Centripetal force
- Work and energy
- Projectile motion: the Ballistic Pendulum
- Torques, equilibrium, and center of gravity
- Simple harmonic motion

- Simple pendulum
- Archimedes' principle
- Standing waves
- Air column resonance
- Thermal coefficient of linear expansion
- Specific heat of metals
- Latent heats of fusion and vaporization

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
Recognize the effects of errors in measurements and illustrate their impact on the experimental data and results.	Lab reports, exams and/or projects.	COM, CT, TIM, QR
Use appropriate measuring devices in distinguishing between measurements of mass and density, and experimentally determine the density of a given object.		COM, CT, TIM, QR
Investigate the laws of motion and experimentally determine the acceleration of gravity and of a given object in linear and circular motion.		COM, CT, TIM, QR

Apply and distinguish between graphical and analytical methods in calculating physical quantities.		COM, CT, TIM, QR
Evaluate the validity of empirical "laws" as they relate to the experimental determination of the coefficient of friction between two given surfaces and Hooke's law in simple harmonic motion.		COM, CT, TIM, QR
Explain the relationship between work and energy and compare and contrast conservation laws for ideal systems with the non-conservative aspects of situations under laboratory conditions.		COM, CT, TIM, QR
Investigate and distinguish between the concepts of "center of mass" and "center of gravity" while experimenting with the static equilibrium of an object under the influence of forces and torques.		COM, CT, TIM, QR
Distinguish between the quantities "density" and "specific gravity"; apply Archimedes' principle in determining these quantities for solid and liquid samples.		COM, CT, TIM, QR
Distinguish between the concepts of "node," "antinode," and "resonance" in your investigation of waves and experimentally calculate the speed of a wave.		COM, CT, TIM, QR
Investigate and identify thermal properties and processes, and determine experimentally the values of certain heat constants for various metals and liquids.		COM, CT, TIM, QR

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: 4/23/10

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)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics. This topic can be covered in either semester (first or second) of the sequence; as such, an instructor has some flexibility both in lecture and lab (depending on the availability of lab equipment and depth of coverage necessary).**

Course Name, including prefix and number: **PHY 2049: General Physics 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

PHY 2048

to

PHY 2048 and PHY 2048L with a minimum grade of "C" in each course

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a clarification. PHY 2048L is a co-requisite of PHY 2048, and as such both PHY 2048 and PHY 2048L must be successfully completed before a student enrolls in PHY 2049/PHY 2049L.**
2) **The course description is changed from**
   "This is the second course in a two-semester traditional calculus-based physics sequence. Topics covered include oscillations and waves, sound, thermodynamics, electricity and magnetism."
   to
   "This calculus-based physics course is the second part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics."
   The new description better describes the content of the entire sequence.
3) **The Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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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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:

PHY 2049 – GENERAL PHYSICS II – AA – 4 CREDIT HOURS

This calculus-based physics course is the second part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics.

II. PREREQUISITES FOR THE COURSE:

PHY 2048 and PHY 2048L with a minimum grade of "C" in each course

Co-requisite: PHY 2049L

III. GENERAL COURSE INFORMATION: Topic outline

- Temperature and the kinetic theory of gases
- Heat and thermodynamics
- Thermal properties and processes
- Electric field of discrete and continuous charge distributions
- Electric potential
- Electrostatic energy and capacitance
- Electric current and direct-current circuits
- The magnetic field and sources of the magnetic field
- Magnetic induction
- Alternating-current circuits
- Maxwell's equations and electromagnetic waves
- Properties of light, optical images, interference and diffraction
- Aspects of modern physics

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
Use the kinetic theory of gases to distinguish between "heat" and "temperature"; interpret and apply the concept of energy per degree of freedom.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	
Interpret and apply the laws of thermodynamics to explain natural phenomena.		
Recognize thermal properties and processes and use them to explain and interpret thermal phenomena.		
Recognize the quantum nature of electric charge.		
Explain the interaction between electric charges and use Coulomb's law to solve problems involving charge distributions.		TIM, QR
Explain the concept of "field" and compare it to "action-at-a-distance" using forces.		
Explain and draw the electric field configuration due to various discrete and continuous charge distributions.		
Relate the theoretical interpretation of electric potential to everyday phenomena and use it to solve problems.		
Explain the meaning of electrostatic energy and apply it to solve problems involving capacitance.		
Identify the theoretical framework for electric		

current and apply it to solving problems on direct current circuits and alternating current circuits.		
Explain and draw the magnetic field configuration due to various current distributions.		
Explain the concept of electromagnetic induction and use it to explain everyday physical phenomena.		COM, CT
Describe and use Maxwell's equations to solve problems in electricity and magnetism.		
Investigate the interaction of light with matter and light's properties.		
Compare and contrast the (special) relativistic view with the Newtonian view of nature.		COM, CT
Compare and contrast the quantum mechanical view with the Newtonian view of nature.		COM, CT

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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: 4/23/10

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)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics, which can now be covered in either semester (first or second of the sequence), and in choosing among compatible lab exercises (depending on the availability of lab equipment).**

Course Name, including prefix and number: **PHY 2049L: General Physics 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

PHY 2048

to

PHY 2048 and PHY 2048L with a minimum grade of "C" in each course

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a clarification. PHY 2048L is a co-requisite of PHY 2048, and as such both PHY 2048 and PHY 2048L must be successfully completed before a student enrolls in PHY 2049/PHY 2049L.**
2) **The course description is changed from**
   "This course is a companion to PHY 2049 and includes comprehensive experiments, data collection and interpretation to illustrate concepts and principles related to oscillations and waves, sound, thermodynamics, electricity and magnetism. Principles of optics are demonstrated though the use of mirrors, prisms and lenses."
   to
   "This laboratory course accompanies PHY 2049 and is the second part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report."
   The new description better describes the content of the entire sequence.
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_____ 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: _____

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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:

PHY 2049L – GENERAL PHYSICS II LABORATORY – AA – 1 CREDIT HOUR

This laboratory course accompanies PHY 2049 and is the second part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report.

II. PREREQUISITES FOR THE COURSE:

PHY 2048 and PHY 2048L with a minimum grade of "C" in each course

Co-requisite: PHY 2049

III. GENERAL COURSE INFORMATION: Topic outline

The following experiments provide a foundation for covering all the main concepts in the lecture component of this course.

- Thermal coefficient of linear expansion
- Specific heat of metals
- Latent heats of fusion and vaporization
- Fields and equipotentials
- Ohm's law
- Resistances in series and parallel; the Wheatstone bridge
- Joule heat
- The temperature dependence of resistance
- The RC time constant
- Earth's magnetic field

- Electromagnetic induction
- AC circuits
- Introduction to the oscilloscope
- Geometric optics: reflection, and refraction
- Spherical mirrors and lenses
- The prism spectrometer: dispersion and the index of refraction
- Polarization of light
- Detection of nuclear radiation

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.

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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
Investigate and identify thermal properties and processes, and determine experimentally the values of certain heat constants for various metals and liquids.	Lab reports, exams and/or projects.	COM, CT, TIM, QR
Draw and interpret the electric field due to a configuration of charges, and use the results to identify the equipotential lines.		COM, CT, TIM, QR

Investigate and verify the approximate nature of Ohm's "law" and apply it to calculate the equivalent resistance of resistors in series and in parallel.		COM, CT, TIM, QR
Investigate the concept of joule heat, explain the factors it depends on, and experimentally measure the electrical equivalent of heat.		COM, CT, TIM, QR
Recognize and investigate the relationship between temperature and electrical resistance, and between electric potential and electric current; interpret and evaluate the nature of these relationships.		COM, CT, TIM, QR
Investigate direct current circuits containing capacitors and resistors, determine the RC time constant, and explain what its value means in terms of circuit characteristics.		COM, CT, TIM, QR
Draw and interpret the magnetic field of a bar magnet and use its interaction with Earth's magnetic field to estimate the latter's strength.		COM, CT, TIM, QR
Explore the nature of a changing magnetic field, and relate electromagnetic induction to everyday phenomena.		COM, CT, TIM, QR
Investigate alternating current (RLC) circuits using an oscilloscope, compare predicted values of the voltages and impedance of a circuit with their measured values, and draw appropriate phasor diagrams.		COM, CT, TIM, QR
Investigate the behavior of light as it propagates through a medium, explain the "laws" of reflection and refraction and how images form, and measure experimentally the index of refraction of a glass plate.		COM, CT, TIM, QR
Investigate the behavior of light as it travels through filters and dispersive media and explain the resulting polarization and dispersion.		COM, CT, TIM, QR
Investigate the principles of nuclear radiation, explain how a Geiger counter works, and experimentally test the inverse square law for nuclear radiation.		COM, CT, TIM, QR

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VI. REQUIREMENTS FOR THE STUDENTS:

VII. ATTENDANCE POLICY:

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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: 4/23/10

TYPE OF COURSE CHANGE: Check all that apply.

☐	**Change to course number**
☐	**Change to course title**
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☐	**Change to course transfer designation**
☐	**Change to course credits**
☒	**Other (specify)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics. This topic can be covered in either semester (first or second) of the sequence; as such, an instructor has some flexibility both in lecture and lab (depending on the availability of lab equipment and depth of coverage necessary).**

Course Name, including prefix and number: **PHY 2053: College Physics 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

MAC 1140 and MAC 1114 or MAC 1147

to

A grade of "C" or better in {MAC 1140 and MAC 1114} or MAC 1147

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a clarification, in the sense that a student must successfully complete the prerequisite math course(s).**
2) **The course description is changed from**
   "This is the first course of a two-semester non-calculus introduction to physics sequence primarily for pre-professional and technical students. Topics covered include mechanics and the properties of matter."
   to
   "This physics course, based on algebra and trigonometry, is the first part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics."
   The new description better describes the content of the entire sequence.
3) **The Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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

PREOFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

PHY 2053 – COLLEGE PHYSICS I – AA – 4 CREDIT HOURS

This physics course, based on algebra and trigonometry, is the first part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics.

II. PREREQUISITES FOR THE COURSE:

A grade of "C" or better in {MAC 1140 and MAC 1114} or MAC 1147

Co-requisite: PHY 2053L

III. GENERAL COURSE INFORMATION: Topic outline

- Systems of measurement, and dimensional analysis
- Motion in one, two, and three dimensions
- Newton's Laws and their applications
- Work, energy, and conservation of energy
- Systems of particles, collisions, center of mass, and conservation of linear momentum
- Rotational motion and centripetal acceleration
- Conservation of angular momentum
- Gravity
- Static and rotational equilibrium, and elasticity
- Fluids, Archimedes' principle, and Bernoulli's equation
- Oscillations and waves
- Temperature and the kinetic theory of gases
- Heat and thermodynamics
- Thermal properties and processes

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 principle of dimensional analysis and use it to derive approximate expressions of physical laws.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	CT, QR
Describe the SI system of units and the differences between base and derived units.		
Interpret the laws of motion and apply them to solve problems in one and two dimensions.		
Describe the concepts of work, power, energy, and conservation of energy; examine the applications of these concepts, and use them to interpret and explain natural phenomena.		CT, QR
Describe the concept of center of mass and use it to analyze the motion of a system of particles.		
Describe the concept of conservation of momentum, examine its applications, and use it to interpret and explain natural phenomena.		COM, CT, QR
Use the concepts of momentum and energy to explain collisions.		

Describe the concept of circular motion and use it to solve problems.		
Use the laws of rotational kinematics to compare linear motion with rotational motion.		
Describe the law of gravitation and use it to explain natural phenomena; combine this law with the laws of motion to explain planetary orbits.		
Identify the conditions for static and rotational equilibrium and use the concept of torque to explain natural phenomena.		
Describe the concepts related to fluid pressure and buoyancy and use Bernoulli's equation to explain natural phenomena.		
Describe the properties of oscillations, waves and the Doppler effect; use these concepts to explain natural phenomena.		CT, TIM, QR
Use the kinetic theory of gases to distinguish between "heat" and "temperature"; interpret and apply the concept of energy per degree of freedom.		
Interpret and apply the laws of thermodynamics to explain natural phenomena.		
Recognize thermal properties and processes and use them to explain and interpret thermal phenomena.		

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:

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: 4/23/10

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)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics, which can now be covered in either semester (first or second of the sequence), and in choosing among compatible lab exercises (depending on the availability of lab equipment).**

Course Name, including prefix and number: **PHY 2053L: College Physics 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

MAC 1140 and MAC 1114 or MAC 1147

to

A grade of "C" or better in {MAC 1140 and MAC 1114} or MAC 1147

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a clarification, in the sense that a student must successfully complete the prerequisite math course(s).**
2) **The course description is changed from**
   "This course is a companion to PHY 2053 and includes comprehensive experiments, data collection and interpretation to illustrate concepts and principles related to force and motion, work and energy, rotation, gravity and properties of matter."
   to
   "This laboratory course accompanies PHY 2053 and is the first part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report."
   The new description better describes the content of the entire sequence.
3) **The Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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:

PHY 2053L – COLLEGE PHYSICS I LABORATORY – AA – 1 CREDIT HOUR

This laboratory course accompanies PHY 2053 and is the first part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report.

II. PREREQUISITES FOR THE COURSE:

A grade of "C" or better in {MAC 1140 and MAC 1114} or MAC 1147

Co-requisite: PHY 2053

III. GENERAL COURSE INFORMATION: Topic outline

The following experiments provide a foundation for covering all the main concepts in the lecture component of this course.

- Experimental uncertainty (errors) and data analysis
- Measuring density
- Acceleration of gravity
- Addition and resolution of forces
- Atwood machine
- Friction
- Centripetal force
- Work and energy
- Projectile motion: the Ballistic Pendulum
- Torques, equilibrium, and center of gravity
- Simple harmonic motion

- Simple pendulum
- Archimedes' principle
- Standing waves
- Air column resonance
- Thermal coefficient of linear expansion
- Specific heat of metals
- Latent heats of fusion and vaporization

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
Recognize the effects of errors in measurements and illustrate their impact on the experimental data and results.	Lab reports, exams and/or projects.	COM, CT, TIM, QR
Use appropriate measuring devices in distinguishing between measurements of mass and density, and experimentally determine the density of a given object.		COM, CT, TIM, QR
Investigate the laws of motion and experimentally determine the acceleration of gravity and of a given object in linear and circular motion.		COM, CT, TIM, QR

Apply and distinguish between graphical and analytical methods in calculating physical quantities.		COM, CT, TIM, QR
Evaluate the validity of empirical "laws" as they relate to the experimental determination of the coefficient of friction between two given surfaces and Hooke's law in simple harmonic motion.		COM, CT, TIM, QR
Explain the relationship between work and energy and compare and contrast conservation laws for ideal systems with the non-conservative aspects of situations under laboratory conditions.		COM, CT, TIM, QR
Investigate and distinguish between the concepts of "center of mass" and "center of gravity" while experimenting with the static equilibrium of an object under the influence of forces and torques.		COM, CT, TIM, QR
Distinguish between the quantities "density" and "specific gravity"; apply Archimedes' principle in determining these quantities for solid and liquid samples.		COM, CT, TIM, QR
Distinguish between the concepts of "node," "antinode," and "resonance" in your investigation of waves and experimentally calculate the speed of a wave.		COM, CT, TIM, QR
Investigate and identify thermal properties and processes, and determine experimentally the values of certain heat constants for various metals and liquids.		COM, CT, TIM, QR

V. DISTRICT-WIDE POLICIES:

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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: 4/23/10

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)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics. This topic can be covered in either semester (first or second) of the sequence; as such, an instructor has some flexibility both in lecture and lab (depending on the availability of lab equipment and depth of coverage necessary).**

Course Name, including prefix and number: **PHY 2054: College Physics 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

PHY 2053

to

PHY 2053 and PHY 2053L with a minimum grade of "C" in each course

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a clarification. PHY 2053L is a co-requisite of PHY 2053, and as such both PHY 2053 and PHY 2053L must be successfully completed before a student enrolls in PHY 2054/PHY 2054L.**
2) **The course description is changed from**
   "This is the second course of a two-semester non-calculus introduction to physics sequence primarily for pre-professional and technical students. Topics covered include oscillations and waves, sound, thermodynamics, electricity and magnetism."
   to
   "This physics course, based on algebra and trigonometry, is the second part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics."
   The new description better describes the content of the entire sequence.
3) **The Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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FACULTY ENDORSEMENTS:

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

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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:

PHY 2054 – COLLEGE PHYSICS II – AA – 4 CREDIT HOURS

This physics course, based on algebra and trigonometry, is the second part of a sequence of two courses. The sequence covers the underlying principles and laws of classical mechanics, oscillations, waves, fluids, sound, thermodynamics, electromagnetism, elements of optics and modern physics.

II. PREREQUISITES FOR THE COURSE:

PHY 2053 and PHY 2053L with a minimum grade of "C" in each course

Co-requisite: PHY 2054L

III. GENERAL COURSE INFORMATION: Topic outline

- Temperature and the kinetic theory of gases
- Heat and thermodynamics
- Thermal properties and processes
- Electric field of discrete and continuous charge distributions
- Electric potential
- Electrostatic energy and capacitance
- Electric current and direct-current circuits
- The magnetic field and sources of the magnetic field
- Magnetic induction
- Alternating-current circuits
- Maxwell's equations and electromagnetic waves
- Properties of light, optical images, interference and diffraction
- Aspects of modern physics

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
Use the kinetic theory of gases to distinguish between "heat" and "temperature"; interpret and apply the concept of energy per degree of freedom.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	
Interpret and apply the laws of thermodynamics to explain natural phenomena.		
Recognize thermal properties and processes and use them to explain and interpret thermal phenomena.		
Recognize the quantum nature of electric charge.		
Explain the interaction between electric charges and use Coulomb's law to solve problems involving charge distributions.		TIM, QR
Explain the concept of "field" and compare it to "action-at-a-distance" using forces.		
Explain and draw the electric field configuration due to various discrete and continuous charge distributions.		
Relate the theoretical interpretation of electric potential to everyday phenomena and use it to solve problems.		
Explain the meaning of electrostatic energy and apply it to solve problems involving capacitance.		
Identify the theoretical framework for electric current		

and apply it to solving problems on direct current circuits and alternating current circuits.		
Explain and draw the magnetic field configuration due to various current distributions.		
Explain the concept of electromagnetic induction and use it to explain everyday physical phenomena.		COM, CT
Describe and use Maxwell's equations to solve problems in electricity and magnetism.		
Investigate the interaction of light with matter and light's properties.		
Compare and contrast the (special) relativistic view with the Newtonian view of nature.		COM, CT
Compare and contrast the quantum mechanical view with the Newtonian view of nature.		COM, CT

V. DISTRICT-WIDE POLICIES:

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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: 4/23/10

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)** **The topic outline has been rewritten to provide flexibility in covering Thermodynamics, which can now be covered in either semester (first or second of the sequence), and in choosing among compatible lab exercises (depending on the availability of lab equipment).**

Course Name, including prefix and number: **PHY 2054L: College Physics 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

PHY 2053

to

PHY 2053 and PHY 2053L with a minimum grade of "C" in each course

Change in co-requisite from to

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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:

1) **The change in prerequisite is a clarification. PHY 2053L is a co-requisite of PHY 2053, and as such both PHY 2053 and PHY 2053L must be successfully completed before a student enrolls in PHY 2054/PHY 2054L.**
2) **The course description is changed from**
   "This course is a companion to PHY 2054 and includes comprehensive experiments, data collection and interpretation to illustrate concepts and principles related to oscillations and waves, sound, thermodynamics, electricity and magnetism. Principles of optics are demonstrated though the use of mirrors, prisms and lenses."
   to
   "This laboratory course accompanies PHY 2054 and is the second part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report."
   The new description better describes the content of the entire sequence.
3) **The Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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_____ 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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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:

PHY 2054L – COLLEGE PHYSICS II LABORATORY – AA – 1 CREDIT HOUR

This laboratory course accompanies PHY 2054 and is the second part of a sequence of two courses. The sequence includes investigations that illustrate and explore concepts and principles related to force and motion, work and energy, rotation, gravity, properties of matter, electric charges and currents, resistance and capacitance, magnetism and electromagnetic induction, optics, and nuclear radiation. The course is designed to encourage the concept of "learning by doing" and enhance student learning of physical concepts. It introduces students to experimental procedures, techniques and equipment; it involves setting up the laboratory equipment, collection of data, interpretation of experimental data and preparation of a lab report.

II. PREREQUISITES FOR THE COURSE:

PHY 2053 and PHY 2053L with a minimum grade of "C" in each course

Co-requisite: PHY 2054

III. GENERAL COURSE INFORMATION: Topic outline

The following experiments provide a foundation for covering all the main concepts in the lecture component of this course.

- Thermal coefficient of linear expansion
- Specific heat of metals
- Latent heats of fusion and vaporization
- Fields and equipotentials
- Ohm's law
- Resistances in series and parallel; the Wheatstone bridge
- Joule heat
- The temperature dependence of resistance
- The RC time constant
- Earth's magnetic field

- Electromagnetic induction
- AC circuits
- Introduction to the oscilloscope
- Geometric optics: reflection, and refraction
- Spherical mirrors and lenses
- The prism spectrometer: dispersion and the index of refraction
- Polarization of light
- Detection of nuclear radiation

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
Investigate and identify thermal properties and processes, and determine experimentally the values of certain heat constants for various metals and liquids.	Lab reports, exams and/or projects.	COM, CT, TIM, QR
Draw and interpret the electric field due to a configuration of charges, and use the results to identify the equipotential lines.		COM, CT, TIM, QR

Investigate and verify the approximate nature of Ohm's "law" and apply it to calculate the equivalent resistance of resistors in series and in parallel.		COM, CT, TIM, QR
Investigate the concept of joule heat, explain the factors it depends on, and experimentally measure the electrical equivalent of heat.		COM, CT, TIM, QR
Recognize and investigate the relationship between temperature and electrical resistance, and between electric potential and electric current; interpret and evaluate the nature of these relationships.		COM, CT, TIM, QR
Investigate direct current circuits containing capacitors and resistors, determine the RC time constant, and explain what its value means in terms of circuit characteristics.		COM, CT, TIM, QR
Draw and interpret the magnetic field of a bar magnet and use its interaction with Earth's magnetic field to estimate the latter's strength.		COM, CT, TIM, QR
Explore the nature of a changing magnetic field, and relate electromagnetic induction to everyday phenomena.		COM, CT, TIM, QR
Investigate alternating current (RLC) circuits using an oscilloscope, compare predicted values of the voltages and impedance of a circuit with their measured values, and draw appropriate phasor diagrams.		COM, CT, TIM, QR
Investigate the behavior of light as it propagates through a medium, explain the "laws" of reflection and refraction and how images form, and measure experimentally the index of refraction of a glass plate.		COM, CT, TIM, QR
Investigate the behavior of light as it travels through filters and dispersive media and explain the resulting polarization and dispersion.		COM, CT, TIM, QR
Investigate the principles of nuclear radiation, explain how a Geiger counter works, and experimentally test the inverse square law for nuclear radiation.		COM, CT, TIM, QR

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:

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: 4/23/10

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 1084C: Anatomy and Physiology**

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:

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

The first line of the course's description read as follows: "This is a one semester combined lecture/lab course in human anatomy and physiology designed for students in the paramedic program at Edison State College." We deleted the second half of this sentence; the new description now reads as follows:

> "This is a one semester combined lecture/lab course in human anatomy and physiology. It includes principles and concepts of chemistry and biochemistry. Concepts related to the cell and tissues are covered in conjunction with concepts related to the structure and function of the body systems. Each system is presented in sufficient depth to provide students with a comprehensive understanding of the human body. This course is an introduction to anatomy and physiology, chemistry, the cell, tissues, and the following systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive. This course cannot be used as a substitute for any other anatomy and physiology course at Edison State College."

The change was made to accommodate new degree programs in the health sciences that need this course. Please note that even though this course was originally designed for students in the paramedic program, no major restriction was included in the original proposal. As such, any student can take this course, independent of the statement on the first line of the course description in the current syllabus.

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 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 & Sciences

COMMON COURSE SYLLABUS

PROFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

BSC 1084C – ANATOMY AND PHYSIOLOGY – AA – 4 CREDIT HOURS

This is a one semester combined lecture/lab course in human anatomy and physiology. It includes principles and concepts of chemistry and biochemistry. Concepts related to the cell and tissues are covered in conjunction with concepts related to the structure and function of the body systems. Each system is presented in sufficient depth to provide students with a comprehensive understanding of the human body. This course is an introduction to anatomy and physiology, chemistry, the cell, tissues, and the following systems: integumentary, skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive. This course cannot be used as a substitute for any other anatomy and physiology course at Edison State College.

II. PREREQUISITES FOR THE COURSE:

Successful completion of all developmental courses and corresponding state exit exams

III. GENERAL COURSE INFORMATION: Topic outline

- Anatomy and physiology
- Chemistry
- Cells
- Tissues
- Integumentary system
- Skeletal system
- Muscular system
- Nervous system
- Special senses
- Endocrine system
- Cardiovascular
- Lymphatic system
- Endocrine system
- Immune system
- Respiratory system
- Digestive system
- Urinary system
- Reproductive 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 anatomical terminology correctly.	Successful completion of the appropriate lab exercise and utilization of appropriate terminology throughout the course.	
Describe the functions of ions, water, acids, and bases in the human body.	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	
Discuss the differences in structure and function in these macromolecules: carbohydrates, lipids, proteins, and nucleic acids	Successful completion of the appropriate lab exercise and lecture exam.	
Explain the role of enzymes.		
Identify the major cellular organelles and discuss their function.	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	

Explain how substances move into and out of cells.	Successful completion of the appropriate lab exercise and lecture exam.	
Compare and contrast mitosis and meiosis.	Successful completion of the appropriate lab exercise and lecture exam.	
Compare and contrast the characteristics, classification, location, and function of the four primary tissues and use a microscope correctly to identify tissues.	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	
Describe the structure and summarize the functions of the different parts of the integumentary system.	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	
Discuss the types and significance of burns.		
Differentiate the two ossification processes and summarize the events involved in the remodeling and repair of bones.	Successful completion of the appropriate lab exercise and lecture exam.	CT
Identify the bones and major bone markings on the axial and appendicular skeleton.	Successful completion of the appropriate lab exercise and 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 appropriate lab exercises, lecture exam and lab exam.	
Describe gross anatomy and the microscopic anatomy of skeletal muscle and describe the mechanism of contraction of a skeletal muscle cell.	Lecture exam and lab exam.	
Describe skeletal muscle metabolism, sketch aerobic and anaerobic cellular respiration, and explain the effect of exercise on muscles.	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	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 neurons or	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	COM, CT, TIM

skeletal muscles.		
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.		
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 appropriate lab exercises, lecture exam and lab exam.	
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 appropriate lab exercise, lab practical and lecture exam.	
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.		
Analyze the composition, physical characteristics and functions of blood, and explain the process of hemostasis and the associated disorders.	Successful completion of the appropriate lab exercise, lab practical and lecture exam.	
Describe the gross and microscopic anatomy of the heart, diagram the pathway of blood through the heart, and describe the contraction of cardiac muscle cells.	Successful dissection of a preserved heart, identifying the heart structures including coronary vessels on models in a practical exam, and by taking a lecture exam.	COM

Explain how the cardiac conduction system controls cardiac contraction and correlate the events of the cardiac cycle.	Successful completion of a lecture exam and correct interpretation of EKG's.	COM
Calculate cardiac output and describe associated homeostatic imbalances.	Successful completion of a lecture exam.	QR
Describe the structure of blood vessels and outline the factors affecting blood flow, the control of blood flow through the body tissues, and the movement of fluids and nutrients across the capillary wall.		QR
Identify the major blood vessels and circulatory pathways on models.	Successful completion of a lab practical exam.	
Describe the structure and function of lymphoid cells, tissues, vessels and organs and explain the formation of lymph.	Successful completion of a lecture exam and lab exam for the lymphatic system.	
Summarize the first and second line of nonspecific defense mechanisms and compare and contrast antibody mediated and cell mediated immunity.		
Describe the structure and function of the respiratory system organs, the mechanics of breathing, the control of ventilation, and describe the respiratory volumes and capacities.	Successful completion of a lecture exam, a spirometry lab, and a lab practical.	COM, QR
Compare and contrast the structure, function, and control of the digestive system organs.	Successful completion of a lecture exam and a lab practical.	
Describe the structure and function of the urinary system organs, identify urinary system structures on models, and explain how dilute and concentrated urine are formed.		
Summarize water, electrolyte, and acid-base balance and their effect on homeostasis.	Successful completion of a lecture exam.	COM, CT
Describe blood pressure homeostasis by correlating the neuronal and hormonal control mechanisms for cardiac output, peripheral resistance, and blood volumes.		COM, CT

Describe the structure and function of the male and female reproductive organs and identify these organs on models.	Successful completion of a lecture exam and lab practical.	
Diagram spermatogenesis, oogenesis, ovarian cycle, and the uterine cycle and explain the hormonal control of the male and female reproductive systems.		
Describe the events in fertilization, and the progression of fetal development events.		

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES

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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:

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: 4/23/10

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: **AST 2003 – Astronomy I: The Solar System**

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 **MAT 1033 or higher** to **MAT 1033 or higher with a minimum grade of "C"**

Change in co-requisite from **---** to **AST 2003L**

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)

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

1) **The change in prerequisite is a clarification, in the sense that a student must receive a "C" or better in MAT 1033 (or higher level math course).**
2) **The change in co-requisite is made in order to provide a more complete educational experience for the students by combining the lab and lecture components of the course.**
3) **The addition of "The Solar System" in the title makes the content of the course clearer to a casual reader.**
4) **The course description is changed from**
   "This course is part one of a two-semester sequence designed to provide an orientation to the night sky and hands-on use of the astronomer's tools in the study of our solar system. AST 2003 and AST 2004 may be taken in any order. Laboratory is required to satisfy the natural sciences graduation requirement."
   to
   "This course is the first part of a sequence of two courses that provide a survey of astronomy as a quantitative observational science. This course is designed to provide an introduction to the night sky, astronomical tools and methods, the historical development of our understanding of the universe, and the solar system. AST 2003 and AST 2004 may be taken in any order."
   The new description better describes the content of the entire sequence and of this course.
5) **The topic outline and Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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

PREOFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

AST 2003 – ASTRONOMY I: THE SOLAR SYSTEM – AA – 3 CREDIT HOURS

This course is the first part of a sequence of two courses that provide a survey of astronomy as a quantitative observational science. This course is designed to provide an introduction to the night sky, astronomical tools and methods, the historical development of our understanding of the universe, and the solar system. AST 2003 and AST 2004 may be taken in any order.

II. PREREQUISITES FOR THE COURSE:

MAT 1033 or higher with a minimum grade of "C"

Co-requisite: AST 2003L

III. GENERAL COURSE INFORMATION: Topic outline

- Orientation to the night sky and units of measurement
- Lunar and solar eclipses
- The Greek geocentric model
- Kepler, Galileo, Newton and the heliocentric model
- Light and the electromagnetic spectrum
- Gravity
- Telescopes
- The Earth-Moon system
- The formation of planetary systems
- The planets in our solar system and their satellites
- Solar system debris: comets, asteroids, and meteoroids
- The Sun

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 major celestial phenomena associated with the Sun, Moon, planets, and stars and their relationship to the celestial sphere.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	CT
Describe the ancient concepts of astronomy and show how they relate to modern day concepts.		CT, TIM
Identify the major historical figures through Newton and discuss their laws and theories.		CT, QR
Describe the law of gravitation and use it along with the laws of motion to describe planetary orbits.		CT, QR
Identify the various observational tools used in astronomy and categorize and differentiate the regions of the electromagnetic spectrum.		CT
Describe the theories related to the Moon's origin, its phases and its tidal effects on Earth.		CT
Compare and contrast the major physical characteristics of the Earth and the Moon.		CT, COM
Compare theories of formation of stars and their planetary systems.		CT, COM, TIM
Identify, describe, and compare the interiors, surfaces, atmospheres (where applicable), and physical characteristics of the terrestrial planets.		CT, COM

Compare the structure and physical characteristics of the Jovian planets.		CT, COM
Identify, describe, and compare the various objects comprising the solar system debris.		CT, COM
Identify, describe, and compare the different layers in the Sun's interior and atmosphere.		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: 4/23/10

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)** **The number of contact hours is increased from 1 to 2.**

Course Name, including prefix and number: **AST 2003L – Astronomy I Laboratory: The Solar System**

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 **MAT 1033 or higher with a minimum grade of "C"**

Change in co-requisite from **--- (Note: the course description is clear that this course must be taken with AST 2003)** to **AST 2003**

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

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

1) **The change in prerequisite is necessary in order to match that of AST 2003, which is a co-requisite course to AST 2003L.**
2) **The change in co-requisite is made in order to provide a more complete educational experience for the students by combining the lab and lecture components of the course.**
3) **The addition of "The Solar System" in the title makes the content of the course clearer to a casual reader.**
4) **The course description is changed from**
   "This is the first of a two-semester course utilizing astronomy tools, incorporating laboratory which utilizes an observatory, planetarium and astrophotography or imaging equipment. This course is to be taken only in conjunction with the accompanying lecture AST 2003."
   to
   "This course is the first part of a sequence of two courses that provide a hands-on introduction to astronomy as a quantitative observational science. The sequence consists of in-class and out-of class activities and observations. This course is designed to provide an introduction to the night sky, and astronomical tools and methods."
   The new description better describes the content of the entire sequence and of this course. It is also necessary in the absence of an observatory, planetarium or imaging equipment; however, if a campus had such equipment, the new description covers their use.
5) **The topic outline and Learning Outcomes have been updated as part of the College's efforts in curriculum review.**
6) **The number of contact hours for this course is increased to 2 (from 1). This is necessary because of the increased quality and depth of the lab activities.**

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

PREOFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

AST 2003L – ASTRONOMY I LABORATORY: THE SOLAR SYSTEM – AA – 1 CREDIT HOUR

This course is the first part of a sequence of two courses that provide a hands-on introduction to astronomy as a quantitative observational science. The sequence consists of in-class and out-of class activities and observations. This course is designed to provide an introduction to the night sky, and astronomical tools and methods.

II. PREREQUISITES FOR THE COURSE:

MAT 1033 or higher with a minimum grade of "C"

Co-requisite: AST 2003

III. GENERAL COURSE INFORMATION: Topic outline

- The celestial sphere and star charts
- Star counting and sampling techniques
- The orbital motion of Mercury and the apparent motion of Mars
- Kepler's Laws
- The Doppler effect and Mercury's rotational period
- The diameter of Pluto and Charon
- Telescopes
- Spectroscopy
- Observations of selected objects in the sky

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
Use star charts to locate stars and constellations by their right ascension and declination; compare astronomical and astrological predictions.	Lab reports, exams and/or projects.	CT
Use sampling to count the number of stars seen by the naked eye in the night sky.		CT, QR
Use observational data to draw conclusions about the shapes of planetary orbits (such as the orbit of Mercury and Mars).		CT, QR, TIM
Determine the mass of the Moon by using Kepler's Laws and observational data of a satellite's orbit around the Moon.		CT, QR
Determine Mercury's rotational period by using reflected radar data.		CT, QR
Use occultation data from the Pluto-Charon system to determine the diameter of each of the two objects.		CT, QR
Construct a telescope and use it to make observations.		CT
Identify gaseous elements by their spectral lines.		CT
Record the positions and sketch the motions of the Moon, Sun, Venus and Jupiter at specific times during the semester; formulate a model for their relative positions and motions.		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:

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: 4/23/10

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: **AST 2004 – Astronomy II: Stars, Galaxies, and Cosmology**

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 **MAT 1033 or higher** to **MAT 1033 or higher with a minimum grade of "C"**

Change in co-requisite from **---** to **AST 2004L**

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)

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

1) **The change in prerequisite is a clarification, in the sense that a student must receive a "C" or better in MAT 1033 (or higher level math course).**
2) **The change in co-requisite is made in order to provide a more complete educational experience for the students by combining the lab and lecture components of the course.**
3) **The addition of "Stars, Galaxies, and Cosmology" in the title makes the content of the course clearer to a casual reader.**
4) **The course description is changed from**
   "This course is part two of the two-semester astronomy sequence but may be taken without having taken AST 2003. AST 2004 goes beyond the solar system to explore the workings of stars and galaxies, as well as the origin and expansion of the universe. AST 2003 and AST 2004 may be taken in any order. Laboratory is required to satisfy the natural sciences graduation requirement."
   to
   "This course is the second part of a sequence of two courses that provide a survey of astronomy as a quantitative observational science. This course is designed to provide an introduction to star formation, stellar properties, the lives and deaths of stars, galaxies, and cosmology. AST 2003 and AST 2004 may be taken in any order."
   The new description better describes the content of the entire sequence and of this course.
5) **The topic outline and Learning Outcomes have been updated as part of the College's efforts in curriculum review.**

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

PREOFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

AST 2004 – ASTRONOMY II: STARS, GALAXIES, AND COSMOLOGY – AA – 3 CREDIT HOURS

This course is the second part of a sequence of two courses that provide a survey of astronomy as a quantitative observational science. This course is designed to provide an introduction to star formation, stellar properties, the lives and deaths of stars, galaxies, and cosmology. AST 2003 and AST 2004 may be taken in any order.

II. PREREQUISITES FOR THE COURSE:

MAT 1033 or higher with a minimum grade of "C"

Co-requisite: AST 2004L

III. GENERAL COURSE INFORMATION: Topic outline

- Astronomical tools and methods
- Stellar properties
- The interstellar medium and star formation
- The lives and deaths of low-mass stars
- The deaths of massive stars: neutron stars and black holes
- Our Galaxy
- A diversity of galaxies
- Cosmology
- The search for extraterrestrial intelligence

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 law of gravitation and use it along with the laws of motion to describe planetary orbits.	Homework and/or quizzes and/or tests and/or group assignments and/or projects.	CT, QR
Identify the various observational tools used in astronomy and categorize and differentiate the regions of the electromagnetic spectrum.		CT
Identify, describe, and compare the different layers in the Sun's interior and atmosphere.		COM, CT
Compare the various methods of measuring distances and other stellar properties.		CT, QR
Interpret the H-R diagram and use it to describe stellar evolution.		COM, CT
Describe the properties of the interstellar medium and theories of stellar formation.		COM, CT
Trace and compare the life histories of stars of various masses.		COM, CT
Compare the properties of white dwarfs, neutron stars, and black holes.		COM, CT
Describe the physical makeup, stellar populations, and evolution of our Galaxy.		COM, CT
Compare the different types of galaxies and theories of their origin, and describe the nature of active galactic nuclei.		COM, CT
Differentiate among cosmological models and identify their limitations.		COM, CT, TIM, QR

Describe efforts to communicate with extraterrestrial intelligence and identify the obstacles astronomers face in pursuing such searches.		CT, QR

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: Theo Koupelis
PRESENTER: Peggy Romeo
DATE: 4/23/10

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)** **The number of contact hours is increased from 1 to 2.**

Course Name, including prefix and number: **AST 2004L – Astronomy II Laboratory: Stars, Galaxies, and Cosmology**

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 **MAT 1033 or higher with a minimum grade of "C"**

Change in co-requisite from **--- (Note: the course description is clear that this course must be taken with AST 2004)** to **AST 2004**

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

Please disregard any changes needed for learning outcomes. Learning outcomes will be looked at thoroughly May 10th through May 12th.

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

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

1) **The change in prerequisite is necessary in order to match that of AST 2004, which is a co-requisite course to AST 2004L.**
2) **The change in co-requisite is made in order to provide a more complete educational experience for the students by combining the lab and lecture components of the course.**
3) **The addition of "Stars, Galaxies, and Cosmology" in the title makes the content of the course clearer to a casual reader.**
4) **The course description is changed from**
   "This advanced laboratory makes continued use of observatory-collected data through imaging equipment, as well as Internet-accessible data, through use of Hubble telescope images. This course is to be taken only in conjunction with the accompanying lecture AST 2004."
   to
   "This course is the second part of a sequence of two courses that provide a hands-on introduction to astronomy as a quantitative observational science. The sequence consists of in-class and out-of class activities and observations. This course is designed to provide an introduction to astronomical tools and methods that allow us to explore the lives of stars and galaxies, as well as the origin and expansion of the universe."
   The new description better describes the content of the entire sequence and of this course. It is also necessary in the absence of an observatory or imaging equipment; however, if a campus had such equipment, the new description covers their use.
5) **The topic outline and Learning Outcomes have been updated as part of the College's efforts in curriculum review.**
6) **The number of contact hours for this course is increased to 2 (from 1). This is necessary because of the increased quality and depth of the lab activities.**

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

PREOFESSOR: **OFFICE LOCATION:**

E-MAIL: **PHONE NUMBER:**

OFFICE HOURS: **SEMESTER:**

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

AST 2004L – ASTRONOMY II LABORATORY: STARS, GALAXIES, AND COSMOLOGY – AA – 1 CREDIT HOUR

This course is the second part of a sequence of two courses that provide a hands-on introduction to astronomy as a quantitative observational science. The sequence consists of in-class and out-of class activities and observations. This course is designed to provide an introduction to astronomical tools and methods that allow us to explore the lives of stars and galaxies, as well as the origin and expansion of the universe.

II. PREREQUISITES FOR THE COURSE:

MAT 1033 or higher with a minimum grade of "C"

Co-requisite: AST 2004

III. GENERAL COURSE INFORMATION: Topic outline

- The diameter of the Sun
- Parallax and proper motion of a star
- Stellar magnitudes and blackbody radiation
- The Hertzsprung-Russell (H-R) Diagram
- Cepheid variables as distance candles
- The Galactic distribution of clusters
- Galactic redshifts and cosmology
- Deep sky objects with a small telescope
- The scale of our Galaxy
- The search for extraterrestrial intelligence

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
Measure the diameter of the Sun using pinhole projection.	Lab reports, exams and/or projects.	CT, QR
Measure the proper motion of Barnard's star and determine the star's motion in space.		CT, QR
Apply the concepts of apparent magnitude, absolute magnitude, and blackbody radiation in comparing the brightnesses of celestial objects.		CT, QR
Explore the relations among stars using the H-R diagram.		CT, QR, TIM
Use the period-luminosity relationship for Cepheid variables and calculate their distances.		CT, QR
Construct the shape of our Galaxy and locate our position in it by using observational data of clusters of stars.		COM, CT, QR
Deduce the size and age of the observable universe by using Hubble's law.		CT, QR
Locate and observe deep sky objects using their coordinates and a telescope.		
Construct a scale drawing of our Galaxy by using appropriate observational and theoretical data for the diameter of the Sun, solar system, and Galaxy.		CT, QR

Develop a method of communicating with an extraterrestrial civilization.		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:

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:

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
GLY 1010	Physical Geology
GLY 1010L	Physical Geology Laboratory
GLY 1100	Historical Geology
GLY 1100L	Historical Geology Laboratory

Academic Dean's Signature Date

(Please submit to the Vice President of Academic and Student Affairs)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Kim Gresham**
DATE: **April 9, 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)** Delete EMS Courses following Curriculum Changes for 2010-11

Course Name, including prefix and number:

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?

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

JUSTIFICATION FOR CURRICULUM ACTION, OTHER EXPLANATORY INFORMATION:

Emergency Medical Technician Program Changes

1. Combine EMS 2411 EMS Field Clinical and EMS 2421 EMS Field Internship into one practicum course (EMS 2421)
2. Keep the course number EMS 2421
3. Change the title of EMS 2421 from EMS Field Internship to EMT Practicum
4. Remove EMS 2411 from the catalog

Paramedic Program Changes

The following courses have merged into current 2010-11 curriculum

5. Remove EMS 2647 Advanced Airway Management
6. Remove EMS 2675 Paramedic V
7. Remove EMS 2675L Paramedic V Lab
8. Remove EMS 2990C Paramedic Cardiac Emergencies

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:

Endorsed by Chris Clemens, EMS Coordinator, and
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.

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
EMS 2411	EMS Field Internship
EMS 2647	Advanced Airway Management
EMS 2675	Paramedic V
EMS 2675L	Paramedic V Lab
EMS 2990C	Paramedic Cardiac Emergencies

Academic Dean's Signature Date

(Please submit to the Vice President of Academic and Student Affairs)

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Kim Gresham**
DATE: **April 9, 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)** EMT certificate, Paramedic certificate, and EMS degree 2010-11 requirements will reflect specific course changes as presented.

Course Name, including prefix and number:

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:

1) 2010-11 EMT (PSVC EMTB) certificate requirements will reflect specific course changes and program admission changes as presented.

   EMT certificate program change includes the requirement of minimum college placement scores in reading and English prior to admission into the EMT program.

2) 2010-11 Paramedic certificate requirements will reflect specific course changes as presented.

3) 2010-11 Emergency Medical Services Associate in Science degree (AS EMST) requirements will reflect specific course changes as presented.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT:

English and reading admission requirement for the EMT Certificate would begin in Spring 2011 (201120) as applications for the Fall 2010 (201110) have already been accepted based on 2009-10 criteria.

The remaining changes in program requirements, course descriptions and course prerequisites will take effect in Fall 2010 (201110).

(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 Chris Clemens, EMS Coordinator, and
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.

2010-11 Emergency Medical Technician Certificate Program (PSVS EMTB)

The Emergency Medical Technician (EMT) Certificate Program is designed to prepare the student to become a competent entry-level EMT. Studies include an introduction to the field of emergency medical services, including but not limited to: EMS operations, patient assessment, medical behavioral emergencies, obstetrics/gynecology, trauma, and emergency medical services for infants, children, and geriatrics,

This program is offered throughout the Edison State College district. It is one (1) full semester in length. Purchase of professional liability insurance is required and included in the program cost. Uniforms are required in all EMS classes and at the clinical sites. Students are responsible for transportation to and from the clinical sites.

Upon successful completion of this program, the student will receive a Certificate of Completion from the Edison State College EMS department and the necessary instruction required to submit for the Florida State EMS Office for the National Registry Examination (NREMT), as well as Florida State EMT certification.

The EMS Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (Co-AEMSP).

EMT and Paramedic Graduates Typically Earn:

An entry level worker can expect to earn $23,111-$24,137; experienced average $33,842-$42,825 (Florida Research and Economic Database; Annual wage or salary OES Wage Survey data for 2009 in Florida).

Emergency Medical Technician (EMT) Career Opportunities

- Certified EMT
- Firefighter
- Educator
- Medical Equipment Sales
- Parks and Recreation

Contact Information:

Emergency Medical Services Program Office (239) 489-9392

www.edison.edu/academics/certemt/emtbasic.php

Program Prerequisites:

The program is limited admissions, requiring completion of a separate *Application for EMS Programs,* minimum college placement scores in English and reading (as described at www.edison.edu/assessment/placement.php) and acceptance into the program by the College EMS Department. Additional application requirements include: Current CPR certification (either American Heart Association Basic Life Support for Health care Providers or American Red Cross Professional Rescuer) satisfactory completion of an immunization and health report, and satisfactory completion of a College-approved criminal advisory background check completed at the applicant's expense.

Important program information, including the application schedule, can be downloaded at www.edison.edu/academics/certemt/emtbasic.php.

Course Prerequisites and Corequisites: All courses must be taken in the same semester and on the same campus.

Core Certificate Requirements	Credit Hours

EMS 2119	Fundamentals of Emergency Medical Care	6
EMS 2119L	Fundamentals of Emergency Medical Care Lab	4
EMS 2421	EMT Practicum	1
Total Certificate Credit Hours:		**11**

2010-11 Paramedic Certificate Program (PSVC PARA)

The Paramedic Certificate Program is designed to prepare the student to become a competent entry-level paramedic in the field of emergency medicine. Upon successful completion of the Paramedic Program, the EMS Department will issue to the student the necessary information required to submit to the Florida State EMS Office to apply for the Florida State Paramedic Certification examination. The Paramedic Certificate Program is designed to prepare the student to become a competent entry-level paramedic in the field of emergency medicine. The program is three semesters and 42 college credit hours in length (in addition the EMT certification).

During the Paramedic Program, students will be required to complete clinical rotations in local hospital settings and internships with area EMS providers. These clinical rotations are in addition to scheduled lecture and laboratory hours. Students must provide transportation to and from the clinical and internship sites as required. Purchase of EMS uniforms is required for clinical and internship rotations.

Estimated program costs are $4,200 for Florida residents and $13,440 for non-Florida residents. This includes tuition, lab fees, textbooks, uniforms, insurance and equipment. Refer to the Edison State College website for financial aid information. Additional costs include required uniforms, a stethoscope, and professional liability insurance. Students must also provide transportation to clinical and field experiences. During the Paramedic Certificate Program, students will be required to complete a one week rotation in an Operating Room with a local hospital. This rotation is in addition to scheduled class/ laboratory/clinical/internship hours. To be eligible to sit for the Florida Paramedic exam, the student must be currently certified as a Florida EMT and successfully complete the Paramedic Certificate Program.

The EMT-Paramedic Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Contact Information:

Emergency Medical Services Program Office (239) 489-9392

www.edison.edu/academics/certparamedic/paramedic.php

EMT and Paramedic Graduates Typically Earn:

An entry level worker can expect to earn $23,111-$24,137; experienced average $33,842-$42,825 (Florida Research and Economic Database; Annual wage or salary OES Wage Survey data for 2009 in Florida).

Paramedic Career Opportunities

- Certified Paramedic
- Firefighter
- Educator
- Medical Equipment Sales
- Air Ambulance

Program Prerequisites:

This is a limited admissions program, requiring completion of a separate *Application for EMS Programs,* minimum college placement scores in English, reading and mathematics (as described at www.edison.edu/assessment/placement.php) and acceptance into the program by the College EMS Department.

Applicants must provide evidence of current Florida Emergency Medical Technician (EMT) certification (or be eligible for certification; Florida certified within 90 days of beginning EMS 2671). Priority will be given to applicants that hold current Florida EMT certification. Applicants are required to hold current CPR certification (either American Heart Association Basic Life Support for Health care Providers or American Red Cross Professional Rescuer). In addition, the admissions process requires satisfactory completion of an immunization

and health report, and satisfactory completion of a College approved criminal advisory background check completed at the applicant's expense..

Important program information, including the application schedule, can be downloaded at www.edison.edu/academics/certparamedic/paramedic.php

Course Prerequisites and Corequisites: Refer to specific course descriptions listed in this catalog.

Paramedic Certificate Requirements		**Credit Hours**
Semester One		
BSC 1084C	Anatomy and Physiology	4
EMS 2654	Paramedic Internship I	2
EMS 2671	Paramedic I	3
EMS 2671L	Paramedic I Lab	2
EMS 2672	Paramedic II	3
EMS 2672L	Paramedic II Lab	2
Semester Two		
EMS 2655	Paramedic Internship II	2
EMS 2673	Paramedic III	8
EMS 2673L	Paramedic III Lab	4
Semester Three		
EMS 2649	Paramedic Clinical	4
EMS 2656	Paramedic Internship III	4
EMS 2674	Paramedic IV	3
EMS 2674L	Paramedic IV Lab	1
Total Certificate Credit Hours:		**42**

Emergency Medical Services Technology – Associate in Science Degree (AS EMST)

The Emergency Medical Services Technology Programs are designed to prepare the student to become a competent entry-level Emergency Medical Technician (EMT) and/or Paramedic.

Requirements for completion of the AS degree in Emergency Medical Services include Florida EMT certification and Florida Paramedic certification. Both the EMT and Paramedic certificate programs are limited admissions and require an additional application process in addition to college admissions. Refer to the Edison State College EMT Certificate (www.edison.edu/academics/certemt/emtbasic.php), and the Edison State College Paramedic Certificate (www.edison.edu/academics/certparamedic/paramedic.php) requirements for additional information.

General Education requirements may be completed concurrently with career core requirements, or following successful Florida Paramedic Certification.

The EMS Technology Program is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) in conjunction with the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

This program articulates into the Edison State College Bachelor of Applied Science in Public Safety Administration. Students intending to transfer to a bachelor's degree program are strongly encouraged to consult with the transferring institution regarding the choice of elective credit. For additional information on bachelor degree partnerships with Edison State College, contact (239) 489-9132 .

Emergency Medical Service AS Degree Graduates Typically Earn:

An entry level worker can expect to earn $23,111-$24,137; experienced average $33,842-$42,825 (Florida Research and Economic Database; Annual wage or salary OES Wage Survey data for 2009 in Florida).

EMS Career Opportunities:

- Certified Paramedic
- Firefighter
- Educator
- Medical Equipment sales
- Air Ambulance
- EMS Supervisor

Contact Information:

Emergency Medical Services Program Office (239) 489-9392

www.edison.edu/academics/emsprogram.php

Program Prerequisites:

The EMT and the Paramedic program have limited enrollment due to clinical facilities and accreditation standards. Each student must meet specific criteria which are listed in the admission requirements. The criteria for admission are available through the program office by calling (239) 489-9392 , or at http://www.edison.edu/academics/emsprogram.php

Course Prerequisites and Corequisites: Refer to specific course descriptions listed in this catalog.

General Education Requirements:		Credit Hours
ENC 1101	Composition I	3

ENC 1102	Composition II	3
MAC 1105	College Algebra	
OR		
MGF 1106	Mathematics for Liberal Arts I or higher	3
SPC 1017	Fundamentals of Speech Communications	
OR		
FFP 2720	Fire Company Officer Leadership	3
PSY 2012	General Psychology I	3
*	Humanities Elective	3
**BSC 1084C	Anatomy & Physiology	4
Subtotal:		**22**

Degree Core Requirements:

Emergency Medical Technician Certificate (11 credit hours)

EMS 2119	Fundamentals of Emergency Medical Care	6
EMS 2119L	Fundamentals of Emergency Medical Care Lab	4
EMS 2421	Emergency Medical Technician Practicum	1

*Paramedic Certificate (**42 credit hours)*

EMS 2649	Paramedic Clinical	4
EMS 2654	Paramedic Internship I	2
EMS 2655	Paramedic Internship II	2
EMS 2656	Paramedic Internship III	4
EMS 2671	Paramedic I	3
EMS 2671L	Paramedic I Lab	2
EMS 2672	Paramedic II	3
EMS 2672L	Paramedic II Lab	2
EMS 2673	Paramedic III	8
EMS 2673L	Paramedic III Lab	4

EMS 2674	Paramedic IV	3
EMS 2674L	Paramedic IV Lab	1
Subtotal:		**70**
Open Electives:		**2**
Total Degree Credit Hours:		**73**

*Humanities elective must be chosen from any course listed in the Associate of Arts General Education Program Guide under the Humanities category.

**If not previously taken, BSC 1084C Anatomy and Physiology is required during the first semester of the Paramedic Certificate program and is part of the 42 credit hour program requirement. BSC 1084C satisfies 4 of the 6 credit hour Associate in Arts general education requirements for natural science.

2009-10 COURSE CATALOG DESCRIPTION	2010-11 PROPOSED COURSE DESCRIPTION	PROPOSED CHANGE JUSTIFICATION/RATIONALE EFFECTIVE DATE
EMS 2119 – Fundamentals of Emergency Medical Care-AS **6 CREDITS** **96 lecture hours** **Prerequisites:** Acceptance to the EMT-Basic Program **Co-requisites:** EMS 2119L, EMS 2421, EMS 2411 must be taken in the same semester and on the same campus This course prepares students for employment as Emergency Medical Technicians. It is an introductory survey of emergency medical services, including but not limited to: preparatory, airway and double lumen device, patient assessment, medical behavioral emergencies, obstetrics/gynecology, trauma, infants and children, geriatrics, and operations. Upon successful completion of EMS 2119, EMS 2119L, EMS 2421, and EMS 2411, students will receive a certificate of program completion, allowing them to apply for the National Registry of EMT exam and the Florida State EMT-B certification.	**EMS 2119 FUNDAMENTALS OF EMERGENCY MEDICAL CARE** **6 CREDIT HOURS** (96 lecture hours) **Prerequisite:** Acceptance into the Emergency Medical Technician (EMT) program **Co-requisites:** EMS 2119L and EMS 2421 must be taken in the same semester and on the same campus **Offered**: Fall-Lee, Charlotte, Collier, Hendry; Spring- Lee, Charlotte, Collier; Summer-Lee, Charlotte, Collier This course prepares students for employment as Emergency Medical Technicians (EMTs). It is an introductory survey of emergency medical services, including but not limited to: preparatory, airway and double lumen device, patient assessment, medical behavioral emergencies, obstetrics/gynecology, trauma, infants and children, geriatrics, and operations. Upon successful completion of EMS 2119, EMS 2119L, and EMS 2421, students will receive a certificate of program completion, allowing them to apply for the National Registry of EMT exam and Florida State EMT certification.	**Proposed Change:** Remove co-requisites of EMS 2411 EMS Field Clinical **Justification/Rationale:** Program change combines hospital and ambulance ride time into one practicum course (EMS 2421 EMT Practicum). No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2119L - Fundamentals of Emergency Medical Care Lab-AS	**EMS 2119L FUNDAMENTALS OF EMERGENCY CARE LAB**	**Proposed Change:** Remove co-requisites of EMS 2411 EMS Field Clinical.

3 CREDITS **64 laboratory hours** **Co-requisites: EMS 2119, EMS 2411, EMS 2421 must be taken in the same semester and on the same campus** This course presents practical applications of the didactic instruction received in EMS 2119 to include medical, legal and ethical aspects; techniques of CPR, AED, extrication; management of trauma and medical emergencies, and the administration of appropriate medical care. Discussion and application of basic computer skills in the health care setting are also covered.	**4 CREDIT HOURS** (80 lab hours) **Prerequisites:** Acceptance into the Emergency Medical Technician program **Co-requisites:** EMS 2119, EMS 2421 must be taken in the same semester and on the same campus **Offered**: Fall-Lee, Charlotte, Collier, Hendry; Spring- Lee, Charlotte, Collier; Summer-Lee, Charlotte, Collier This course presents practical application of the didactic instruction received in EMS 2119 to include medical, legal, and ethical aspects: techniques of CPR, AED, extrication, management of trauma and medical emergencies and the administration of appropriate medical care. Discussion and application of basic computer skills in the health care setting is also covered.	**Justification/Rationale:** Program change combines hospital clinical (EMS 2421 EMS Field Clinical) and ambulance ride time (EMS 2421 EMS Field Internship) into one new practicum course (EMS 2421 EMT Practicum). No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2411 - EMS Field Clinical-AS **1 CREDIT** **24 minimum hours** **Co-requisites: EMS 2119, EMS 2119L, and EMS 2421 must be taken in the same semester and on the same campus** In this course EMT-B students will rotate through various emergency departments at local hospitals observing and performing basic life support skills under the direct supervision of an assigned preceptor. This course uses the "S" (Satisfactory) and "U" (Unsatisfactory) grading methodology.		**Proposed Change:** Delete course. **Justification/Rationale:** Program change combines hospital clinical (EMS 2421 EMS Field Clinical) and ambulance ride time (EMS 2421 EMS Field Internship) into one new practicum course (EMS 2421 EMT Practicum). No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)

EMS 2421 - EMS Field Internship-AS **1 CREDITS** **72 minimum contact hours** **Co-requisites: EMS 2119, EMS 2119L, and EMS 2411 must be taken in the same semester and on the same campus** This course is designed to provide the EMT-B student with exposure to pre-hospital emergency medicine. It provides a minimum of seventy-two (72) hours of Basic Life Support training with an Advanced Life Support Agency. This course uses the "S" (Satisfactory) and "U" (Unsatisfactory) grading methodology.	**EMS 2421 EMERGENCY MEDICAL TECHNICIAN PRACTICUM** **1 CREDIT HOUR** (96 minimum contact hours) **Prerequisite:** Acceptance into the Emergency Medical Technician program **Co-requisites:** EMS 2119, EMS 2119L must be taken in the same semester and on the same campus. **Offered**: Fall-Lee, Charlotte, Collier, Hendry; Spring- Lee, Charlotte, Collier; Summer-Lee, Charlotte, Collier This course is designed to provide the EMT student with exposure to pre-hospital emergency medicine. It provides a minimum of ninety-six (96) hours of Basic Life Support training with an Advanced Life Support Agency. This course uses the "S" Satisfactory and "U" Unsatisfactory grading methodology.	**Proposed Change:** Change in course title and course description. **Justification/Rationale:** Program change combines hospital clinical (EMS 2421 EMS Field Clinical) and ambulance ride time (EMS 2421 EMS Field Internship) into one new practicum course (EMS 2421 EMT Practicum). No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2647 - Advanced Airway Management-AS **2 CREDITS** **40 contact hours** **Prerequisites: EMS 2671 with a grade of "C" or better, EMS 2671L with a grade of "C" or better** **Co-requisites: Concurrent enrollment in the Paramedic Certificate program** In this course the paramedic student will rotate through the operating room in a local hospital. The student will be under the direct supervision of an anesthesiologist and/or CRNA while observing/performing intubations. A minimum of		**Proposed Change:** Delete course. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)

30 successful intubations and/or demonstration of skill mastery are required.		
EMS 2649 - Paramedic Hospital Clinicals-AS **4 CREDITS** **96 contact hours and hospital orientation** **Prerequisites: EMS 2655 with a "B" or better** **Co-requisites: EMS 2674, EMS 2674L** **Required: students are responsible for transportation to and from the clinical sites** 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.	**EMS 2649 PARAMEDIC CLINICAL** **4 CREDIT HOURS** (136 minimum contact hours & hospital orientation) **Prerequisite:** Grade of "B" or better in EMS 2655, EMS 2673, EMS 2673L **Co-requisites:** EMS 2674, EMS 2674L, EMS 2656 **Offered**: Fall-Charlotte, Spring-Collier, Summer-Lee In this course the paramedic student will rotate through various local clinical settings performing paramedic skills under the direct supervision of the clinical instructor and/or assigned preceptor. Students are responsible for transportation to and from the clinical sites.	**Proposed Change:** Change in course title, number of contact hours, course prerequisites, course co-requisites, and course description. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2654 - Paramedic Field Internship I-AS **2 CREDITS** **72 contact hours** **Prerequisites: Acceptance into the Paramedic Certificate Program** **Co-requisites: EMS 2671, EMS 2671L, EMS 2672, EMS 2672L** This course involves ride experiences with an	**EMS 2654 PARAMEDIC INTERNSHIP I** **2 CREDITS HOURS** (72 minimum contact hours) **Prerequisites:** Acceptance in the Paramedic Certificate Program **Co-requisites:** EMS 2671, EMS 2671L, EMS 2672, EMS 2672L **Offered**: Fall-Lee, Spring-Charlotte, Summer-Collier	**Proposed Change:** Change in course title. **Effective**: Fall 2010 (201110)

Advanced Life Support Provider. It provides the beginning paramedic student the opportunity to master basic life support skills and therapeutic communications. Seventy-two (72) hours of learning experience in a work environment are required. Enrollment is restricted to those students with concurrent enrollment in the Paramedic Program.	This course involves ride experiences with an Advanced Life Support Provider. It provides the beginning paramedic student the opportunity to master basic life support skill and therapeutic communications. Seventy-two (72) hours of learning experience in a work environment are required. Enrollment is restricted to those students with concurrent enrollment in the paramedic program.	
EMS 2655 - Paramedic Field Internship II-AS **2 CREDITS** **144 contact hours** **Prerequisites: Acceptance into the Paramedic Certificate Program** **Co-requisites: EMS 2673, EMS 2673L** This course involves ride experiences with an Advanced Life Support Provider. It provides the intermediate paramedic student the opportunity to master basic life support skill and therapeutic communications. One hundred forty-four (144) hours of learning experience in a work environment are required. Enrollment is restricted to those students with concurrent enrollment in the Paramedic Program.	**EMS 2655 PARAMEDIC INTERNSHIP II** **2 CREDIT HOURS** (144 minimum contact hours) **Prerequisite:** Grade of "B" or better in EMS 2654, EMS 2672, 2672L **Co-requisites:** EMS 2673, EMS 2673L **Offered**: Fall-Collier, Spring-Lee, Summer-Charlotte 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.	**Proposed Change:** Change in course title, course description, and course prerequisites. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2656 - Paramedic Field Internship III-AS	**EMS 2656 PARAMEDIC INTERNSHIP III**	**Proposed Change:** Change in course title, course prerequisites and course

4 CREDITS **300 contact hours** **Prerequisites: EMS 2655 with a grade of "C" or better** **Co-requisites: EMS 2674, EMS 2674L, EMS 2649** This course involves ride experiences with an Advanced Life Support Provider. It provides basic and advanced life support training with an ALS agency. Three hundred (300) hours of learning experience in a work environment are required. Enrollment is restricted to those students with concurrent enrollment in the Paramedic Program.	**4 CREDIT HOURS** (300 minimum contact hours) **Prerequisite:** Grade of "B" or better in EMS 2655, EMS 2673, EMS 2673L **Co-requisites:** EMS 2649, EMS 2674, EMS 2674L **Offered**: Fall-Charlotte, Spring-Collier, Summer-Lee This course involves experiences with an Advanced Life Support Provider and other related pre-hospital experiences. It provides basic and advanced life support training with an ALS agency. A minimum of three hundred (300) hours of learning experience in a work environment are required. Enrollment is restricted to those students with concurrent enrollment in the paramedic program.	description. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2671 - Paramedic I-AS **3 CREDITS** **48 lecture hours** **Prerequisites: Acceptance into the Paramedic Program; EMT Certification OR completion of EMS 2119, EMS 2119L, EMS 2411, EMS 2421; CPR Certification** **Co-requisites: EMS 2671L, EMS 2672, EMS 2672L, EMS 2654** This course introduces the roles and responsibilities of the paramedic. The history of EMS, medical terminology, medical, legal, and ethical issues are explored. General principles of pathophysiology of the cell and pharmacology are presented.	**EMS 2671 PARAMEDIC I** **3 CREDIT HOURS** (48 lecture hours) **Prerequisite:** Acceptance into the Paramedic Program **Co-requisites:** EMS 2654, EMS 2671L **Offered**: Fall-Lee, Spring-Charlotte, Summer-Collier This course introduces the roles and responsibilities of the Paramedic. The history of EMS, medical terminology, medical-legal, and ethical issues are explored. General principles of pathophysiology of the cell and pharmacology are presented.	**Proposed Change:** Change in course prerequisites and course co-requisites. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)

EMS 2671L - Paramedic I Lab-AS **2 CREDITS** **40 LABORATORY hours** **Prerequisites: Acceptance into the Paramedic Program; EMT Certification OR completion of EMS 2119, EMS 2119L, EMS 2411, EMS 2421; CPR Certification** **Co-requisites: EMS 2671, EMS 2672, EMS 2672L, EMS 2654** This course presents practical application of the didactic instruction received in EMS 2671 to include the role of the paramedic in the healthcare delivery system, duties and responsibilities. The histories of EMS, medical terminology, medical, legal, and ethical issues are explored. The general principles of pathophysiology of the cell and pharmacology are presented.	**EMS 2671L PARAMEDIC I LAB** **2 CREDIT HOURS** (40 lab hours) **Prerequisite:** Acceptance into the Paramedic Program **Co-requisites:** EMS 2654, EMS 2671 **Offered**: Fall-Lee, Spring-Charlotte, Summer-Collier This course presents the practical application of the didactic instruction received in EMS 2671 to include role of the paramedic in the healthcare delivery system, duties and responsibilities. The histories of EMS, medical terminology, medical legal and ethical issues are explored. General principles of pathophysiology of the cell and pharmacology are presented.	**Proposed Change:** Change in course prerequisites and course co-requisites. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2672 - Paramedic II-AS **3 CREDITS** **48 lecture hours** **Prerequisites: EMS 2671 with a grade of "B" or better** **EMS 2671L with a grade of "B" or better** **Co-requisites: EMS 2672L, EMS 2654** This course presents venous access, medicine administration, human development, airway management and documentation. Advanced patient assessment is presented with an emphasis on physical exam, history taking, critical thinking and communications.	**EMS 2672 PARAMEDIC II** **3 CREDIT HOURS** (48 lecture hours) **Prerequisites:** Grade of "B" or better in EMS 2671 and EMS 2671L **Co-requisites:** EMS 2654, EMS 2672L **Offered**: Fall-Lee, Spring-Charlotte, Summer-Collier This course presents venous access, medicine administration, human development, airway management, and documentation. Advanced patient assessment is presented with an emphasis on physical exam, history taking, critical thinking	**Proposed Change:** Change in course prerequisites. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)

	and communications.	
EMS 2672L - Paramedic II Lab-AS **2 CREDITS** **40 LABORATORY hours** **Prerequisites: EMS 2671 with a grade of "B" or better, EMS 2671L with a grade of "B" or better** **Co-requisites: EMS 2672, EMS 2654** This course presents practical application of the didactic instruction received in EMS 2672 to include the role of the paramedic in the healthcare delivery system, duties and responsibilities. All skills necessary to the following will be applied: venous access, medicine administration, human development, airway management, and documentation. Advanced patient assessment is presented with an emphasis on physical exam, history taking, critical thinking and communications.	**EMS 2672L PARAMEDIC II LAB** **2 CREDIT HOURS** (40 lab hours) **Prerequisites:** Grade of "B" or better in EMS 2671 and EMS 2671L **Co-requisites:** EMS 2654, EMS 2672 **Offered**: Fall-Lee, Spring-Charlotte, Summer-Collier This course presents practical application of the didactic instruction received in EMS 2672 to include role of the paramedic in the healthcare delivery system. All skills needed to perform the following will be applied: venous access, medicine administration, human development, airway management, and documentation. Advanced patient assessment is presented with an emphasis on physical exam, history taking, critical thinking and communications.	**Proposed Change:** Minor change in course description. **Effective**: Fall 2010 (201110)
EMS 2673 - Paramedic III-AS **8 CREDITS** **128 lecture hours** **Prerequisites: EMS 2672 with a grade of "B" or better, EMS 2672L with a grade of "B" or better** **Co-requisites: EMS 2673L, EMS 2655** 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	**EMS 2673 PARAMEDIC III** **8 CREDIT HOURS** (128 lecture hours) **Prerequisites**: Grade of "B" or better in EMS 2672 and EMS 2672L **Co-requisites:** EMS 2655, EMS 2673L **Offered**: Fall-Collier, Spring-Lee, Summer-Charlotte This course will discuss the anatomy, physiology, and pathophysiology of the cardiovascular	No change.

cardiovascular emergencies. This course presents a discussion of the anatomy and physiology of the nervous, integumentaryand 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.	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, integumentaryand 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.	
EMS 2673L - Paramedic III Lab-AS **4 CREDITS** **80 class hours** **Prerequisites: EMS 2672 with a grade of "B" or better, EMS 2672L with a grade of "B" or better** **Co-requisites: EMS 2673, EMS 2655** This course presents practical application of the didactic instruction received in EMS 2673 to include the role of the paramedic in the healthcare delivery system, identification of dysrhythmia and 12-Lead interpretation; assessment and management of the patient with suspected cardiovascular emergencies; management of patients presenting with diseases and trauma, as well as identification and management of medical emergencies.	**EMS 2673L PARAMEDIC III LAB** **4 CREDIT HOURS** (80 lab hours) **Prerequisites:** Grade of "B" or better in EMS 2672, EMS 2672L and EMS 2654 **Co-requisites:** EMS 2655, EMS 2673 **Offered**: Fall-Collier, Spring-Lee, Summer-Charlotte This course presents a practical application of the didactic instruction received in EMS 2673 to include the role of the paramedic in the healthcare delivery system, identification of dysrhythmia and 12-Lead interpretation; assessment and management of the patient with suspected cardiovascular emergencies; management of patients presenting with diseases and trauma, as well as identification and management of medical emergencies.	**Proposed Change:** Change in course prerequisites. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2674 - Paramedic IV-AS **3 CREDITS**	**EMS 2674 PARAMEDIC IV** **3 CREDIT HOURS**	**Proposed Change:** Minor changes in course description.

48 lecture hours **Prerequisites: EMS 2673 with a grade of "B" or better, EMS 2655 with a grade of "B" or better EMS 2673 with a grade of "B" or better, EMS 2655 with a grade of "B" or better** **Co-requisites: EMS 2674L, EMS 2656, EMS 2649** 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 patients, and 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.	(48 lecture hours) **Prerequisites:** Grade of "B" or better in EMS 2655, EMS 2673 and EMS 2673L **Co-requisites:** EMS 2649, EMS 2656, EMS 2674L **Offered**: Fall-Charlotte, Spring-Collier, Summer-Lee 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 successful completion of this course and corresponding co-requisites, students receive a certificate of Paramedic program completion and are eligible to take the Florida State Paramedic Certification Examination.	**Effective**: Fall 2010 (201110)
EMS 2674L - Paramedic IV Lab-AS **2 CREDITS** **28 LABORATORY hours** **Prerequisites: EMS 2673 with a grade of "B" or better, EMS 2673L with a grade of "B" or better, EMS 2655 with a grade of "B" or better** **Co-requisites: EMS 2674, EMS 2656, EMS 2649** 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 patients, and the management of abuse and assault patients. Upon completion, students receive an ACLS completion card and a certificate	**EMS 2674L PARAMEDIC IV LAB** **1 CREDIT HOUR** (28 lab hours) **Prerequisites: Grade of "B" or better in** EMS 2673, and EMS 2673L **Co-requisites:** EMS 2649, EMS 2656, EMS 2674 **Offered**: Fall-Charlotte, Spring-Collier, Summer-Lee This course provides a practical application of the didactic instruction received in EMS 2674 to include 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	**Proposed Change:** Change in credit hours. Minor change in course description. **Effective**: Fall 2010 (201110)

of course completion and are eligible to take the Florida State Paramedic Certification Examination.	management of abuse and assault patients. Upon successful completion of this course and corresponding co-requisites, students receive an ACLS completion card, a certificate of Paramedic Program completion, and are eligible to take the Florida State Paramedic Certification examination.	
EMS 2675 - Paramedic V-AS **3 CREDITS** **48 lecture hours** **Prerequisites: EMS 2674 with a grade of "C" or better, EMS 2649 with a grade of "C" or better, EMS 2655 with a grade of "C" or better** **Co-requisites: EMS 2675L, EMS 2656** This course presents information on the reproductive system, patient assessment and management of obstetrical and gynecological emergencies, handling of patients with special challenges, acute interventions for chronic care patients, and the management of abuse and assault. Upon successful completion, students receive a certificate of course completion and are eligible to take the Florida State Paramedic Certification Examination.		**Proposed Change:** Delete course. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2675L - Paramedic V Lab-AS **2 CREDITS** **80 LABORATORY hours** **Prerequisites: EMS 2674 with a grade of "C" or better, EMS 2649 with a grade of "C" or better, EMS 2655 with a grade of "C" or better** **Co-requisites: EMS 2675, EMS 2656** This course presents information on the		**Proposed Change:** Delete course. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program

reproductive system, patient assessment and management of the obstetrical and gynecological emergencies, handling of patients with special challenges, acute interventions for chronic care patients, and 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.		requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
EMS 2990C - Paramedic Cardiac Emergencies-AS **5 CREDITS** **64 class hours (or equivalent)** **Prerequisites: Acceptance into the Paramedic Certificate Program in good standing** This course is a combined lecture/clinical course format designed to be the sequel to Paramedic IV and will be taken with Paramedic V. This course will examine how the body's systems work together to maintain homeostasis focusing most on emergency situations. The following topics will be covered: circulation within the body, circulation within the heart and lungs, disruptions in circulation, fluids and electrolytes.		**Proposed Change:** Delete course. **Justification/Rationale:** Overall program change merges requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into remaining course/program requirements. No reduction in program contact hours or program credit hours. **Effective**: Fall 2010 (201110)
CURRENT 2009-10 **EMS PROGRAM**	**PROPOSED 2010-2011** **EMS PROGRAM CHANGE, JUSTIFICATION/RATIONALE, EFFECTIVE DATE**	
Emergency Medical Technician Certificate .	*The Emergency Medical Technician (EMT) Certificate Program does not require college entrance testing prior to admission.* **1. Proposed Change:** Improve admission requirements for the Emergency Medical Technician (EMT) certificate program by requiring minimum college placement scores in reading and English prior to admission into the Program	

	Justification/Rationale: Faculty and advisory committee feedback, as well as state pass rates indicate that minimum College reading and writing skills will support increased student success. **Effective**: Spring 2011 (201120). EMT certificate admission applications have already been accepted for Fall 2010, based on the 2010-11 criteria. *Expanding health programs throughout the region have taxed clinical externship opportunities. The Emergency Medical Technician (EMT) Certificate Program has been approved by the state to expand externship experiences to include areas such as non-emergency medical transport (BLS providers and physician offices for example). Note: This change does not apply to the Paramedic program. Overall course requirements, program outcomes, credit hours, and number of required contact hours remain intact.* **2. Proposed Change:** Remove EMS 2411 EMS Field Clinical from EMT Certificate Program. **Justification/Rationale:** Program change combines hospital and ambulance ride time into one practicum course (EMS 2421 EMT Practicum 1 credit hour). Students will enroll in one course for their practicum, through which they can move between hospital, ambulance and alternative externship experiences to achieve required practicum hours. Overall program length, including contact hours and credit hours, remain unchanged. **Effective**: Fall 2010 (201110) **Note:** Revised 2010-11 EMT Certificate program requirements are attached at the end of this table.
Paramedic Certificate	*The Paramedic Certificate Program recently completed an extensive curriculum review. Based faculty and advisory committee feedback, the program will combine several separate courses, reducing from five modules down to four. Overall course requirements, program outcomes, credit hours, and number of required contact hours remain intact.* **Proposed Change:** Merge requirements of EMS 2675 Paramedic V, EMS 2675L Paramedic V Lab, EMS 2647 Advanced Airway Management, and EMS 2990C Paramedic Cardiac Emergencies into

	remaining course and program requirements. No reduction in overall program hours or program credit hours. Update course titles, credit hours, course prerequisites, co-requisites and course descriptions to support program change. **Effective**: Fall 2010 (201110) EMT certificate admission applications have already been accepted for Fall 2010, based on the 2010-11 criteria. **Note:** Revised 2010-11 Paramedic Certificate program requirements attached at the end of this table.
Emergency Medical Services Technology Associate in Science Degree	*The Emergency Medical Services Technology Associate in Science degree is composed primarily of the EMT and Paramedic certificates (they comprise 49 of the 73 required credit hours). Proposed changes in the EMT and Paramedic certificates will parallel modifications in the affiliated AS degree. Overall course requirements, program outcomes, credit hours, and number of required contact hours remain intact.* **Note:** Revised 2010-11 AS Emergency Medical Services Technology program requirements are attached at the end of this table.

EDISON STATE COLLEGE

CURRICULUM COMMITTEE
CHANGE OF COURSE PROPOSAL FORM

TO: **CURRICULUM COMMITTEE**
FROM: **Emergency Medical Services**
PRESENTER: **Kim Gresham**
DATE: **April 9, 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:

EMS 2119 Fundamentals of Emergency Medical Care

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 EMS 2119L, EMS 2411, EMS 2421

to EMS 2119L, EMS 2421

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:

Remove EMS 2411. Change in course title/description of EMS 2421.

Change represents move from a separate clinical and internship to a combined practicum.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(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 Chris Clemens, EMS Coordinator and
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 2119 – FUNDAMENTALS OF EMERGENCY MEDICAL CARE – 6 CREDIT HOURS
(96 contact hours)

This course prepares students for employment as Emergency Medical Technicians (EMTs). It is an introductory survey of emergency medical services, including but not limited to: preparatory, airway and double lumen device, patient assessment, medical behavioral emergencies, obstetrics/gynecology, trauma, infants and children, geriatrics, and operations. Upon successful completion of EMS 2119, EMS 2119L, and EMS 2421 the student will receive a certificate of program completion, allowing them to apply for the National Registry of EMT exam and the Florida State EMT certification.

II. PREREQUISITE FOR THIS COURSE:

Acceptance into the Emergency Medical Technician (EMT) program.

CO-REQUISITES:

EMS 2119L and EMS 2421 must be taken in the same semester and on the same campus.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Module 1: Preparatory
- Module 2: Airway and Double Lumen Device
- Module 3: Patient Assessment
- Module 4: Medical Behavioral Emergencies and Obstetrics/Gynecology
- Module 5: Trauma
- Module 6: Infants, Children and Geriatrics
- Module 7: Operations

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 COMPETENCIES
Module One: Preparatory Students will define, explain and discuss the well being of the EMT, medical legal issues, the human body, vital signs/SAMPLE history and lifting and moving patients.	Students will show competency by classroom discussion and completion of quizzes and tests. All outcomes are further assessed at the completion of the course during a written comprehensive final exam.	COM, CT,GSR, QR
Module Two: Airway Students will explain the rationale for basic life support artificial ventilation, airway protection, adequate oxygenation and double lumen devices.		COM, CT,GSR,QR
Module Three: Patient assessment Students will explain and discuss the rationale for scene size up, initial assessment, focused history, physical exam for trauma and medical patients, detailed physical exam, on going assessment, communications and documentation.		COM, CT,GSR,QR
Module Four: Medical, Behavioral and OB/GYN Students will define explain and discuss the rationale for proper assessment and treatment for medicine administration, respiratory, cardiac, diabetic, altered mental status, allergies, poisoning / ob,		COM, CT,GSR,QR

environmental, behavioral and obstetric emergency patients.		
Module Five: Trauma Students will explain and discuss the urgency to transport patients that are bleeding and show signs of shock. Students will explain and discuss the care of patients with soft tissue, musculoskeletal injuries and injuries to the head and spine.		COM, CT,GSR,QR
Module Six: Infants and Children Students will define, explain and discuss the rationale for having knowledge and skills appropriate for dealing with infant and child patients. Students will also explain and discuss SIDS death and the family and provider feelings that accompany those emergencies.		COM, CT,GSR,QR
Module Seven: Operations Students will explain the rationale for appropriate patient care reports, ambulance preparation, gaining access, MCI operations, Haz-Mat and terrorism.		COM, CT,GSR,QR
Students will explain the signs and symptoms, epidemiology, reporting and legal ramifications of HIV/AIDS, BBP, HIPPA regulations.	Students will show competency by completion of a multiple choice evaluation. All outcomes are further assessed at the completion of the course during the comprehensive final exam.	

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: **Kim Gresham**
DATE: **April 9, 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)** Contact hours from 64 to 80

Course Name, including prefix and number:

EMS 2119L Fundamentals of Emergency Medical Care Lab

Class credits: from to

Lab credits: from 3 to 4 credit hours

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: EMS 2119, EMS 2119L, EMS 2411, EMS 2421

To: Acceptance into the Emergency Medical Technician (EMT) Program

Change in co-requisite from EMS 2119, EMS 2119L, EMS 2411, EMS 2421

To: EMS 2119 and EMS 2421 must be taken in the same semester and on the same campus.

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:

Remove EMS 2411. Change in course title/description of EMS 2421.

Change represents move from a separate clinical and internship to a combined practicum, with an increase in lab credit hours and lab contact hours.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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 Chris Clemens, EMS Coordinator and
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 2119L – FUNDAMENTALS OF EMERGENCY CARE LAB – 4 CREDIT HOURS
(80 lab hours)

This course presents practical application of the didactic instruction received in EMS 2119 to include medical, legal, and ethical aspects: techniques of CPR, AED, extrication, management of trauma and medical emergencies and the administration of appropriate medical care. Discussion and application of basic computer skills in the health care setting are also covered.

II. PREREQUISITE FOR THIS COURSE:

Acceptance into the Emergency Medical Technician (EMT) Program.

CO-REQUISITES FOR THIS COURSE:

EMS 2119 and EMS 2421 must be taken in the same semester and on the same campus.

III. GENERAL COURSE INFORMATION: Topic Outline.

- Module 1: Preparatory
- Module 2: Airway and Double Lumen Device
- Module 3: Patient Assessment
- Module 4: Medical Behavioral Emergencies and Obstetrics/Gynecology
- Module 5: Trauma
- Module 6: Infants, Children and Geriatrics
- Module 7: Operations

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 COMPETENCIES
Demonstrate CPR competencies, adult, child, infant.	Students will demonstrate competency each lab session by using the EMT Lab Book. Students will be required to complete National Registry (NREMT) Skills assessment sheets to demonstrate their cumulative knowledge of that skill. Students must complete the skills sheet as NREMT delegates. Scenarios must be completed without critical failure and within the designated time allotment. Students will be required to complete written assignments and PCR documentation as assigned. Each student will be required to demonstrate skills competencies during a final comprehensive simulation.	COM, CT,QR
Perform lifting and moving patients, including proper lifting and moving techniques, and moving devices.		COM, CT, QR
Demonstrate cervical collar sizing and long spine board.		COM, CT,QR
Perform scene size up.		COM, CT, QR
Perform base line vitals and SAMPLE history, including: respirations, blood pressures.		COM, CT, QR
Demonstrate basic airway management, O2 application and double lumen device.		COM, CT, QR
Evaluate the scene of a trauma or medical emergency.		
Demonstrate initial and ongoing assessments.		COM, CT,QR

Perform focused and detailed history and physical exams.		COM, CT,QR
Demonstrate ability to communicate as an EMT-B. Including written, verbal, and computer literacy.		COM, CT,QR
Assist patients to administer medications.		COM, CT,QR
Respond correctly to various, cardiac, respiratory, AMS, diabetic, CVA, stroke, seizures, allergies, anaphylaxis, poisoning/OD, environmental, behavioral and, OB/GYN emergencies.		COM, CT,QR
Manage various trauma situations including but not limited to: bleeding and shock, bandaging, injuries to the head and spine, soft tissue injury, musculoskeletal injuries.		COM, CT, QR
Manage emergency situations involving infants/children.		COM, CT, QR
Demonstrate knowledge of the emergency service operation.		COM, CT, QR

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
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: **Kim Gresham**
DATE: **April 9, 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)** Delete EMS 2411 EMS Field Clinical Contact hours from 72 to 96

Course Name, including prefix and number:

From: EMS 2421 EMS Field Internship

To: EMS 2421 EMT Practicum

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 Acceptance into the Emergency Medical Technician (EMT) Program

Change in co-requisite from EMS 2119, EMS 2119L, EMS 2411

to EMS 2119 and EMS 2119L must be taken in the same semester and on the same campus

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:

1. Combine EMS 2411 EMS Field Clinical and EMS 2421 EMS Field Internship into one practicum course
2. Keep the course number EMS 2421
3. Change the title of EMS 2421 from EMS Field Internship to EMT Practicum
4. Remove EMS 2411 from the catalog

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(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 Chris Clemens, EMS Coordinator, and
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.

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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:

EMS 2421 – EMT PRACTICUM – 1 CREDIT HOUR
(96 minimum contact hours)

This course is designed to provide the EMT student with exposure to pre-hospital emergency medicine. It provides a minimum of ninety-six (96) hours of Basic Life Support training with an Advanced Life Support Agency. This course uses the "S" Satisfactory and "U" Unsatisfactory grading methodology.

II. PREREQUISITES FOR THE COURSE:

Acceptance into the Emergency Medical Technician (EMT) Program.

COREQUISITES FOR THE COURSE:

EMS 2119 and EMS 2119L must be taken in the same semester and on the same campus.

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 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 COMPETENCIES
Demonstrate a complete patient assessment including vital signs on an ambulance patient and assist in providing EMT level care to the patient.	Students will show competency by completion of a patient care report for all patients. Student will receive scores of three or higher from the preceptor on each phase/shift objective and psychomotor skills.	COM, CT, QR
Complete documentation that accurately represents the patient assessment and care in the field.	Students will show competency by completing a patient care report for all patients in which contact is made.	COM, TIM
Enter data into an online student tracking program.	Students will show competency by entering data into the online tracking program. Periodic random audits of files will be performed by the instructor of record.	COM, TIM, GSR
Demonstrate attitudes and behaviors reflective of a medical professional.	Students will show competency by preceptor evaluation. Students will receive a minimum of threes on all Evaluations for professionalism and attitude.	COM, GSR
Apply basics of ambulance operations.	Performance of radio checks, and communicates with the hospital about the status of a patient.	COM, CT, QR

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: **Kim Gresham**
DATE: **April 9, 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)** Contact hours from 96 to 136

Course Name, including prefix and number:

From: EMS 2649 – Paramedic Hospital Clinicals

To: EMS 2649 Paramedic Clinical

Class credits:

from

to

Lab credits:

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/co-requisites
From:

Prerequisite(s): EMS 2655 with a "B" or better
Co-requisite(s): EMS 2674, EMS 2674L

To:

Prerequisite: EMS 2655, EMS 2673, and EMS 2673L, each with a grade of "B" or better
Corequisites: EMS 2674, EMS 2674L, EMS 2656

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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 Chris Clemens, EMS Coordinator and
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 2649 – PARAMEDIC CLINICAL – 4 CREDIT HOURS
(96 contact hours & hospital orientation)

In this course the paramedic student will rotate through various local clinical settings performing paramedic skills under the direct supervision of the clinical instructor and/or assigned preceptor. Students are responsible for transportation to and from the clinical sites.

II. PREREQUISITES FOR THE COURSE:

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

CO-REQUISITES:

EMS 2656, EMS 2674, EMS 2674L

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
- 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 COMPETENCIES
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. 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.	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.
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.		
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
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	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.	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 venipuncture Under the guidance of a preceptor		
Perform assessments of the psychiatric patient Under the guidance of a preceptor		

V. DISTRICT-WIDE POLICIES:

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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: **Emergency Medical Services**
PRESENTER: **Kim Gresham**
DATE: **April 9, 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:

From: EMS 2654 Paramedic Field Internship I
To: EMS 2654 Paramedic Internship I

Class credits: 2
Lab credits:

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

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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 Chris Clemens, EMS Coordinator and
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: _____

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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

EMS 2654 – PARAMEDIC INTERNSHIP I – 2 CREDIT HOURS
(72 contact hours)

This course involves experiences with an Advanced Life Support Provider. It provides the beginning paramedic student the opportunity to master basic life support skills and therapeutic communications. Seventy-two hours of learning experience in a work environment are required. Enrollment is restricted to those students with concurrent enrollment in the paramedic program.

II. PREREQUISITE FOR THIS COURSE:

Acceptance into the Paramedic Certificate Program

CO-REQUISITES FOR THIS COURSE:

EMS 2671
EMS 2671L
EMS 2672
EMS 2672L

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 COMPETENCIES
Accurately document patient assessment and care in the field. Accurately enter data into an online student and patient tracking program. Perform vital signs with accuracy Perform basic airway management with accuracy Perform basic patient assessment with accuracy. Provide advanced patient care including venous access, medication administration, and fluid administration under the guidance of a preceptor. Demonstrate attitudes and behaviors reflective of a medical professional, as demonstrated on the assessment reports	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. 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. Students will show competency by	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.

	evaluation by receiving a minimums of threes and 80% fours on all evaluations for professionalism and attitude. Per CoAEMSP accreditation.	

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: **Kim Gresham**
DATE: **April 9, 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)** 300 "minimum" contact hours

Course Name, including prefix and number:

From: EMS 2655 Paramedic Field Internship II
To: EMS 2655 Paramedic Internship II

Class credits: 2
Lab credits:

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/co-requisites
From:
Prerequisite(s): Acceptance into the Paramedic Certificate Program
Co-requisite(s): EMS 2673, EMS 2673L
To:
Prerequisite: EMS 2654, EMS 2672, and EMS 2672L, each with a grade of "B" or better
Corequisites: EMS 2673, EMS 2673L

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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 Chris Clemens, EMS Coordinator and
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 INTERNSHIP II – 3 CREDIT HOURS
(144 minimum 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 FOR THIS COURSE:

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

CO-REQUISITES FOR THIS COURSE:

EMS 2673 and 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 COMPETENCIES
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. 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.	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.		
Manage cardiac patients, including defibrillation, pacing, cardioversion and rhythm interpretation.		

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: **Emergency Medical Services**
PRESENTER: **Kim Gresham**
DATE: **April 9, 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)** 300 "minimum" contact hours

Course Name, including prefix and number:

From: EMS 2656 - Paramedic Field Internship III

To: EMS 2656 – Paramedic Internship III

Class credits:

Lab credits:

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/co-requisites
From:

Prerequisite(s): EMS 2655 with a grade of "C" or better

To:

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

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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 Chris Clemens, EMS Coordinator and
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.

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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:

EMS 2656 – PARAMEDIC INTERNSHIP III – 4 CREDIT HOURS
(300 minimum contact hours)

This course involves experiences with an Advanced Life Support Provider and other related pre-hospital experiences. It provides basic and advanced life support training with an ALS agency. A minimum of three hundred (300) hours of learning experience in a work environment are required. Enrollment is restricted to those students with concurrent enrollment in the paramedic program

II. PREREQUISITES FOR THIS COURSE:

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

CO-REQUISITES FOR THIS COURSE:

EMS 2649, EMS 2674, EMS 2674L

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
- 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 COMPETENCIES
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 95% accuracy. 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 95% accuracy.	COM,CT,TIM, GSR 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 including a leadership role.		
Provide advanced patient care including venous access, medication administration, and fluid administration under the observation of a preceptor.		
Analyze scene situations and lead the EMS crew, with minimal preceptor interventions.		
Analyze patient complaints and history and lead the EMS crew, with minimal preceptor interventions.		
Determine and apply appropriate treatments for trauma patients with minimal preceptor interventions.		

Determine and apply appropriate treatments for medical patients with minimal preceptor interventions.	Students will show competency by scoring above average on 90% of preceptor evaluations of patient care.	
Determine and apply appropriate treatments for psychiatric patients with minimal preceptor interventions.		
Determine and apply appropriate treatments for OB/GYN patients with minimal preceptor interventions.		
Determine and apply appropriate treatments for pediatric patients with minimal preceptor interventions.		
Determine and apply appropriate treatments for geriatric patients with minimal preceptor interventions.		

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:

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VIII. GRADING POLICY:

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

90 - 100	=	A
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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: **Kim Gresham**
DATE: **April 9, 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:

EMS 2671 Paramedic I

Class credits: from to

Lab credits:

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: Acceptance into the Paramedic Program; EMT Certification OR completion of EMS 2119, EMS 2119L, EMS 2411, EMS 2421; CPR Certification

to: Acceptance into the Paramedic Program

Change in co-requisites from: EMS 2671L, EMS 2672, EMS 2672L, EMS 2654

to: EMS 2654, EMS 2671L

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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)

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Endorsed by Chris Clemens, EMS Coordinator and
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: _____

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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

EMS 2671 – PARAMEDIC I – 3 CREDIT HOURS
(48 lecture hours)

This course introduces the roles and responsibilities of the Paramedic. The history of EMS, medical terminology, medical-legal, and ethical issues are explored. General principles of pathophysiology of the cell and pharmacology are presented.

II. PREREQUISITE FOR THE COURSE:

Acceptance into the Paramedic Program

CO-REQUISITES FOR THIS COURSE:

EMS 2654, EMS 2671L

III. GENERAL COURSE INFORMATION: Topic Outline.

- Paramedic handbook review
- Role and responsibilities, EMS Systems, Well-being of the EMT-P
- Injury/Illness prevention
- Medical/Legal considerations
- General principles of Pharmacology
- History of EMS
- Medical Terminology
- Cellular systems

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 COMPETENCIES
Identify the roles and responsibilities of the EMT-Paramedic and differentiate those roles from others in the healthcare field.	Students will show competency by completion of group activities, multiple choice assessments and a final cumulative assessment.	CT
Identify all of the components of the EMS system.		COM, CT
Identify issues such as stress, burnout, as they relate to the paramedic and identify modalities for relief of the above.		COM, CT
interpret situations for safety concerns and prescribe proper methods for overcoming these issues.		COM, CT
Identify methods for reducing/limiting exposure to infectious disease.		CT
Relate ethical components necessary for the delivery of pre-hospital medicine.		COM, CT, GSR
Define the core ethical components of his/her own personality.		COM, CT, GSR
Define and identify the principles paramedic pharmacology		CT, QR
Discuss the history of EMS and identify key events		CT
Identify principles of medical terminology		CT
Examine general principles of the pathophysiology of the cell.		CT

V. DISTRICT-WIDE POLICIES:

PROGRAMS FOR STUDENTS WITH DISABILITIES
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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
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: **Kim Gresham**
DATE: **April 9, 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:

EMS 2671L Paramedic I Lab

Class credits: from to

Lab credits:

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: Acceptance into the Paramedic Program; EMT Certification OR completion of EMS 2119, EMS 2119L, EMS 2411, EMS 2421; CPR Certification
to: Acceptance into the Paramedic Program

Change in co-requisites from: EMS 2671, EMS 2672, EMS 2672L, EMS 2654

to: EMS 2654, EMS 2671

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

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

FACULTY ENDORSEMENTS:
Endorsed by Chris Clemens, EMS Coordinator and
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: _____

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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:

EMS 2671L – PARAMEDIC I LAB – 2 CREDIT HOURS
(40 lab hours)

This course presents the practical application of the didactic instruction received in EMS 2671 to include role of the paramedic in the healthcare delivery system, duties and responsibilities. The histories of EMS, medical terminology, medical-legal and ethical issues are explored. General principles of pathophysiology of the cell and pharmacology are presented.

II. PREREQUISITE FOR THE COURSE:

Acceptance into the paramedic program.

CO-REQUISITES FOR THIS COURSE:

EMS 2654 and EMS 2671

III. GENERAL COURSE INFORMATION: Topic Outline.

- Paramedic handbook review
- Role and responsibilities, EMS Systems, Well-being of the EMT-P
- Injury/Illness prevention
- Medical/Legal considerations
- General principles of Pharmacology
- History of EMS
- Medical Terminology
- Cellular systems

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 COMPETENCIES
Demonstrates all EMT-B skills	Students will show competency by completion of weekly checklists based on the NHTSA paramedic curriculum guidelines. Without any critical failures	COM, CT, TIM
Performs the correct methods for disposal of bio-hazardous waste.		CT
Demonstrates the correct methods for communication with patients of varying ethnic backgrounds	Students will demonstrate through scenario based learning	COM, CT, TIM,GSR
Correctly document a patient with emphasis on legal and patient care considerations.	Students will demonstrate this competency by completion patient care reports with 75% accuracy	
Identify medications as required	Students will demonstrate this competency by completion drug quizzes. Receiving a score of 80% or better	COM, QT

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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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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: **Kim Gresham**
DATE: **April 9, 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)** From 80 "class" hours To 80 "lab" hours

Course Name, including prefix and number:

EMS 2673L PARAMEDIC III

Class credits:

Lab credits:

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

To:
Prerequisites**:** EMS 2654, EMS 2672, and EMS 2672L, each with a grade of "B" or better

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

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ASSOCIATE/ ACADEMIC DEAN ENDORSEMENT: _____ DATE: _____
Endorsed by Kim Gresham, Assoc Dean, Law and Public Service Programs

STUDENT ASSESSMENT COMMITTEE CHAIR: _____ DATE: _____

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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

EMS 2673L – PARAMEDIC III LAB – 4 CREDIT HOURS
(80 lab hours)

This course presents practical application of the didactic instruction received in EMS 2673 to include role of the paramedic in the healthcare delivery system, identification of dysrhythmia and 12-Lead interpretation. Assessment and management of the patient with suspected cardiovascular emergencies. Management of patients presenting with diseases and trauma, as well as identification and management of medical emergencies.

II. PREREQUISITES FOR THIS COURSE:

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

CO-REQUISITES FOR THIS COURSE:

EMS 2655 and EMS 2673

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 COMPETENCIES
Analyze, and perform appropriate care to simulated patients demonstrating signs and symptoms of the various cardiac dysrythmias, with 80% accuracy	Students will show competency by completion of weekly checklists based on the NHTSA paramedic curriculum guidelines, without critical failures	
Analyze, and perform appropriate care to simulated patients demonstrating signs and symptoms of trauma, with 80% accuracy		COM, CT, TIM,GSR, QR
	Students will demonstrate through scenario based learning.	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
Analyze and demonstrate the ability to use all functions of a cardiac monitor		
Demonstrate the ability to perform all tasks associated with ambulance OPS, MCI, terrorism, WMD, HazMat and crime scene operations		
Demonstrate the ability to assess and treat a burn patient.	Students will show competency by completion of weekly checklists based on the NHTSA paramedic curriculum guidelines, without critical failures Students will demonstrate through scenario based learning.	
Analyze and perform appropriate interventions for simulated endocrine patients.		
Analyze, and perform appropriate care to simulated patients demonstrating signs and symptoms of central nervous disorders.		
Demonstrate and perform appropriate assessment and care of a simulated patient with signs and symptoms of an acute abdomen.		
Manage and recognize possible infectious disease exposure.		
Differentiate and treat alcoholism, drug abuse and toxicological emergencies.		

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: **Kim Gresham**
DATE: **April 9, 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:

EMS 2674 Paramedic IV

Class credits:

Lab credits:

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/co-requisites
From:
Prerequisite(s): EMS 2673 with a grade of "B" or better, EMS 2655 with a grade of "B" or better
Co-requisite(s): No changes
To:
Prerequisites: EMS 2655, EMS 2673, EMS 2673L, each with a grade of "B" or better
Corequisites: No changes

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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 Chris Clemens, EMS Coordinator and
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 2674 – PARAMEDIC IV – 3 CREDIT HOURS
(48 lecture 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 successful completion of this course and corresponding co-requisites, students receive a certificate of Paramedic program completion and are eligible to take the Florida State Paramedic Certification Examination.

II. PREREQUISITES FOR THIS COURSE:

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

CO-REQUISITES FOR THIS COURSE:

EMS 2649, EMS 2656, and EMS 2674L

III. GENERAL COURSE INFORMATION: Topic Outline.

- 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 COMPETENCIES
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.	[Students will perform these outcomes in the lab setting.]	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 the correct order and precautions associated with decontamination.		
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.		
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
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. Identify the normal grieving process as pertaining to death and dying including provision of emotional care the grieving patient/bystander.	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.]	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.

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: **Kim Gresham**
DATE: **April 9, 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:

EMS 2674L - Paramedic IV Lab

Class credits: 1

Lab credits:

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/co-requisites

From:

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

To:

Prerequisites: EMS 2673 and EMS 2673L, each with a grade of "B" or better

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:

Paramedic curriculum revision.

TERM IN WHICH PROPOSED ACTION WILL TAKE EFFECT: Fall 2010 (201110)

(Change should be reflected in the Fall 2010 catalog, but because program admissions have already taking place, _____ (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 Chris Clemens, EMS Coordinator and
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: _____

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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

EMS 2674L – PARAMEDIC IV LAB – 1 CREDIT HOUR
(28 lab hours)

This course provides a practical application of the didactic instruction received in EMS 2674 to include 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 successful completion of this course and corresponding co-requisites, students receive a certificate of Paramedic program completion and are eligible to take the Florida State Paramedic Certification Examination.

II. PREREQUISITES FOR THIS COURSE:

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

CO-REQUISITES FOR THIS COURSE:

EMS 2649, EMS 2656, and EMS2674

III. GENERAL COURSE INFORMATION: Topic Outline.

- 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:

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.

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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 COMPETENCIES
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:

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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.)

Information Items for April Curriculum Committee Meeting

- The Common Course Numbering System has mandated the following number changes:

Old Number	New Number
RET 1616C	RET 1613C
CRW 2102	CRW 2002
EDE 4223	EDE 4220
EDE 4222	EDE 4223
ISM 3112	ISM 3113
NUR 3144	NUR 3145
NUR 4835	NUR 4827
NUR 4835L	NUR 4827L
NUR 3873C	NUR 3870C
OCB 1001C	OCB 1000C
PAD 3115	PAD 3113
PAD 3712	PAD 3711
HAS 1100	HSA 1100
PGY 1900C	PGY 1802C
PGY 2410C	PGY 2404C
SCE 4330C	SCE 3362C
TSL 4520	TSL 4080
TSL 4142	TSL 4140
EDG 2701 (Field Review)	EDF 2085
FIN 2000	FIN 2001