To: Governing Board
From: Curriculum Committee
Date: February 11, 2021

BACKGROUND: The curriculum process at Cabrillo is robust and ongoing in response to changes in student needs, industry, technology, and state compliance requirements. Each primary semester, all curriculum proposals submitted by faculty are reviewed and approved by the Curriculum Committee, Faculty Senate, and the Vice President of Instruction. Preceding implementation and final authorization by the State Chancellor's Office, approval is required by our Governing Board. The attached proposals represent those approved during the Spring 2021 curriculum cycle. The proposed implementation date is Fall 2021 for all proposals except for those which need Chancellor's Office approval. Any proposals requiring Chancellor's Office approval will be implemented after that approval is received.

Type	Quantity	Page #
New Courses	11	1-2, 5-102
Modified Courses - Substantial Changes	9	2-3, 103-186
Modified Courses - Non-substantial Changes	0	-
Inactivated Courses	16	4
Inactivated Programs	0	-
New Programs	0	-
Modified Programs	2	4, 187-205
Distance Education Addendum Amends	1	4
TOTAL:	39	-

FISCAL IMPACT: Changes will be accommodated within the current budget.
RECOMMENDATION: Motion that the proposed curriculum changes become effective following Board approval.

	Courses - New				
Pg #	**Course/Dept/Prog**	**Course Title**	**Division**	**Originator**	**Rationale/Justification/What is changing**
5-12	CABT410A	Computer Lab Support Office Assistant Training	BELA	Jennifer Vered	To create a training program for computer lab student support staff
13-20	CABT410B	Computer Lab Support Teaching Assistant Training	BELA	Jennifer Vered	To create a training program for computer lab student support staff distance ed addendum -- already approved
21-30	CIS91	Introduction to Cloud Computing	NAS	Michael Matera Rick Graziana Irvin Lemus	As the world shifts to cloud computing so shall the CIS department. This course is an overhaul of CIS-191AB to meet the new ITIS-170 descriptor (see atached). CIS-191AB focused on the management of physical Linux servers. The new course will have some overlapping material but shifts the focus from physical infrastructre to cloud infrastructure. Understanding cloud services will be of enormous and growing benefit to CIS students. The new transferrable course will be an elective in the new CIS transfer degree. https://drive.google.com/file/d/18SkAwVQ2IPsqzYKp8MmL-qGb2j5jRrVh/view?usp=sharing
31-40	CIS92	Cloud Infrastructure and Operations	NAS	Michael Matera Rick Graziana Irvin Lemus	As the world shifts to cloud computing so shall the CIS department. This course is an overhaul of CIS-192AB to meet the new ITIS-172 descriptor (see attached). CIS-192AB focused on the management of Linux networking. The new course will have some overlapping material but shifts the focus from physical to cloud infrastructure. Understanding cloud services will be of enormous and growing benefit to CIS students. The new transferable course will be an elective in the new CIS transfer degree.
41-48	ETHN3	Race, Ethnicity, and Society	HASS	Teresa Macedo	New Ethnic Studies designation; Modifying and clarifying course content for submission for Area F Ethnic Studies designation
49-56	ETHN8	Introduction to Latino/a Studies	HASS	Teresa Macedo	New Ethnic Studies designation; Modifying and clarifying course content for submission for Area F Ethnic Studies designation
57-65	ETHN21A	Chicano History to 1877	HASS	Enrique Buelna	Modifying and clarifying course for submission for C-ID HIST 130 and CSU Area F Ethnic Studies designation.
66-74	ETHN21AH	Honors Chicano History to 1877	HASS	Enrique Buelna	Modifying and clarifying course for submission for C-ID HIST 130, and CSU GE Area F Ethnic Studies designation.
75-84	ETHN27AN	Native American History and Literature I	BELA	Steve Schessler Stanley Rushworth Edward Smyth	New Ethnic Studies designation; Modifying and clarifying course content for submission for American Institutions and Area F Ethnic Studies designation

85-94	ETHN27BN	Native American History and Literature II	BELA	Steve Schessler Stanley Rushworth Edward Smyth	New Ethnic Studies designation; Modifying and clarifying course content for submission for American Institutions and Area F Ethnic Studies designation
95-102	MATH 101S	Support for College Algebra	NAS	Jyothi Suresh	Response to AB 705.

	Courses - Modifications - Substantial Changes				
Pg #	**Course/Dept/Prog**	**Course Title**	**Division**	**Originator**	**Rationale/Justification/What is changing**
103-111	BUS89	Starting and Operating an E-Commerce Business	BELA	Ronald Kustek	Changed course description, textbooks, SLOs, outline, objectives. REVISIONS: Course Description Reduced lab hours from 2 to 1 Updated Assignments Added methods of evaluation Updated textbook Updated CSLOs Updated Course Outline Added Lab Outline TOP Code SAM Code CIP Code CB25 (levels below transfer) added CB26 (support course status) added add distance education -- already reviewed
112-120	CIS81	Introduction to Networks	NAS	Rick Graziani Michael Matera Gerlinde Brady	Changes to course based on new Cisco Networking Academy curriculum and Cisco CCNA certification. REVISIONS title course description assignments textbook course objectives CSLOs lecture outline CB25 (levels below transfer) added CB26 (support course status) added DE addendum -- already approved
121-129	CIS82	Switching, Routing, and Wireless Essentials	NAS	Rick Graziani Michael Matera	Changes to course based on new Cisco Networking Academy curriculum and Cisco CCNA certification. REVISIONS title course description methods of instruction assignments textbook course objectives CSLOs lecture outline CB25 (levels below transfer) added CB26 (support course status) added DE addendum -- already approved
130-137	CIS83	Enterprise Networking, Security, and Automation	NAS	Rick Graziani Michael Matera	Changes to course based on new Cisco Networking Academy curriculum and Cisco CCNA certification. REVISIONS: title change course description assignments textbook course objectives CSLOs distance education -- already approved

138-147	CS21	Introduction to Data Structures and Algorithms	NAS	Stephen Hodges	updated prerequisites for new Python courses REVISIONS: Textbooks Updated PreReqs CB25 (levels below transfer) added CB26 (support course status) added add distance education--already reviewed
148-158	CS23 / MATH23	Discrete Mathematics	NAS	Stephen Hodges	updated prerequisites with new Python course REVISIONS: textbooks prereqs SAM code CB25 (levels below transfer) added CB26 (support course status) added
159-168	CS24	Elementary Computer Organization	NAS	Stephen Hodges	updated prerequisites with new Python courses REVISIONS: updated PreReqs textbooks CB25 (levels below transfer) added CB26 (support course status) added add distance education -- already reviewed
169-178	MA130A	Phlebotomy	HAWK	Barbara Johnson	MA 130AL Phlebotomy Lab has been designated as a corequisite for this course. The reason for this change was scheduling complications and compliance requirements. REVISIONS prerequisites assignments course objectives CSLOs lecture outline CB25 (levels below transfer) added CB26 (support course status) added add distance education -- already reviewed
179-186	PHILO9	Philosophy of Mind	HASS	Rebecca Smith	REVISIONS: methods of instruction methods of evaluation textbooks CB25 (levels below transfer) added CB26 (support course status) added add distance ed -- already approved

Courses - Modifications - Non-Substantial Changes

Course/Dept/Prog
NONE

Programs - New

Course/Dept/Prog
NONE

Programs - Modifications

Pg #	Course/Dept/Prog	Program Title	Division	Originator	Rationale/Justification/What is changing
187-193	CJ	Administration of Justice Associate in Science for Transfer	HASS	Carolyn Jackson	clarification of course options based upon current articulation fix program migration errors update program description updated program title

194-205	KIN	Kinesiology Associate in Arts for Transfer	HAWK	Carolyn Jackson	alignment of program with current TMC required for compliance update program description

Courses - Inactivations

Course/Dept/Prog	Course Title
MATH 254A	Essential Mathematics - First Half
MATH 254B	Essential Mathematics - Second Half
MATH 254CM	Essential Mathematics-Computer Mediated
MATH 254SI	Essential Mathematics with Supplemental Instruction
MATH 142	Applied Intermediate Algebra
MATH 142A	Applied Intermediate Algebra - First Half
MATH 142B	Applied Intermediate Algebra - Second Half
MATH 152A	Intermediate Algebra - First Half
MATH 152B	Intermediate Algebra - Second Half
MATH 154	Elementary Algebra
MATH 154A	Elementary Algebra - First Half
MATH 154B	Elementary Algebra-Second Half
MATH 350C	Ratios, Proportions and Percents
MATH 350D	Geometry, Graphs, Measurements, and Statistics
MATH 350E	Signed Numbers
MATH 350F	Linear Equations

Programs - Inactivations

Course/Dept/Prog	Program Title
NONE	

Courses - Distance Education Addendum Amend

Course/Dept/Prog	Course Title
ART50L	Gallery Viewing Lab

Cabrillo College

Course Outline of Record Report

02/11/2021

CABT410A : Computer Lab Support Office Assistant Training

General Information

Author (s):	• Jennifer Vered
Course Code (CB01) :	CABT410A
Short Course Title:	Computer Lab Office Training
Course Title (CB02) :	Computer Lab Support Office Assistant Training
Department:	Computer App/Business Tech
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0514.00) Office Technology/Office Computer Applications
CIP Code:	(52.0401) Administrative Assistant and Secretarial Science, General
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Teaches methods for student support, customer service, basic office skills and procedures, time management, interoffice and interpersonal relations, and teamwork. May be offered in Open Entry/Open Exit format. May be offered in a distance-learning format.
Submission Rationale:	New Course To create a training program for computer lab student support staff DE addendum -- already approved
Coordinators:	• Jennifer Vered

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Satisfactory Progress
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

20

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Students need to be retrained in new lab procedures and methods, if they return as lab support assistants

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Lab Support Assistant Certificate of Completion (In Development)	Noncredit Certificate of Completion	Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	-	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	108
Maximum Credit Units (CB06)	-	**Total Course Out-of-Class Hours**	54		

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non-Credit Category (CB22)

Workforce Preparation.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Funding Agency Category (CB23)

Not Applicable.

☑ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	1	2
Laboratory Hours	-	-
Activity Hours	2	1

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	18
Laboratory	-
Activity	36

Total	54
Course Out-of-Class Hours	
Lecture	36
Laboratory	-
Activity	18
Total	54

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

Class is limited to those accepted to the Computer Technology Center's office and teaching assistant program.

Specifications

Methods of Instruction

Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Work Experience
Rationale	No value

Method of Instruction	Activity
Rationale	No value

Method of Instruction	Service Learning
Rationale	No value

Assignments

In class

- Hands-on training
- Job "shadowing"
- Hands-on student support:
  - Assessing student issues and directing them to resources
  - Assisting students to locate and use supplies, hardware, and software in the lab
- Managing office phones and video conferences
- Assessing and recording inventory:
  - Checking books in stock
  - Checking office supplies
  - Checking safety supplies
- Aiding in safety drills and/or supporting safety procedures
- Aiding in development of office/lab procedures and documentation
- Scanning, distributing, and receiving equipment and texts
- Shelving text and tech supplies
- Communicating with students, faculty, and staff
- Reporting health, safety, or student issues
- Student outreach and engagement

Out of Class

- Analysis of skills
- Review training materials
- Aiding in development of office/lab procedures and documentation
- Student outreach and engagement

Methods of Evaluation	Methods of Evaluation Rationale
Competency Based Tests	No value
Other	Students will demonstrate applied skills.
Class Work	No value
Participation	No value
Simulation	No value
Student Knowledge	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Fred Beisse	A Guide to Computer User Support for Help Desk and Support Specialists, 6th Edition	Cengage Learning	2014	978-1285852683

Other Instructional Materials

Description	Instructor created materials
Author	No value
Citation	No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Demonstrate methods for student support, customer service, interoffice and interpersonal relations, and team work.

2. Apply methods of basic office skills, time management, and office procedures.

CSLOs

1. Demonstrate methods for interoffice and interpersonal relations and team work while providing student support and customer service working in a lab or office environment. Expected SLO Performance: 80.0

2. Apply methods of basic office skills, time management, and office procedures in a lab or office environment. Expected SLO Performance: 80.0

Outline

Course Outline

1. Student issue recognition and problem management
2. Cultural sensitivity
3. Rules of the computer lab
4. Student support services and report submission for student issues
5. In-person, digital, written, phone, and video conference customer service
6. Collaborative work with other students, staff, and faculty
7. Time management to support student needs and needs of the lab
8. Professional and ethical behavior
9. Professional communication
10. Basic office skills, such as phone-call and video-conference transferring, copying, bar-code scanning, etc.
11. Troubleshooting and problem solving
12. Emergency preparedness

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Other (explain below)
- Webinar/Videoconferencing

If other, please explain:

Interactive apps

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

- Other (explain below)

If other, please explain:

Interactive apps

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review
- Other (explain below)

If other, please explain:

Interactive apps

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

N/A

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

N/A

If you marked any challenges above, how will those challenges be addressed?

N/A

If there is a required in-person component, please explain it here:

N/A

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

Weekly: 1 lecture, 1 activity Total: 18 lecture, 18 activity

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College

Course Outline of Record Report

02/11/2021

CABT410B : Computer Lab Support Teaching Assistant Training

General Information

Author (s):	• Jennifer Vered
Course Code (CB01) :	CABT410B
Short Course Title:	Computer Lab Teaching Training
Course Title (CB02) :	Computer Lab Support Teaching Assistant Training
Department:	Computer App/Business Tech
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0514.00) Office Technology/Office Computer Applications
CIP Code:	(52.0401) Administrative Assistant and Secretarial Science, General
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Teaches methods for tutoring, student support, customer service, basic office skills and procedures, time-management, interoffice and interpersonal relations, and team work. May be offered in Open Entry/Open Exit format. May be offered in a distance-learning format.
Submission Rationale:	New Course To create a training program for computer lab student support staff DE addendum -- already approved
Coordinators:	• Jennifer Vered

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Satisfactory Progress

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

20

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Students need to be retrained in new lab procedures and methods, if they return as lab support assistants.

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Lab Support Assistant Certificate of Completion (In Development)	Noncredit Certificate of Completion	Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	-	**Total Course In-Class (Contact) Hours**	162	**Total Student Learning Hours**	270
Maximum Credit Units (CB06)	-	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)

Non-Credit

Course Non-Credit Category (CB22)

Workforce Preparation.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Workforce Preparation Enhanced Funding.

Funding Agency Category (CB23)

No value

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	1	2
Laboratory Hours	-	-
Activity Hours	8	4

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	18
Laboratory	-
Activity	144

Total	162
Course Out-of-Class Hours	
Lecture	36
Laboratory	-
Activity	72
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

Class is limited to those accepted to the Computer Technology Center's office and teaching assistant program.

Specifications

Methods of Instruction

Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Observation/Demonstration
Rationale	No value

Method of Instruction	Work Experience
Rationale	No value

Method of Instruction	Activity
Rationale	No value

Assignments

In class
After initial class lectures, students will participate in hands-on training, job "shadowing", and analysis of their skills.
1. Hands-on student support:
   a. Assessing student issues and directing them to resources
   b. Assisting students to locate and use supplies, hardware, and software in the lab
   c. Tutoring students
2. Managing office phones and video conferences
3. Aiding in safety drills and/or supporting safety procedures
4. Aiding in development of office/lab procedures and documentation
5. Scanning, distributing, and receiving equipment and texts
6. Shelving text and tech supplies
7. Communicating with students, faculty, and staff
8. Reporting health, safety, or student issues
9. Student outreach and engagement

Out of Class
1. Analysis of skills
2. Review training materials
3. Aiding in development of tutoring support materials
4. Student outreach and engagement

Methods of Evaluation	Methods of Evaluation Rationale
Student Knowledge	No value
Class Work	No value
Participation	No value
Simulation	No value
Other	Students will demonstrate applied skills.

Textbooks

Author	Title	Publisher	Date	ISBN
Sally A. Lipsky	A Training Guide for College Tutors and Peer Educators, 1st Edition	Pearson	January 13, 2010	ISBN-10: 1285852680 ISBN-13: 978-1285852683
Fred Beisse	A Guide to Computer User Support for Help Desk and Support Specialists, 6th Edition	Cengage Learning	2014	ISBN: 978-1285852683

Other Instructional Materials

Description	Instructor created materials
Author	No value
Citation	No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Demonstrate methods for tutoring, student support, customer service, interoffice and interpersonal relations, and team work.

2. Apply methods of basic office and tutoring skills including problem management, time management to support students and needs of the lab and office including in a virtual environment.

CSLOs

1. Demonstrate methods for interoffice and interpersonal relations and team work while providing tutoring, student support, and customer service working in a lab or office environment.
Expected SLO Performance: 80.0

2. Apply methods of basic office skills, time management, and office procedures while providing tutoring, student support, and customer service working in a lab, office, and virtual environment.
Expected SLO Performance: 80.0

Outline

Course Outline

1. Student issue recognition and problem management
2. Cultural sensitivity
3. Learning style and ability diversity
4. Problem identification and anticipation
5. Rules of the lab
6. Student support services and report submission for student issues
7. In-person, digital, written, phone, and video conference customer service
8. Collaborative work with other students, staff, and faculty
9. Time management to support students and needs of the lab
10. Professional and ethical behavior
11. Professional communication
12. Troubleshooting and problem solving
13. Emergency preparedness

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Other (explain below)
- Webinar/Videoconferencing

If other, please explain:

Interactive apps

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

- Other (explain below)

If other, please explain:

Interactive apps

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review
- Other (explain below)

If other, please explain:

Interactive apps

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

N/A

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

N/A

If you marked any challenges above, how will those challenges be addressed?

N/A

If there is a required in-person component, please explain it here:

N/A

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

Weekly: 1 lecture, 4 activity Total: 18 lecture, 72 activity

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

CIS91 : Introduction to Cloud Computing

General Information

Author (s):	• Michael Matera • Graziani, Rick • Lemus, Irvin • Oropeza, Terri • Brady, Gerlinde • Reynolds, Dave
Attachments:	C-ID ITIS 170 Cloud Computing and Virtualization 20191209doc.pdf
Course Code (CB01) :	CIS91
Short Course Title:	Intro to Cloud Computing
Course Title (CB02) :	Introduction to Cloud Computing
Department:	Computer & Information Syste
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1003) Computer and Information Systems Security/Information Assurance
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Provides the fundamentals of cloud computing, how to deploy cloud applications, cloud service models, and considerations when migrating to the cloud. Introduces the topics of cloud servers, storage, networking, applications, and databases. Provides hands-on experience with the Linux operating system in one or more of the leading cloud vendors (e.g. Amazon AWS, Microsoft Azure, and Google Cloud Platform). Prepares students for the CompTIA Cloud+ certification. May be offered in distance-learning format.
Submission Rationale:	New Course Improvement to Program of Study As the world shifts to cloud computing so shall the CIS department. This course is an overhaul of CIS-191AB to meet the new ITIS-170 descriptor (see atached). CIS-191AB focused on the management of physical Linux servers. The new course will have some overlapping material but shifts the focus from physical infrastructre to cloud infrastructure. Understanding cloud services will be of enormous and growing benefit to CIS students. The new transferrable course will be an elective in the new CIS transfer degree. https://drive.google.com/file/d/18SkAwVQ2IPsqzYKp8MmL-qGb2j5jRrVh/view?usp=sharing DE addendum -- already approved
Coordinators:	• Michael Matera

Course Development Options

Course Basic Skill Status (CB08)	**Course Special Class Status (CB13)**

Course is not a basic skills course.

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Pending

C-ID	Categories	Status	Approval Date	Comparable Course
Computer and Information Systems	Computer and Information Systems	Pending	No value	ITIS-170

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	90	**Total Student Learning Hours**	234
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	144		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)
Credit Course.

Funding Agency Category (CB23)
No value

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8
Laboratory Hours	1	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	18
Activity	-
Total	90
Course Out-of-Class Hours	
Lecture	144
Laboratory	-
Activity	-
Total	144

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Advisory

CIS90 - Introduction to UNIX/Linux

Objectives

- 1. Execute approximately 50 of the most common UNIX commands from the keyboard using correct command syntax.
- 2. Use online manual pages to determine what commands are required to perform a particular task and how to use those commands.
- 3. Navigate the UNIX file hierarchy by changing the current working directory to any predefined location.
- 4. Manage multiple file types by viewing, copying, moving, renaming, creating, and removing files and directories.
- 5. Use a UNIX based text editor to create and edit configuration and scripting files.
- 7. Ensure the security and privacy of user files by setting and changing file and directory permissions.

Outcomes

- 1. Navigate and manage the UNIX/Linux file system by viewing, copying, moving, renaming, creating, and removing files and directories.
- 2. Use the UNIX features of file redirection and pipelines to control the flow of data to and from various commands.

AND

Advisory

CIS81 - Computer Network Fundamentals

Objectives

- 1. Describe and differentiate the devices and services used to support communications in data networks and the Internet.
- 2. Describe the role of protocol layers in data networks.
- 5. Explain fundamental Ethernet concepts such as media, services, and operations.

Outcomes

- 1. Assess and analyze the functions of layer 4 protocols TCP and UDP.

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Directed Study
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Observation/Demonstration
Rationale	No value
Method of Instruction	Projects
Rationale	No value
Method of Instruction	Lab

Rationale	No value

Method of Instruction	Activity
Rationale	No value

Assignments

Out of class

- Read textbook chapters
- Read online documents
- Perform guided labs
- Complete problem-solving projects

In class

- Complete lab assignments
- Complete online exercises
- Design infrastructure projects to be completed independently

Methods of Evaluation	Methods of Evaluation Rationale
Home Work	No value
Class Work	No value
Competency Based Tests	No value
Exams	No value
Final Class Performance	No value
Final Public Performance	No value
Group Projects	No value
Lab Activities	No value
Oral Presentation	No value
Participation	No value
Portfolios	No value
Projects	No value
Quizzes	No value
Research	No value
Student Knowledge	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Todd Montgomery	CompTIA Cloud+ Study Guide: Exam CV0-002 2nd Edition	Sybex	2018	978-1119443056

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Explain the importance and benefits of cloud computing and the need for its rapid adoption.

2. Explain roadmap for building cloud infrastructure using the cloud computing reference model.

3. Explain the software-defined approach to managing IT infrastructure. Evaluate existing infrastructure and identify components for a cloud transformation.

4. Describe and identify various cloud interface standards and protocols for building cloud infrastructure.

5. Explain business continuity options and address common security concerns in a cloud environment.

6. Describe service management activities in cloud computing.

CSLOs

1. Build and maintain an application in a public cloud. Expected SLO Performance: 80.0

2. Document the structure and expected cost of a cloud application. Expected SLO Performance: 80.0

Outline

Course Outline

1. Introduction to cloud computing
    - Essential characteristics of cloud computing
    - Cloud service models and cloud service brokerage
    - Cloud deployment models
2. Building the cloud infrastructure
    - Cloud computing reference model
    - Deployment options and solutions for building cloud infrastructure
    - Considerations for building cloud infrastructure
3. Physical layer
    - Computer system
    - Storage system architectures

- Network connectivity

4. Virtual layer
   - Virtual layer functions
   - Virtualization software
   - Resource pool and virtual resources
5. Control layer
   - Control layer functions
   - Control software
   - Software-defined approach for managing IT infrastructure
   - Resource optimization techniques
6. Service and orchestration layers
   - Service layer functions
   - Cloud portal
   - Cloud interface standards
   - Protocols for accessing cloud services
   - Service orchestration
   - Cloud service lifecycle
7. Business continuity
   - Business continuity and service availability
   - Fault tolerance mechanisms
   - Backup and replication
   - Cloud application resiliency
8. Security
   - Cloud security threats
   - Cloud security mechanisms
   - Governance, risk, and compliance
9. Service management
   - Service portfolio management processes
   - Service operation management processes

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Partially Online (hybrid)

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements

- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning

- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

This course is based on C-ID ITIS-170 - There are no UC lower-division parallel courses. CSU Transferable only.

https://docs.google.com/document/d/18SkAwVQ2IPsqzYKp8MmL-qGb2j5jRrVh/edit

Cabrillo College
Course Outline of Record Report
02/09/2021

CIS92 : Cloud Infrastructure and Operations

General Information

Author (s):	• Michael Matera • Graziani, Rick • Lemus, Irvin • Oropeza, Terri • Brady, Gerlinde • Reynolds, Dave • Carniglia, Ashley
Attachments:	C-ID ITIS 172 Cloud Operations and Management NEW Descriptor DRAFT 201209.doc.pdf
Course Code (CB01) :	CIS92
Short Course Title:	Cloud DevOps
Course Title (CB02) :	Cloud Infrastructure and Operations
Department:	Computer & Information Syste
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1003) Computer and Information Systems Security/Information Assurance
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Teaches how to deploy scalable infrastructure in the cloud, including how to build, test, and deploy Docker containers; Dockerize network services; and integrate containers with storage, databases, DNS, auto scaling, and load balancers. Students will build fault-tolerant applications using a leading cloud provider (e.g. Amazon AWS, Microsoft Azure or Google Cloud Platform). Prepares students for associate level certifications such as AWS Certified Solutions Architect, AWS SysOps Administrator, and Microsoft Azure Administrator AZ-103. May be provided in a distance-learning format.
Submission Rationale:	New Course Improvement to Program of Study As the world shifts to cloud computing so shall the CIS department. This course is an overhaul of CIS-192AB to meet the new ITIS-172 descriptor (see attached). CIS-192AB focused on the management of Linux networking. The new course will have some overlapping material but shifts the focus from physical to cloud infrastructure. Understanding cloud services will be of enormous and growing benefit to CIS students. The new transferable course will be an elective in the new CIS transfer degree. https://docs.google.com/document/d/1RW-vP8778c3aNob1JBCg6sEdc1SuiNqW/edit DE addendum -- already approved
Coordinators:	• Michael Matera • Carniglia, Ashley

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Pending

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	90	**Total Student Learning Hours**	234
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	144		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Funding Agency Category (CB23)

Credit Course.

No value

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8
Laboratory Hours	1	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	18
Activity	-
Total	90
Course Out-of-Class Hours	
Lecture	144
Laboratory	-
Activity	-
Total	144

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Advisory

CIS91 - Introduction to Cloud Computing

Objectives

- 3. Explain the software-defined approach to managing IT infrastructure. Evaluate existing infrastructure and identify components for a cloud transformation.
- 4. Describe and identify various cloud interface standards and protocols for building cloud infrastructure.
- 5. Explain business continuity options and address common security concerns in a cloud environment.
- 6. Describe service management activities in cloud computing.

Outcomes

- 1. Build and maintain an application in a public cloud.

AND

Advisory

CIS15 - Python Programming for Everyone

Objectives

- 4. Write simple applications that relate to a specific domain.
- 6. Test applications with sample data.
- 7. Apply core program control structures.

OR

Advisory

CS12P - Python Introductory Programming Concepts and Methodology

Objectives

- 2. Write, document, test and debug Python programs, making use of variables, expressions, selection, and repetition structures.
- 5. Read, interpret, analyze, and explain introductory Python programs.
- 6. Use editors to compose source code, and use interpreters and debuggers to execute and test programs.

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Directed Study
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Individualized Study
Rationale	No value
Method of Instruction	Mediated Learning
Rationale	No value

Method of Instruction	Observation/Demonstration
Rationale	No value

Method of Instruction	Projects
Rationale	No value

Method of Instruction	Lab
Rationale	No value

Method of Instruction	Visiting Speaker
Rationale	No value

Method of Instruction	Activity
Rationale	No value

Assignments

In class

1. Complete lab assignments
2. Work on projects
3. Design project goals

Out of class

1. Readings
2. Watching pre-recorded lecture or training videos
3. Labs
4. Projects

Methods of Evaluation	Methods of Evaluation Rationale
Home Work	No value
Class Work	No value
Competency Based Tests	No value
Exams	No value
Final Class Performance	No value
Final Performance	No value
Group Projects	No value
Lab Activities	No value
Oral Presentation	No value
Papers	No value
Participation	No value
Projects	No value
Quizzes	No value

Student Knowledge	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Ben Piper, David Clinton	AWS Certified Solutions Architect Study Guide: Associate SAA-C02 Exam 3rd Edition	Sybex	2020	978-1119713081

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Describe cloud infrastructure as it relates to system operations, such as global infrastructure, core services, and account security.
2. Make decisions based on recommended architectural principles and best practices.
3. Identify best practices prescribed in the Well-Architected framework.
4. Use the management interface, command line interface, and understand additional administration and development tools.
5. Manage, secure, and scale compute instances in the cloud.
6. Manage, secure, and scale configurations.
7. Identify container services and services that are available for serverless computing.
8. Manage, secure, and scale databases in the cloud.

9. Build and configure virtual private networks.

10. Configure and manage storage options using the various storage services offered in the cloud.

11. Monitor the health of your cloud infrastructure.

12. Manage cloud resource usage.

13. Create and configure automated and repeatable deployments with tools.

CSLOs

1. Containerize and deploy an application in the cloud. Expected SLO Performance: 80.0

2. Document the structure, costs and deployment of a containerized application. Expected SLO Performance: 80.0

Outline

Course Outline

1. Understanding systems operations
    - Systems operations in the cloud
    - Introduction to core services
    - Access management
    - Command-line interface (CLI)
2. Computing (servers)
    - Computing in the cloud
    - Creating computing instances
    - Managing instances
    - Securing instances
3. Computing (scaling, load Balancing, and name resolution)
    - Load balancing
    - Auto-scaling
    - DNS and DNS routing options
    - Configure auto-scaling
    - Configure failover routing
4. Computing (containers and serverless computing)
    - Serverless computing
    - Containers
    - APIs and REST
    - Deploy Docker
5. Computing (database services)
    - Database services
    - Unmanaged and managed database solutions.
    - Relational database services
    - Structured Query Language (SQL) and NoSQL databases
6. Networking
    - Cloud networking and virtual private cloud
    - Virtual private cloud connectivity options
    - Securing the network

- Troubleshooting networks
- Configuring and troubleshoot a virtual private cloud

7. Storage and archiving
   - Overview of cloud storage
   - Block-level and object-level storage
   - Volumes and volume types
   - File systems
   - Data transfer and migration services
   - Automation and optimization
8. Monitoring and security
   - Authentication and authorization
   - Cloud monitoring services
   - Cloud logging and log services
   - Risk and compliance

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

This class is designed to align with state-wide draft model curriculum C-ID ITIS-172.

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Partially Online (hybrid)

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video

- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful

- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

ETHN3 : Race, Ethnicity, and Society

General Information

Author (s):	• Maria-Teresa Macedo
Course Code (CB01) :	ETHN3
Short Course Title:	Race, Ethinicity, and Society
Course Title (CB02) :	Race, Ethnicity, and Society
Department:	Sociology
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Examines the social, economic, political, and cultural dynamics of race and ethnicity in the United States. Utilizes theory to assess the comparative histories, cultures, and intellectual traditions of Native Americans, African Americans, Latino/as, and Asian Americans. Introduces major concepts used to understand the lived experiences of historically racialized groups such as social construction of race, racial formation, critical race theory, internal colonialism, and intersectionality. Emphasizes the role of resistance and agency in advancing the goals of self-determination, decolonization, and equity. May be offered in a distance-learning format. ETHN 3 and SOC 3 are cross-listed courses. Students may enroll in one course for credit, but not more than one.
Submission Rationale:	New Course New Ethnic Studies designation; Modifying and clarifying course content for submission for Area F Ethnic Studies designation DE addendum -- already approved
Coordinators:	• Maria-Teresa Macedo

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

No value

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-

Activity	-
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Directed Study
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Visiting Speaker

Rationale	No value

Method of Instruction	Projects
Rationale	No value

Assignments

In class

1. Quizzes
2. Short responses to study guide questions
3. Mid-term and final exams
4. Discussion and participation activities
5. Oral presentations
6. Group projects

Out of class

1. Reading and critical analysis
2. Research and/or term papers
3. Group projects
4. Preparation for presentations and exams

Methods of Evaluation	Methods of Evaluation Rationale
Home Work	No value
Class Work	No value
Exams	No value
Group Projects	No value
Oral Presentation	No value
Papers	No value
Participation	No value
Quizzes	No value
Research	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Gallagher, Charles, ed.	Rethinking the Color Line: Readings in Race and Ethnicity. 6th edition.	SAGE Publishing	2018	978-1506394138
Healey, Joseph, Andi Stepnick, Eileen O'Brien, eds.	Race, Ethnicity, Gender, and Class: The Sociology of Group Conflict and Change. 8th edition.	SAGE Publishing	2018	978-1506346946
Delgado, Richard, Jean Stefancic	Critical Race Theory: An Introduction	NYU Press	2017	978-1479802760

Desmond, Matthew, Mustafa Emirbayer	Race in America. 2nd edition.	W. W. Norton & Company	2019	978-0393419504

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Define and apply sociological concepts, theories, and methods used to study the social dynamics of race and ethnicity in the U.S.

2. Summarize key ideas in classic and contemporary sociological scholarship on race and ethnicity in the U.S.

3. Describe the sociological implications for divergent historical experiences of racial and ethnic groups in the U.S.

4. Identify social, political, and cultural origins of systemic disparities between racial and ethnic groups in the U.S.

5. Describe how solidarity and group-affirmation within communities of color are connected to current social issues and anti-racist social movements.

6. Demonstrate active engagement with anti-racist issues, practices, and movements to build a diverse, just, and equitable society beyond the classroom.

CSLOs

1. Evaluate the racial and ethnic dynamics of social identity, interaction, and structure using a sociological perspective. Expected SLO Performance: 80.0

2. Formulate individual-level and societal-level analyses of race and ethnicity employing sociological theories, concepts, research, and data sources. Expected SLO Performance: 80.0

3. Assess how race and ethnicity intersect with other forms of difference characterized by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age. Expected SLO Performance: 80.0

Outline

Course Outline

1. Theoretical approaches in the study of race and ethnicity
2. Eurocentrism and ethnocentrism
3. Social and historical constructions of race
4. Conquest, slavery, annexation, and colonialism
5. Critical Whiteness Studies
6. Immigration patterns and policy
7. Political economy of race
8. Government representation
9. Education and health
10. Race, law, and criminal justice
11. Media and cultural representation
12. Anti-racist struggles for liberation and social justice

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/11/2021

ETHN8 : Introduction to Latino/a Studies

General Information

Author (s):	• Maria-Teresa Macedo
Course Code (CB01) :	ETHN8
Short Course Title:	Intro to Latino/a Studies
Course Title (CB02) :	Introduction to Latino/a Studies
Department:	Sociology
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Examines the contemporary experiences of Latino/as in local, regional, national, and transnational contexts. Utilizes theory to assess the comparative histories, cultures, and intellectual traditions of groups with Latin American and Caribbean origins. Surveys the racialization, lived experiences, and social struggles of a wide range of Latino/a groups including, but not limited to, those with Mexican, Central American, South American, Puerto Rican, and Cuban ethnic heritage. Emphasizes the role of resistance and agency in advancing the goals of self-determination, decolonization, and equity. May be offered in a distance-learning format. ETHN 8 and SOC 8 are cross-listed courses. Students may enroll in one course for credit, but not more than one.
Submission Rationale:	New Course Add Distance Education New Ethnic Studies designation; Modifying and clarifying course content for submission for Area F Ethnic Studies designation DE addendum -- already approved
Coordinators:	• Maria-Teresa Macedo

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

No value

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to both UC and CSU	Pending

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	
Credit Course.	No value	☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-

Activity	-
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Directed Study
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Discussion

Rationale	No value
Method of Instruction	Projects
Rationale	No value
Method of Instruction	Visiting Speaker
Rationale	No value

Assignments

In class

1. Quizzes
2. Short responses to study guide questions
3. Mid-term and final exams
4. Discussion and participation activities
5. Oral presentations
6. Group projects

Out of class

1. Reading and critical analysis
2. Research and/or term papers
3. Group projects
4. Preparation for presentations and exams

Methods of Evaluation	Methods of Evaluation Rationale
Home Work	No value
Class Work	No value
Exams	No value
Group Projects	No value
Oral Presentation	No value
Papers	No value
Participation	No value
Quizzes	No value
Research	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Noriga, Chon, Eric Avila, Karen Mary Davalos, Chela Sandoval, Rafael Perez-Torres, Charlene Villasenor Black, eds.	The Chicano Studies Reader: An Anthology of Aztlán, 1970—2019. 4th ed.	University of Washington Press	2020	978-0895511720
Gutierrez, Ramon, Tomas Almaguer, eds.	The New Latino Studies Reader: A Twenty-First-Century	University of California Press	2016	978-0520284845

	Perspective			
Mize, Ronald	Latina/o Studies	Polity	2018	978-1509512560
Rios, Victor	Human Targets: Schools, Police, and the Criminalization of Latino Youth	University of Chicago Press	2017	978-0226091044
Gomez, Laura	Inventing Latinos: A New Story of American Racism	The New Press	2020	978-1595589170

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Define and apply basic social scientific concepts, theories, and methods used to study the experiences of Latino/as in the United States.

2. Describe the contemporary implications of divergent historical experiences of Latino/a groups in the U.S.

3. Identify systemic causes for the social status of Latino/as.

4. Summarize key ideas in classic and contemporary scholarship in Latino/a Studies.

5. Explain how Eurocentrism and ethnocentrism inform social policies affecting the lives of Latino/as.

6. Describe how solidarity and group-affirmation within Latino/a communities are connected to current social issues and anti-racist social movements.

7. Demonstrate active engagement with anti-racist issues, practices, and movements to build a diverse, just, and equitable society beyond the classroom.

CSLOs

1. Evaluate the dynamics of social identity, interaction, and structure related to Latino/as using social scientific perspectives.
Expected SLO Performance: 80.0

2. Formulate individual- and societal- level analyses of Latino/as employing social scientific theories, concepts, research, and data sources.
Expected SLO Performance: 80.0

3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
Expected SLO Performance: 80.0

Outline

Course Outline

1. Theoretical Foundations in Latino/a Studies
2. Demographic trends of Latino/a populations
3. Latino/as and immigration
4. Latino/as and government and politics
5. Latino/as and economy
6. Latino/as and work
7. Latino/as and education
8. Latino/as and criminal justice
9. Latino/as and health
10. Latino/as and cultural representation
11. Social movements for liberation and justice

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text

- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

ETHN21A : Chicano History to 1877

General Information

Author (s):	• Enrique Buelna
Course Code (CB01) :	ETHN21A
Short Course Title:	Chicano History to 1877
Course Title (CB02) :	Chicano History to 1877
Department:	History
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Traces the cultural, racial, economic, literary, and political history of Mexican Americans, in the general context of U.S. History, to 1877. Covers the scope of U.S. history to 1877, analyzing the role that Chicanos have played in the United States and the changes that role has undergone. Critical, analytical written work is the primary means of evaluation. Satisfies U.S. History requirement. HIST 21A, HIST 21AH, ETHN 21A, and ETHN 21AH are cross-listed courses. Students may enroll in one course for credit, but not more than one. May be offered in a distance-learning format.
Submission Rationale:	New Course Add Distance Education Modifying and clarifying course for submission for C-ID HIST 130 and CSU Area F Ethnic Studies designation. DE addendum -- already approved
Coordinators:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

	Categories	Status	Approval Date	Comparable Course

	Categories	Status	Approval Date	Comparable Course

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	☐ Cooperative Work Experience Education Status (CB10)
Credit Course.	No value	

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs

Course Student Hours

Course Duration (Weeks)	18

Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-
Activity	-
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Critique
Rationale	No value
Method of Instruction	Distance Education

Rationale	No value
Method of Instruction	Field Trips
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Projects
Rationale	No value
Method of Instruction	Service Learning
Rationale	No value
Method of Instruction	Visiting Speaker
Rationale	No value
Method of Instruction	Activity
Rationale	No value
Method of Instruction	Other
Rationale	No value

Assignments

Out-of-class Assignments

1. Critical essays.
2. Research and/or term papers.
3. Group projects.
4. Preparation for presentations and exams.

In-class Assignments

1. Quizzes and short in-class responses to readings.
2. Short responses to study guide questions.
3. Mid-term and final exams.
4. Oral presentations.
5. Group projects.

Methods of Evaluation	Methods of Evaluation Rationale

Home Work	No value
Class Work	No value
Exams	No value
Field Trips	No value
Group Projects	No value
Oral Presentation	No value
Papers	No value
Projects	No value
Quizzes	No value
Research	No value
Substantial Writing	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Acuña, Rodolfo	Occupied America: A History of Chicanos	Pearson	2020	978-0-13-521544-9
Townsend, Camilla	Fifth Sun: A New History of the Aztecs	Oxford University Press	2019	978-0190673062
Weber, David J.	The Spanish Frontier in North America	Yale University Press	2009	978-0300140682
Vargas, Zaragosa	Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era	Oxford University Press	2016	978-0190200787
Mintz, Steven	Mexican American Voices: A Documentary Reader	Wiley-Blackwell	2009	978-1405182591

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Define the major events in Mexican American/Chicano history before 1877.

2. Compare and contrast political, economic, social, and racial conditions of the Southwest and the East Coast.

3. Discuss significant Chicano men and women who have shaped U.S. history through agency, resistance, and struggles for social justice.

4. Demonstrate comprehension of cultural clashes by comparing and contrasting four instances in which they occur.

5. Explain the process of stereotyping as it applies to race, culture, class, gender, secuality, religion, national origin, and immigration status between Anglos and Mexicans.

6. Trace the significant political, economic, and social events shaping Chicana/o history in the United States through a lens of the intersections of race and ethnicity.

7. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

8. Develop a carefully focused argument and analysis, using relevant details, examples, and evidence.

9. Emphasize non-narrative writing techniques, including comparison, summary, argument, analysis, and definition.

10. Synthesize information, concepts, and ideas from a variety of texts.

CSLOs

1. Write analytical essays on Chicana/o history that articulate concepts of race and ethnicity, racialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and racism while identifying a thesis, evidence, and counterarguments.
Expected SLO Performance: 80.0

2. Synthesize and apply theory to address critical events in Chicana/o history by emphasizing agency, group-affirmation, lived experiences, and social struggle.
Expected SLO Performance: 80.0

3. Analyze primary historical sources critically to investigate the intersections of race and ethnicity with other forms of difference affected by hierarchy and oppression such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
Expected SLO Performance: 80.0

4. Evaluate ethnocentric and eurocentric historical myths, cliches, and/or prejudices in U.S. and Chicana/o history.
Expected SLO Performance: 80.0

5. Assess how struggle, resistance, social justice, solidarity and liberation as experienced by Chicana/o communities are relevant to current issues.
Expected SLO Performance: 80.0

Outline

Course Outline

1. Pre-Columbian civilizations in the Americas
2. European colonization and its impact on Native America and its diverse communities
3. Establishment and maturation of diverse colonial settlements and populations
4. World slavery and slavery in the Americas
5. Spanish colonial policies, imperial rivalries, and their implications for settlement
6. Resistance and struggle against Spanish colonial rule at the time of the American Revolution
7. Decolonization, self-determination, and liberation movements by *criollos*, *castas*, and Indigenous peoples under Spanish rule
8. Mexican independence and its implications for the Southwest
9. Cultures of California, Arizona, New Mexico, and Texas
10. U.S western expansion, manifest destiny, and Native American policy
11. Texas revolt and annexation by the U.S.
12. U.S.-Mexico War
13. Treaty of Guadalupe Hidalgo
14. Mexican American resistance to racism, ethnocentrism, white supremacy, and racial violence in the Southwest
15. Land grant struggles, defense of property rights, and self-determination
16. Civil War
17. The challenges to Mexican American communities from industrialization, railroads, mining, and agriculture
18. Trade unions and Mexican American demands for equal treatment and inclusion
19. Reconstruction and Southwest up to 1877

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section

504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

ETHN21AH : Honors Chicano History to 1877

General Information

Author (s):	• Enrique Buelna
Course Code (CB01) :	ETHN21AH
Short Course Title:	Honors Chicano Hist to 1877
Course Title (CB02) :	Honors Chicano History to 1877
Department:	History
Proposal Start:	Fall 2021
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Traces the cultural, racial, economic, literary, and political history of Mexican Americans, in the context of general U.S. History, to 1877. Covers the scope of U.S. history to 1877, analyzing the role that Chicanos have played in the United States and the changes that role has undergone. Highlights student research, writing, and reporting, both individually and as part of a learning community, and will often meet in a seminar format. Critical, analytical written work is the primary means of evaluation. Satisfies U.S. History requirement. HIST 21A, HIST 21AH, ETHN 21A, and ETHN 21AH are cross-listed courses. Students may enroll in one course for credit, but not more than one. May be offered in a distance-learning format.
Submission Rationale:	New Course Add Distance Education Modifying and clarifying course for submission for C-ID HIST 130, and CSU GE Area F Ethnic Studies designation. DE addendum -- already approved
Coordinators:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to both UC and CSU	Pending

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	180
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	126		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	
Credit Course.	No value	☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	7
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-
Activity	-

Total	54
Course Out-of-Class Hours	
Lecture	126
Laboratory	-
Activity	-
Total	126

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

Honors Standing

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Critique
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value

Method of Instruction	Field Trips
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Projects
Rationale	No value
Method of Instruction	Service Learning
Rationale	No value
Method of Instruction	Visiting Speaker
Rationale	No value
Method of Instruction	Activity
Rationale	No value
Method of Instruction	Other
Rationale	No value

Assignments

Out of class

1. Critical essays
2. Research and/or term papers
3. Group projects
4. Preparation for presentations and exams

In class

1. Quizzes and short in-class responses to readings
2. Short responses to study guide questions
3. Mid-term and final exams
4. Oral presentations
5. Group projects

Methods of Evaluation	Methods of Evaluation Rationale
Home Work	No value
Class Work	No value
Exams	No value

Field Trips	No value
Group Projects	No value
Oral Presentation	No value
Papers	No value
Projects	No value
Quizzes	No value
Research	No value
Substantial Writing	No value
Other	In this honors course, students write an additional 10-page critical essay and prepare and deliver an oral presentation of their findings.

Textbooks

Author	Title	Publisher	Date	ISBN
Acuña, Rodolfo	Occupied America: A History of Chicanos	Oxford University Press	2020	978-0-13-521544-9
Townsend, Camilla	Fifth Sun: A New History of the Aztecs	Oxford University Press	2019	978-0190673062
Weber, David J.	The Spanish Frontier in North America	Yale University Press	2009	978-0300140682
Vargas, Zaragosa	Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era	Oxford University Press	2016	978-0190200787
Mintz, Steven	Mexican American Voices: A Documentary Reader	Wiley-Blackwell	2009	978-1405182591

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Define the major events in Mexican American/Chicano history before 1877.

2. Compare and contrast political, economic, social, and racial conditions of the Southwest and the East Coast.

3. Discuss significant Chicano men and women who have shaped U.S. history through agency, resistance, and struggles for social justice.

4. Demonstrate comprehension of cultural clashes by comparing and contrasting four instances in which they occur.

5. Explain the process of stereotyping as it applies to race, culture, class, gender, sexuality, religion, national origin, and immigration status between Anglos and Mexicans.

6. Trace the significant political, economic, and social events shaping Chicana/o history in the United States through a lens of the intersections of race and ethnicity.

7. Demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

8. Develop a carefully focused argument and analysis, using relevant details, examples, and evidence.

9. Emphasize non-narrative writing techniques, including comparison, summary, argument, analysis, and definition.

10. Synthesize information, concepts, and ideas from a variety of texts.

CSLOs

1. Write analytical essays on Chicana/o history that articulate concepts of race and ethnicity, racialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and racism while identifying a thesis, evidence, and counterarguments.
Expected SLO Performance: 80.0

2. Synthesize and apply theory to address critical events in Chicana/o history by emphasizing agency, group-affirmation, lived experiences, and social struggle.
Expected SLO Performance: 80.0

3. Critically analyze primary historical sources to investigate the intersections of race and ethnicity with other forms of difference affected by hierarchy and oppression such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, and/or age.
Expected SLO Performance: 80.0

4. Evaluate ethnocentric and eurocentric historical myths, cliches, and/or prejudices in U.S. and Chicana/o history.
Expected SLO Performance: 80.0

5. Assess how struggle, resistance, social justice, solidarity and liberation as experienced by Chicana/o communities are relevant to current issues.
Expected SLO Performance: 80.0

Outline

Course Outline

1. Pre-Columbian civilizations in the Americas
2. European colonization and its impact on Native America and its diverse communities
3. Establishment and maturation of diverse colonial settlements and populations
4. World slavery and slavery in the Americas
5. Spanish colonial policies, imperial rivalries, and their implications for settlement
6. Resistance and struggle against Spanish colonial rule at the time of the American Revolution
7. Decolonization, self-determination, and liberation movements by criollos, castas, and Indigenous peoples under Spanish rule
8. Mexican independence and its implications for the Southwest
9. Cultures of California, Arizona, New Mexico, and Texas
10. U.S western expansion, manifest destiny, and Native American policy
11. Texas revolt and annexation by the U.S.
12. U.S.-Mexico War
13. Treaty of Guadalupe Hidalgo
14. Mexican American resistance to racism, ethnocentrism, white supremacy, and racial violence in the Southwest
15. Land grant struggles, defense of property rights, and self-determination
16. Civil War
17. The challenges to Mexican American communities of industrialization, railroads, mining, and agriculture
18. Trade unions and Mexican American demands for equal treatment and inclusion
19. Reconstruction and Southwest up to 1877

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video

- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College

Course Outline of Record Report

02/11/2021

ETHN27AN : Native American History and Literature I

General Information

Author (s):	• Steven Schessler • Rushworth, Stanley • Smyth, Edward
Course Code (CB01) :	ETHN27AN
Short Course Title:	Nat Am Hist/Lit I
Course Title (CB02) :	Native American History and Literature I
Department:	English
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Surveys Native American history and literature from the 18th century to the early 20th century, examining the continuity of value systems and experience as well as key differences between Native experiences in different times and places in the United States beyond a span of 100 years. Emphasis on the historical, philosophical, spiritual, political, racial, and aesthetic contexts, through the lens of critical ethnic studies and anti-racist issues, practices, and movements. May be offered in a distance-learning format. ENGL 27AN, HIST 27AN, and ETHN 27AN are cross-listed courses. Students may enroll in one course for credit, but not more than one.
Submission Rationale:	New Course New Ethnic Studies designation; Modifying and clarifying course content for submission for American Institutions and Area F Ethnic Studies designation
Coordinators:	• Steven Schessler • Rushworth, Stanley • Smyth, Edward

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

Retake Policy Description

No value

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to both UC and CSU	Pending

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course.	No value	

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-

Activity	-
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Critique
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Field Trips

Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Projects
Rationale	No value
Method of Instruction	Service Learning
Rationale	No value
Method of Instruction	Visiting Speaker
Rationale	No value
Method of Instruction	Activity
Rationale	No value
Method of Instruction	Other
Rationale	No value

Assignments

In class

1. Quizzes and short in-class responses to readings
2. Short responses to study guide questions
3. Mid-term and final exams
4. Oral presentations
5. Group projects

Out of class

1. Critical essays
2. Research and/or term papers
3. Group projects
4. Preparation for presentations and exams

Methods of Evaluation	Methods of Evaluation Rationale
Home Work	No value
Class Work	No value

Exams	No value
Field Trips	No value
Group Projects	No value
Oral Presentation	No value
Papers	No value
Projects	No value
Quizzes	No value
Research	No value
Substantial Writing	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Galloway, Colin G.	First Peoples: A Documentary Survey of American Indian History	Bedford St. Martin's Press	2019	978-0312653620
Dunbar-Ortis, Roxanne	An Indigenous People's History of the United States	Beacon Press	2014	978-0807057834
Madley, Benjamin	American Genocide: The United States and the California Indian Catastrophe, 1846-1873	Yale University Press	2017	978-1536617436
DeLoria, Ella Cara	Waterlily	Bison Books	2009	978-0803247390
Rushworth, Stan	Diaspora's Children	HandtoHand Publishing	2020	9780998344331
Ortiz, Simon	From Sand Creek	University of Arizona Press	1981	978-0816519934
Bollain, Iciar	Even the Rain	Morena Films Alebrije Cine y Video Mandarin Cinema	2010	

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism while identifying a number of the major writers of Native America, including their themes, styles and objectives.

2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of Native Americans to demonstrate understanding of the historical events and perspectives presented in the course emphasizing agency and group-affirmation.

3. Develop skill in analytical writing by critically discussing the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

4. Use the library to find information about historical and literary topics in books, specialized journals, and electronic databases; use on-line resources to find information to describe how struggle, resistance, social justice, solidarity and liberation as experienced by Native Americans are relevant to current issues.

5. Identify main ideas or themes and analyze, evaluate, and make critical judgments about literary and historical texts to demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSLOs

1. Analyze Native American history and literature in the United States from the 18th century to the early 20th century by writing essays containing a thesis, appropriate evidence, and awareness of counter-arguments to the proposed thesis. Expected SLO Performance: 80.0

2. Present analyses of texts from the 18th century to the early 20th century demonstrating knowledge of cultural value systems and critical perspectives on this material, emphasizing agency and culturally-sustaining affirmation. Expected SLO Performance: 80.0

Outline

Course Outline

1. Regional variation and geographic diversity with attention to Oklahoma (Indian Territory), Minnesota and the Great Lakes, the Dakotas, California, and other significant geographical regions, including the broader relationships across North America spanning over a two hundred year period, as well as interactions between these regions over that time span. Impacts of racialization and eurocentrism upon economic and political structures, and upon both specific and general Native American population diasporas.
2. Settler colonialism and Native American interaction with external regions and powers, from first contact with the Spanish, French, and the English, through the formation of the United States. Aspects of settler colonialism and Native experiences such as forced migrations, missions, trade, and violence. The nexus of Indigenous histories, cultural values and fundamental relationships to land

and life through intellectual traditions of both settlers and impacted Native cultures. The impact of interrupted long-term relationships across new borders defined by settler colonialism both within and outside of the United States, with attention to issues of agency and group-affirmation for Native American cultures.

3. The California Mission system and its aftermath, from early Spanish times through the subsequent genocide under American rule, an approximately one-hundred twenty-year period. The differences between Spanish colonialism and American colonialism and the varying impacts on the California Indian population, including the San Francisco and Monterey Bay Area. California Indian peoples within the lens of changing relationships to African American, Latinx, Asian communities, among others, and contemporary concepts of ethnic studies, in the context of Civil War and post-Civil War social and political dynamics in the U.S.
4. Early US Indian policies from the American Revolution to the Civil War, including treaties, early reservations, Indian Removal, and forced assimilation programs. Indian removal policies by the U.S. Government in terms of economic, political, and philosophical reasons underlying them, as well as impacts on tribal issues, such as Native self-definition, loss of agency and self-determination. The removal movement under the lens of the notion of rule-of-law, including concepts of hierarchy and oppression, sovereignty and legal subjugation. Discussion of what political, economic, and social movements within both settler state and Native American Nations arose through these policies. Application of critical race theory to this analysis, notably in the genesis of eugenics theories in alliance with blood-quantum policies imposed by the U.S. Government that benefitted US political structures while simultaneously disrupting Indigenous political structures.
5. The political structures of Native America from pre-contact through first-contact, into the mid-nineteenth century, including an analysis of the impacts of settler-colonial political structures as outgrowths of pre-existing European political structures. The emerging political exigencies of settler colonialism with the advent of American independence. Analysis of structures within and between tribal entities and between them and state and federal structures, such as Dakota-U.S. relations predating the Civil War and subsequent to the Civil War. Examination of these political changes within American and Native societies through the lens of economics, race theory, class, and gender, with focus on how Native structures shift cultural methodologies under the weight of externally-imposed patriarchal systems. Analysis of social movements arising from this change that struggle with self-determination, liberation, decolonization, and anti-racism.
6. The practices of Native American kinship in families and communities, with both human and non-human life from pre-contact, early-contact and into early U.S. periods, including its impact upon individuals and specific tribal groups, as well as with connections to diasporic movements, restorative justice efforts and Indigenous networks, all within the context of the continuity of the American experience, and its derivation from other cultures, politically, economically, socially, and geographically. Pre-U.S. kinship networks between Native and White women before, during, and after the U.S. policies and efforts to eliminate kinship systems for the purposes of facilitating resource extraction and hegemony over Native American lands and social organizations. Native kinship responses to these major social and ethnically-based forces. Kinship relations between tribal entities and social movements today as outgrowths of ancestral forms of resistance, struggle, and cultural solidarity, as shown through early pan-Indian movements, such as Pontiac's Rebellion and the prophet Tenskwatawa. How kinship relations and their restoration provide engagement with anti-racist practices and develop movements toward a just and equitable society within and beyond the classroom.
7. The intersection of Native American race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, spirituality, national origin, immigration status, ability and age. Analysis of impacts of settler concepts of all of these aspects of human categorizations on Native American societies as well. Specific American representations of Native peoples' practices regarding gender roles, sexual identity, mixing of race, holding a larger sense of community vs. borders, wealth-leveling ceremonial practices, and spiritual expression, including its relationship to fundamental concepts of time and space, science and social responsibility.

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/11/2021

ETHN27BN : Native American History and Literature II

General Information

Author (s):	• Steven Schessler • Rushworth, Stanley • Smyth, Edward
Course Code (CB01) :	ETHN27BN
Short Course Title:	Native American Hist/Lit II
Course Title (CB02) :	Native American History and Literature II
Department:	English
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2203.00) Ethnic Studies
CIP Code:	(05.0200) Ethnic Studies
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Surveys Native American history and literature since the early 20th century, examining the continuity of value systems and experience, as well as key differences between Native experiences in different times and places in the United States spanning at least 100 years. Emphasis on the historical, philosophical, spiritual, political, racial, and aesthetic contexts, through the lens of critical ethnic studies and anti-racist issues, practices, and movements. May be offered in a distance-learning format. ENGL 27BN, HIST 27BN, and ETHN 27BN are cross-listed courses. Students may enroll in one course for credit, but not more than one.
Submission Rationale:	New Course New Ethnic Studies designation; Modifying and clarifying course content for submission for American Institutions and Area F Ethnic Studies designation DE addendum -- already approved
Coordinators:	• Steven Schessler • Rushworth, Stanley • Smyth, Edward

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

Retake Policy Description

No value

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to both UC and CSU	Pending

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	Cooperative Work Experience Education Status (CB10)
Credit Course.	No value	

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-

Activity	-
Total	54

Course Out-of-Class Hours

Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Critique
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Field Trips

Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Projects
Rationale	No value
Method of Instruction	Service Learning
Rationale	No value
Method of Instruction	Visiting Speaker
Rationale	No value
Method of Instruction	Activity
Rationale	No value
Method of Instruction	Other
Rationale	No value

Assignments

In class

1. Quizzes and short in-class responses to readings
2. Short responses to study guide questions
3. Mid-term and final exams
4. Oral presentations
5. Group projects

Out of class

1. Critical essays
2. Research and/or term papers
3. Group projects
4. Preparation for presentations & exams

Methods of Evaluation	Methods of Evaluation Rationale
Home Work	No value
Class Work	No value

Exams	No value
Field Trips	No value
Group Projects	No value
Oral Presentation	No value
Papers	No value
Research	No value
Quizzes	No value
Substantial Writing	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Sleeper-Smith, Susan et al.	Why You Can't Teach United States History without American Indians	University of North Carolina Press	2015	978-1469621203
Ostler, Jerry	Surviving Genocide: Native Nations and the United States from the American Revolution to Bleeding Kansas	Yale University Press	2019	978-0300218121
Jamail, Dahr & Rushworth, Stan	The Changing Earth: Indigenous Perspectives on Climate Disruption	The New Press	2021	
Rushworth, Stan	Diaspora's Children	HandtoHand Publishing	2020	9780998344331
Bainbridge, Catherine	Rumble: The Indians Who Rocked the World	Rezolution Pictures (Rumble) Inc.	2017	

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization and anti-racism while identifying a number of the major writers of Native America, including their themes, styles and objectives.

2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of Native Americans to demonstrate understanding of the historical events and perspectives presented in the course emphasizing agency and group-affirmation

3. Develop skill in analytical writing by critically discussing the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

4. Use the library to find information about historical and literary topics in books, specialized journals, and electronic databases; use on-line resources to find information to describe how struggle, resistance, social justice, solidarity and liberation as experienced by Native Americans are relevant to current issues.

5. Identify main ideas or themes and analyze, evaluate, and make critical judgments about literary and historical texts to demonstrate active engagement with anti-racist issues, practices and movements to build a diverse, just and equitable society beyond the classroom.

CSLOs

1. Analyze Native American history and literature in the United States since the early 20th century by writing essays containing a thesis, appropriate evidence, and awareness of counter-arguments to the proposed thesis Expected SLO Performance: 80.0

2. Present analyses of texts since the early 20th century demonstrating knowledge of cultural value systems and critical perspectives on this material, emphasizing agency and culturally-sustaining affirmation. Expected SLO Performance: 80.0

Outline

Course Outline

1. Regional variation and geographic diversity with attention paid to Oklahoma (Indian Territory), Minnesota and the Great Lakes, the Dakotas, North Carolina, Arizona, New Mexico, California, and other significant geographical regions, including the broader relationships across North America focusing on events from the 20th century onward while accounting for the context of events spanning over one hundred and seventy years (from the mid 19th century to the 21st century), as well as interactions between these regions over that time span. Impacts of racialization and eurocentrism upon economic and political structures and upon both specific and general Native American population diasporas.
2. Settler colonialism and Native American interaction with external regions and powers, from 1850 to the present. Aspects of settler colonialism and Native experiences such as forced migrations, reservations, resource extraction, and genocide. The nexus of Indigenous histories, cultural values, and fundamental relationships to land and life through intellectual traditions of both settler

culture and impacted Native cultures. The impact of interrupted long-term relationships across new borders defined by settler colonialism both within and outside of the United States, with attention to changing agency and group-affirmation.

3. Native Americans in California in the post-Mission period and in the era of early California statehood by examining current scholarship on genocide in early California State policies and practices. The California Indian experience from 1848 to the present, including the "Apprentice System" of forced child labor, forced displacements and diaspora, federal and state recognition policies, inter-tribal relations, relationships to local non-Native communities, and emerging social movements towards resistance against colonial hegemony and towards self-determination. The San Francisco and Monterey Bay Area, including investigating local contemporary Native communities and the complexity of their methodologies in forming resistance to American settler colonialism in the present while maintaining their cultural values and identity. Examine of relationships toward California Indian peoples within the lens of changing relationships to African American, Latinx, Asian communities, among others, and contemporary concepts of ethnic studies.
4. US Indian policies from the 20th to 21st centuries, including contextual information about forced removal programs through the late nineteenth century, the reservation system, and allotment in the late nineteenth century; the Indian New Deal in the 1930s, termination policies in the mid 20th century, urban relocation of the 1950s, and significant Supreme Court and other federal court decisions. A focus on Indian policies by the U.S. Government in terms of economic, political, and philosophical reasons underlying them, as well as impacts on tribal issues, such as Native self-definition, loss of agency, and self-determination. US policy under the lens of the notion of rule-of-law, including concepts of hierarchy and oppression, sovereignty, and legal subjugation. Examination of what political, economic, and social movements within both settler state and Native American Nations arose through these policies, including the rise of social movements such as the American Indian Movement, National Congress of American Indians, the Society of American Indians, the American Indian Science and Engineering society, MMIW, and Standing Rock. Application of critical race theory to this analysis, notably in the use of eugenics theories in alliance with blood-quantum policies imposed by the U.S. Government that aided settler-colonial political structures.
5. The political structures of Native America from the mid-nineteenth century to the 21st century, including an analysis of the impacts of settler-colonial political structures as outgrowths of pre-existing European political structures. Include the legacy of political exigencies of settler colonialism since the creation of the United States. Analysis of structures within and between tribal entities and between them and state and federal structures, such as Dakota-U.S. relations subsequent to the Civil War. Examination of these political changes within American and Native societies through the lens of economics, race theory, class, and gender, with focus on how Native structures shift cultural methodologies under the weight of externally-imposed patriarchal systems. Social movements arising from this change that struggle with self-determination, liberation, decolonization, and anti-racism. US policies and practices in the late 20th century which were a direct result of Native American social movement activism, such as the Native American Freedom of Religion Act of 1978, the Native American Grave Protection and Repatriation Act of 1990, the formation of Native American studies departments in some universities, and the restructuring of the Bureau of Indian Affairs.
6. Practices of Native American kinship in families and communities, with both human and non-human life from the mid-nineteenth century to the 21st century, including its impact upon individuals and specific tribal groups, as well as with connections to diasporic movements, restorative justice efforts, and Indigenous networks, all within the context of the continuity of the American experience and its derivation from other cultures, politically, economically, socially, and geographically. Include US efforts to eliminate Indigenous kinship systems for the purpose of facilitating resource extraction and hegemony over Native American lands and social organizations. Native kinship responses to major social and ethnically-based US forces that deny Native Americans agency and representation; for example, the Lone Wolf v. Hitchcock (1903) Supreme Court Decision in which the US gave itself "full plenary power" over all Native Nations, in effect declaring that it no longer had to fulfill any treaty obligation already made with Native peoples. Kinship relations between and among tribal entities and social movements today as outgrowths of ancestral forms of resistance, struggle, and cultural solidarity, as shown through early pan-Indian movements and Native and non-Native alliances. Exploration of how Indigenous kinship relations and their restoration provide engagement with anti-racist practices and develop movements toward a just and equitable society within and beyond the classroom.
7. The intersection of Native American race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, spirituality, national origin, immigration status, ability, and age. Analysis of impacts of settler concepts of all of these aspects of human categorizations on Native American societies as well. Specific American representations of Native peoples' practices regarding gender roles, sexual identity, mixing of race, holding a larger sense of community vs. borders, wealth-leveling ceremonial practices, and spiritual expression, including its relationship to fundamental concepts of time and space, science, and social responsibility.

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

MATH101S : Support for College Algebra

General Information

Author (s):	• Jennifer Cass • Suresh, Jyothi
Course Code (CB01) :	MATH101S
Short Course Title:	Support for College Algebra
Course Title (CB02) :	Support for College Algebra
Department:	Mathematics
Proposal Start:	Fall 2021
TOP Code (CB03) :	(1702.00) Mathematics Skills
CIP Code:	(27.0199) Mathematics, Other
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	No value
Curriculum Committee Approval Date:	Pending
Board of Trustees Approval Date:	Pending
External Review Approval Date:	Pending
Course Description:	Reviews the core skills, competencies, and concepts needed in college algebra. Intended for students who are concurrently enrolled in college algebra. Topics include concepts from arithmetic and algebra that are needed to understand college algebra. May only be taken pass/no pass. May be offered in a distance-learning format.
Submission Rationale:	New Course Response to AB 705.
Coordinators:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

☐ Allow Students to Gain Credit by Exam/Challenge

Rationale For Credit By Exam/Challenge

No value

Course Support Course Status (CB26)

Course is a support course

Course Special Class Status (CB13)

Course is not a special class.

Allowed Number of Retakes

0

Retake Policy Description

No value

Grade Options

- Pass/No Pass

Course Prior to College Level (CB21)

Not applicable.

☐ Allow Students To Audit Course

Associated Programs

☐ Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Not transferable	Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	0.5	**Total Course In-Class (Contact) Hours**	45	**Total Student Learning Hours**	45
Maximum Credit Units (CB06)	0.5	**Total Course Out-of-Class Hours**	-		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Not Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	
Credit Course.	Not Applicable.	☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	-	-
Laboratory Hours	2.5	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	-
Laboratory	45
Activity	-
Total	45
Course Out-of-Class Hours	
Lecture	-

Laboratory	-
Activity	-
Total	-

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Co-Requisite

MATH1 - College Algebra

Objectives

- 1. Analyze and investigate properties of functions.
- 3. Solve and apply equations including rational, linear, absolute value, polynomial, exponential, and logarithmic equations.
- 4. Solve linear and nonlinear systems of equations and inequalities.

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Activity
Rationale	Group work/activities may be used.
Method of Instruction	Distance Education
Rationale	No value

Assignments

Online homework may be required.
In-class assignments such as group practice problems and practice quizzes.

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Class Work	No value
Home Work	No value

Textbooks

Author	Title	Publisher	Date	ISBN
No Value	No Value	No Value	No Value	No Value

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Manipulate algebraic expressions into equivalent forms using algebraic operations and rules.

2. Solve linear, quadratic, square root and rational equations, systems of linear equations, and linear inequalities.

3. Solve applications involving linear equations, systems of linear equations, quadratic equations, square root equations, and equations with rational expressions.

4. Recognize, interpret, and readily go between a linear equation in two variables, its slope and intercepts, and its graph.

CSLOs

1. Demonstrate algebraic literacy, including factoring and manipulation of linear, quadratic, polynomial, radical, rational, exponential, and logarithmic expressions; and solving related equations, for success in college algebra. Expected SLO Performance: 80.0

Outline

Course Outline

Instructors may cover all or some of the following content with all students:

ALGEBRAIC EXPRESSIONS
1. Simplifying using the distributive property, order of operations, and combining like terms.
2. Evaluating by substituting rational numbers for the variable.
3. Simplifying involving integer exponents using the five laws of exponents.
4. Translating a phrase into an algebraic expression.
5. Scientific notation and applications.

LINEAR EQUATIONS AND INEQUALITIES
1. Equations in one variable using algebraic properties to isolate the variable.
2. Inequalities in one variable and graphs of the solution sets on the number line.
3. Application problems resulting in equations or inequalities in one variable, the solution and the interpretation of the solution. Examples may include distance/rate/time, investment, discount, perimeter, area, and car rentals.
4. Isolating a designated variable in a given formula with first-degree variables.

LINEAR RELATIONSHIPS
1. Plotting points on the Cartesian plane.
2. Graphing by finding ordered pairs that satisfy the equation and plotting the corresponding points.
3. Determining if a given ordered pair is a solution.
4. Locating and labeling the intercepts of the corresponding line of a given equation by using graphing and algebraic techniques.
5. Finding the slope and the y-intercept and then using these values to graph the line.
6. Finding the slope determined by two given points using the graph and also by using the slope formula.
7. Finding t he slope of an equation representing an application problem and interpreting it as a rate of change using appropriate units. Also finding and interpreting the y-intercept and the x-intercept.
8. Determining the slope of a horizontal line and recognizing that a vertical line has undefined slope.
9. Writing the equation of a horizontal or vertical line from its graph.
10. Sketching lines with positive slopes, negative slopes, undefined slope, and zero slope.
11. Graphing the linear equation in two variables that represents an application, and appropriately labeling the axes. Using the graph to estimate or predict information.
12. Writing the equation of a line using $y = mx + b$, given its slope and y-intercept or given the graph of the line.
13. Writing the equation of a line using the point-slope form: $y - y_1 = m (x - x_1)$, given the coordinates of a point on the line and its slope.
14. Writing the equation of a line using the slope formula and the point-slope form, given two points on the line.
15. Graphing the solution of an inequality in two variables (if time permits).

SYSTEMS OF EQUATIONS
1. Identifying consistent, dependent and inconsistent 2x2 linear systems (if time permits).
2. The graphical relationship between a 2x2 system of linear equations and the solution to the system.
3. Finding the solutions to 2x2 systems using the substitution method and the elimination (addition) method.
4. Solving an application problem by setting up a system of two linear equations, solving the system, and interpreting the answer. Examples may include comparing car rental prices, total value, investment, and mixture problems.
5. Graphing the solution of a system of linear inequalities in two variables (if time permits).

POLYNOMIALS
1. Identifying the terms, the degrees of the terms, the coefficients, the constant, and the degree of a given polynomial in one variable.
2. Identifying monomials, binomials, and trinomials.
3. Evaluating polynomial expressions for specified values of the variable.
4. Addition and subtraction of polynomials in one variable.
5. Multiplication and powers of monomials, binomials, and trinomials in one variable.
6. Dividing a polynomial by a monomial.
7. Dividing a trinomial by a binomial.
8. Identifying the greatest common factor and factoring the expression.
9. Factoring, if possible, using greatest common factor, difference of squares, and trinomial factoring methods.
10. Factoring -1 out and comparing the results with the original polynomial.
11. Factoring a four-term expression by grouping.

RATIONAL EXPRESSIONS AND EQUATIONS
1. Finding the restrictions on the domain of a rational function.
2. Reducing rational expressions by factoring.
3. Multiplying and dividing rational expressions using factoring.
4. Addition and subtraction of rational expressions with the same denominators.

5. Finding the lowest common denominator of two rational expressions with unlike denominators and adding or subtracting the expressions.
6. Solving rational equations, including proportions.
7. Solving application problems using rational equations. Examples may include work, distance/rate/time, similar triangles, and applied models.

SQUARE ROOTS AND RADICAL EXPRESSIONS

1. Finding square roots of perfect squares.
2. Recognizing how the processes of squaring and taking the square root are related to each other.
3. Finding square roots using a calculator and understanding the difference between approximate and exact answers.
4. Simplifying square root expressions. (examples: sqrt(18), 2/(sqrt(2)))
5. Multiplying square roots and simplifying the answer.
6. Addition of radicals and leaving answers in exact form.
7. Solving simple radical equations. (example: sqrt(x+3)=5)

QUADRATIC EQUATIONS

1. Solving quadratic equations by using factoring techniques.
2. Finding real solutions to quadratic equations by using the square root method.
3. Solving quadratic equations by completing the square (if time permits).
4. Finding real solutions to quadratic equations by using the quadratic formula.
5. Solving application problems that involve the Pythagorean Theorem.
6. Solving other application problems of quadratic equations that require the use of the quadratic formula.

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Discussion forums

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

Yes

If yes, please explain how you may address these issues:

Students often need to read and interpret graphs and tables. Alt text for graphs and tables can defeat the purpose of a problem.
Alternate arrangements will be made based on individual student needs.
Guidance is needed for accurate and correct captioning for mathematical notation.

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

BUS89 : Starting and Operating an E-Commerce Business

General Information

Author (s):	• Ronald Kustek
Course Code (CB01) :	BUS89
Short Course Title:	E-Commerce Business
Course Title (CB02) :	Starting and Operating an E-Commerce Business
Department:	Business
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0509.70) E-Commerce (business emphasis)
CIP Code:	(52.0208) E-Commerce/Electronic Commerce
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000350626
Curriculum Committee Approval Date:	09/11/2012
Board of Trustees Approval Date:	11/05/2012
External Review Approval Date:	09/20/2006
Course Description:	Introduces E-Commerce for new or existing businesses planning to create a professional business presence online, including start-up capital, expenses and cash flow, legal steps to formation, Amazon, online marketing, and business planning frameworks for an E-Commerce business. Explores developing business plans for entrepreneurial enterprises and critiquing and updating business plans. May be offered in a distance-learning format.
Submission Rationale:	Improvement to Program of Study Changed course description, textbooks, SLOs, outline, objectives. REVISIONS: - Course Description - Updated Assignments - Updated CSLOs - Updated Course Outline - Added Lab Outline - TOP Code - SAM Code - CIP Code add distance education -- already reviewed
Coordinators:	• Ronald Kustek

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Entrepreneurship/Small Business Skills Certificate	Skills Certificate	Fall 2018 to Spring 2021
General Business (Occupational) A.S.	A.S. Degree Local	Fall 2018 to Summer 2019
Web Media A.S.	A.S. Degree Local	Fall 2018 to Spring 2019
Digital Publishing A.S.	A.S. Degree Local	Fall 2018 to Fall 2019
Web Media A.S.	A.S. Degree Local	Spring 2019 to Fall 2019
Digital Publishing A.S.	A.S. Degree Local	Fall 2019
Web Media A.S.	A.S. Degree Local	Fall 2019
General Business (Occupational) A.S.	A.S. Degree Local	Summer 2019

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	72	**Total Student Learning Hours**	180
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	1	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	18
Activity	-
Total	72
Course Out-of-Class Hours	
Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Lab
Rationale	No value
Method of Instruction	Lecture
Rationale	No value

Assignments

Out of class

- News article summaries (written)
- Book reading assignments
- Discussion postings & responses
- Quizzes
- Business planning (written)

In class

- Peer review sessions
- Class discussions and group work (oral)
- Oral news reporting and application to class material (reports)
- Exams
- Presentation of business plan

Methods of Evaluation	Methods of Evaluation Rationale
Substantial Writing	Substantial writing requirements are appropriate for this course. Students are also assessed through demonstrations of problem solving ability.
Projects	Creation of a business plan through 9 different 'modules' that are part of Peer Reviews and submission for grading.
Class Work	Weekly group discussions of topics and case studies related to E-Commerce.
Quizzes	Quizzes (true/false and multiple choice)
Oral Presentation	Presentation of final completed business plan
Research	Research required to determine market size, consumer targeting and business potential from sources provided by instructor.

Textbooks

Author	Title	Publisher	Date	ISBN
Jones, Reba	Intro to E-Commerce	Self-Published	2019	9781798662311

Other Instructional Materials

Description	Research Study: Digital Marketing Outlook (2019)
Author	Author: Statista
Citation	No value

Description	Book: Marketing – The Core (2019, 7e) (Ch. 4 – Understanding Consumer Behavior)
Author	Author: Roger A. Kerin, Steven W. Hartley ISBN: 9781259899294
Citation	No value

Description	Research Study: TPMG Generational Consumer Study (2018)
Author	Author: TPMG Company
Citation	No value

Description	Book: Exploring Business (V 3.0) (Ch. 9 – Marketing & Segmenting)
Author	Author: Karen Collins ISBN: 9781453387115
Citation	No value

Description	Book: Small Business Management in the 21st Century (2012) (Ch. 9 – Accounting & Ch. 10 – Financial Management)
Author	Author: David T. Cadden & Sandra L. Lueder ISBN: 9781453345566
Citation	No value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Compare and contrast the components and advantages of an online web business versus standard business formats.

2. Analyze and evaluate various alternative online solutions for effectiveness in meeting business and customer needs.

3. Evaluate and assess the values added and costs of a business presence on the web from the financial, marketing, personnel, organizational, task management, and communications viewpoints.

4. Apply principles of good web page design for content, navigation, interactivity, and aesthetics.

5. Identify and solve problems in web page design for business communications, transactions, security, marketing, legal, and database management issues.

6. Analyze web business measures of success and draw conclusions.

7. Justify the investment of time, capital, labor, and money in maintaining an online business presence.

8. Integrate and synthesize a traditional business approach with an online business approach.

CSLOs

1. Describe the basics of E-Commerce and how to create an online business using planning tools and resources to best identify one's target segment, distribution channels, and revenue streams. Expected SLO Performance: 80.0

2. Apply the principles of consumer decision making and online purchase behaviors to create an online marketing presence that integrates social media with the best-practices of E-Commerce website design. Expected SLO Performance: 80.0

3. Evaluate and design an E-Commerce business that meets organizational, financial, logistical, and marketing requirements in order to generate sales revenues and compete in online marketplaces. Expected SLO Performance: 80.0

Outline

Course Outline

1. Entrepreneurship
2. Consumer motivation
3. Customer segmentation
4. E-Commerce Platforms
5. Competition
6. Pricing models and revenue streams
7. Business solutions
8. Sourcing, warehousing, fulfillment & distribution
9. Differentiation
10. Channels of distribution
11. Business formations
12. Basic business management
13. Basic business accounting
14. Marketing, promotions and advertising
15. Options for financing

Lab Outline

1. Customer segmentation
2. Problem statement
3. Pricing models
4. Competitive assessment
5. Value proposition
6. Distribution methods
7. Performance measurements
8. Cost structure

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Emergency Only

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Discussion forums
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

All classes are conducted via synchronous zoom meetings with recordings provided after each class meets. As we conduct Peer Review sessions, in-person is required.

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College

Course Outline of Record Report

02/09/2021

CIS81 : Introduction to Networks

General Information

Author (s):	• Rick Graziani • Matera, Michael • Brady, Gerlinde
Course Code (CB01) :	CIS81
Short Course Title:	Introduction to Networks
Course Title (CB02) :	Introduction to Networks
Department:	Computer & Information Syste
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1003) Computer and Information Systems Security/Information Assurance
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000357419
Curriculum Committee Approval Date:	02/14/2018
Board of Trustees Approval Date:	03/05/2018
External Review Approval Date:	09/22/2004
Course Description:	Introduces the architecture, functions, protocols, and components that connect users, devices, applications, and data through the internet and across modern computer networks. Includes IP addressing, Ethernet operations, principles of TCP and UDP, and application protocols such as DHCP and DNS, to build simple local area networks (LANs) that integrate IP addressing schemes, foundational network security, and basic configurations for routers and switches. One of three courses that prepare students for the CCNA exam. May be offered in a distance-learning format.
Submission Rationale:	Add Distance Education Changes to course based on new Cisco Networking Academy curriculum and Cisco CCNA certification. REVISIONS title short title course description assignments textbook course objectives CSLOs lecture outline DE addendum -- already approved
Coordinators:	• Rick Graziani • Matera, Michael • Brady, Gerlinde

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☑ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

Retake Policy Description

No value

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Networking and System Administration A.S. Degree	A.S. Degree Local	Fall 2018
Computer Networking and System Administration Certificate of Achievement	Certificate of Achievement	Fall 2018
Computer Support A.S.	A.S. Degree Local	Fall 2018
Computer Support Certificate of Achievement	Certificate of Achievement	Fall 2018
Cybersecurity Skills Certificate	Skills Certificate	Fall 2018
Microsoft System Administration Skills Certificate	Skills Certificate	Fall 2018
Sustainable Agriculture Technology Certificate of Achievement	Certificate of Achievement	Fall 2019
Sustainable Agricultural Technology	A.S. Degree Local	Spring 2019

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	90	**Total Student Learning Hours**	234
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	144		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

This course was primarily developed using Economic Development funds.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8
Laboratory Hours	1	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	18
Activity	-
Total	90
Course Out-of-Class Hours	
Lecture	144
Laboratory	-
Activity	-
Total	144

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Activity
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Lab
Rationale	No value
Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Projects
Rationale	No value

Assignments

In class
Lab assignments:
- Building an Ethernet LAN
- Building a routed network
- Building a lab with DHCP, DNS, HTTP servers
- Using Wireshark
- TCP analysis

Out of class
Module Exams:
1. Networking today
2. Basic switch and end device configuration
3. Protocols and models
4. Physical layer
5. Number systems

6. Data link layer
7. Ethernet switching
8. Network layer
9. Address resolution
10. Basic router configuration
11. IPv4 addressing
12. IPv6 addressing
13. ICMP
14. Transport layer
15. Application layer
16. Network security fundamentals
17. Build a small network

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Research	No value
Portfolios	No value
Papers	No value
Oral Presentation	No value
Projects	No value
Class Work	No value
Home Work	No value
Lab Activities	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Cisco Networking Academy	Introduction to Networks Companion Guide (CCNAv7)	Cisco Press	July 14, 2020	978-0-13-663366-2

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Describe and differentiate the devices and services used to support communications in data networks and the Internet.

2. Describe the role of protocol layers in data networks.

3. Evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.

4. Design, calculate, and apply subnet masks and addresses to fulfill given requirements in IPv4 and IPv6 networks.

5. Explain fundamental Ethernet concepts such as media, services, and operations.

6. Build a simple Ethernet network using routers and switches.

7. Compose Cisco command-line interface (CLI) commands to perform basic router and switch configurations.

8. Experiment with common network utilities to verify small network operations and analyze data traffic.

CSLOs

1. Assess and analyze the functions of layer 4 protocols TCP and UDP. Expected SLO Performance: 80.0

Computer & Information Syste Computer Support A.S. Degree Non-Transferable	1. Explain Information Technology (IT) concepts as they relate to the preparation and presentation of technical information. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)
Computer & Information Syste Microsoft System Administration Skills Certificate	1. Demonstrate mastery of a computing knowledge base equivalent to obtaining Microsoft certifications. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)
Computer & Information Syste Computer Networking and System Administration A.S. Degree Non-Transferable	1. Develop network documentation that demonstrates knowledge and skills acquired within a particular technology. (Communication, Professional Development)
Computer & Information Syste Cybersecurity Skills Certificate	1. Demonstrate mastery of security knowledge and skills equivalent to obtaining CompTIA Security+.
ISLOs Core ISLOs	1. Communication: Reading, Writing, Listening, Speaking and/or Conversing

Computer & Information Syste Computer Networking and System Administration Certificate of Achievement	1. Demonstrate mastery of a computing knowledge base equivalent to passing an industry-level certification such as CompTIA, Cisco, Microsoft, Linux. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)

2. Solve IP addressing and subnetting problems for classless and classful networks. Expected SLO Performance: 80.0

Computer & Information Syste Computer Networking and System Administration A.S. Degree Non-Transferable	1. Develop network documentation that demonstrates knowledge and skills acquired within a particular technology. (Communication, Professional Development)
ISLOs Core ISLOs	2. Critical Thinking and Information Competency: Analysis, Computation, Research, Problem Solving
Computer & Information Syste Computer Support Certificate of Achievement	1. Explain Information Technology (IT) concepts as they relate to the preparation and presentation of technical information. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)
Computer & Information Syste Computer Networking and System Administration Certificate of Achievement	1. Demonstrate mastery of a computing knowledge base equivalent to passing an industry-level certification such as CompTIA, Cisco, Microsoft, Linux. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)
Computer & Information Syste Computer Support A.S. Degree Non-Transferable	3. Implement solutions to customer problems that minimize risk and disruption to productivity. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)

Outline

Course Outline

1. Networking today
2. Basic switch and end device configuration
3. Protocols and models
4. Physical layer
5. Number systems
6. Data link layer
7. Ethernet switching
8. Network layer
9. Address resolution
10. Basic router configuration
11. IPv4 addressing
12. IPv6 addressing
13. ICMP
14. Transport layer
15. Application layer
16. Network security fundamentals
17. Build a small network

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Other (explain below)

If other, please explain:

Class is online live and recorded using zoom

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Regular and prompt feedback on student work
- Webinar/videoconferencing
- Online office hours
- Other (explain below)

If other, please explain:

Class is online live and recorded using zoom

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Class Q&A
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Other (explain below)

If other, please explain:

Class is online live and recorded using zoom

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

CIS82 : Switching, Routing, and Wireless Essentials

General Information

Author (s):	• Rick Graziani • Matera, Michael
Course Code (CB01) :	CIS82
Short Course Title:	Switching, Routing, Wireless
Course Title (CB02) :	Switching, Routing, and Wireless Essentials
Department:	Computer & Information Syste
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1003) Computer and Information Systems Security/Information Assurance
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000383121
Curriculum Committee Approval Date:	09/23/2015
Board of Trustees Approval Date:	11/02/2015
External Review Approval Date:	09/22/2004
Course Description:	Focuses on the architecture, components, and operations of routers and switches in small networks and introduces wireless local area networks (WLAN) and security concepts. Covers key switching and routing concepts and functions including VLANs, STP, DHCP, WLANs, IP static routes, and EtherChannel. Students learn how to configure and troubleshoot routers and switches to identify and mitigate LAN security threats using security best practices and resolve common issues with protocols in both IPv4 and IPv6 networks. This is one of three classes that prepare students for the CCNA exam. May be offered in a distance-learning format.
Submission Rationale:	Change to Content New Course Materials Changes to course based on new Cisco Networking Academy curriculum and Cisco CCNA certification. REVISIONS title short title course description methods of instruction assignments textbook course objectives CSLOs lecture outline DE addendum -- already approved
Coordinators:	• Rick Graziani • Matera, Michael

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

Retake Policy Description

No value

No value

Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Networking and System Administration A.S. Degree	A.S. Degree Local	Fall 2018
Computer Networking and System Administration Certificate of Achievement	Certificate of Achievement	Fall 2018
Computer Support A.S.	A.S. Degree Local	Fall 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	90	**Total Student Learning Hours**	234
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	144		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Funding Agency Category (CB23)

Cooperative Work Experience Education Status (CB10)

Credit Course.

This course was primarily developed using Economic Development funds.

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8
Laboratory Hours	1	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	72
Laboratory	18
Activity	-
Total	90
Course Out-of-Class Hours	
Lecture	144
Laboratory	-
Activity	-
Total	144

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

CIS81 - Computer Network Fundamentals

Objectives

- 1. Describe and differentiate the devices and services used to support communications in data networks and the Internet.
- 2. Describe the role of protocol layers in data networks.
- 3. Evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value

Method of Instruction	Distance Education
Rationale	No value

Assignments

In class
Lab assignments:
- Basic switch configuration
- Basic router configuration
- Configure VLANs and trunking
- Configure router-on-a-stick routing
- Implement inter-VLAN routing
- Implement DHCPv4
- Implement DHCPv6
- Configure a wireless network
- Configure IPv4 and IPv6 static routes

Out of class
Module exams:
1. Basic device configuration
2. Switching concepts
3. VLANs
4. Inter-VLAN routing
5. STP concepts
6. EtherChannel
7. DHCPv4
8. SLAAC and DHCPv6
9. FHRP concepts
10. LAN security concepts
11. Switch security configuration
12. WLAN concepts
13. WLAN configuration
14. Routing concepts
15. IP static routing
16. Troubleshoot static and default routes

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Portfolios	No value
Oral Presentation	No value
Projects	No value
Group Projects	No value
Class Work	No value
Home Work	No value
Lab Activities	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Cisco Networking Academy	Switching, Routing, and Wireless Essentials Companion Guide (CCNAv7)	Cisco Press	Aug 18, 2020	978-0-13-672935-8

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Explain and configure how a switch forwards frames based on VLAN configuration in a multi-switch environment.

2. Analyze and configure router-on-a-stick inter-VLAN routing.

3. Examine how STP operates in a simple, switched network.

4. Implement DHCPv4 and DHCPv6 to operate across multiple LANs.

5. Analyze and configure how an IPv6 host can acquire its IPv6 configuration.

6. Describe how FHRPs provide default gateway services in a redundant network.

7. Examine how vulnerabilities compromise LAN security.

8. Compare and contrast DHCP snooping, Dynamic ARP inspection, Portfast, and BPDU Guard to mitigate attacks.

9. Discuss how WLANs enable network connectivity.

CSLOs

1. Configure and troubleshoot dynamic addressing for IPv4 and IPv6 in switched network. Expected SLO Performance: 80.0

2. Configure and troubleshoot basic operations of a small switched network. Expected SLO Performance: 80.0

ISLOs Core ISLOs	2. Critical Thinking and Information Competency: Analysis, Computation, Research, Problem Solving
Computer & Information Syste Computer Support A.S. Degree Non-Transferable	3. Implement solutions to customer problems that minimize risk and disruption to productivity. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)
Computer & Information Syste Computer Networking and System Administration Certificate of Achievement	1. Demonstrate mastery of a computing knowledge base equivalent to passing an industry-level certification such as CompTIA, Cisco, Microsoft, Linux. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)
Computer & Information Syste Computer Networking and System Administration A.S. Degree Non-Transferable	1. Develop network documentation that demonstrates knowledge and skills acquired within a particular technology. (Communication, Professional Development)

3. Configure and troubleshoot VLANs in a small switched network. Expected SLO Performance: 80.0

ISLOs Core ISLOs	2. Critical Thinking and Information Competency: Analysis, Computation, Research, Problem Solving
Computer & Information Syste Computer Networking and System Administration A.S. Degree Non-Transferable	1. Develop network documentation that demonstrates knowledge and skills acquired within a particular technology. (Communication, Professional Development)
Computer & Information Syste Computer Support A.S. Degree Non-Transferable	3. Implement solutions to customer problems that minimize risk and disruption to productivity. (Communication, Critical Thinking, Global Awareness, Personal Responsibility and Professional Development)

Outline

Course Outline

1. Basic device configuration
2. Switching concepts
3. VLANs
4. Inter-VLAN routing
5. STP concepts
6. EtherChannel
7. DHCPv4
8. SLAAC and DHCPv6
9. FHRP concepts
10. LAN security concepts
11. Switch security configuration
12. WLAN concepts
13. WLAN configuration
14. Routing concepts
15. IP static routing
16. Troubleshoot static and default routes

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Discussion forums
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Regular and prompt feedback on student work
- Responding to discussion posts

- Webinar/videoconferencing
- Webcasts/video content
- Online office hours

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Class Q&A
- Group projects/assignments
- Synchronous or asynchronous discussions or debates

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College

Course Outline of Record Report

02/09/2021

CIS83 : Enterprise Networking, Security, and Automation

General Information

Author (s):	• Rick Graziani • Matera, Michael
Course Code (CB01) :	CIS83
Short Course Title:	Enterprise Networking
Course Title (CB02) :	Enterprise Networking, Security, and Automation
Department:	Computer & Information Syste
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0708.00) Computer Infrastructure and Support
CIP Code:	(11.1003) Computer and Information Systems Security/Information Assurance
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000371057
Curriculum Committee Approval Date:	02/11/2016
Board of Trustees Approval Date:	03/07/2016
External Review Approval Date:	09/22/2004
Course Description:	Covers the architecture, components, operations, and security to scale for large, complex networks, including wide area network (WAN) technologies and quality of service (QoS) concepts. Emphasizes network security concepts and introduces network virtualization and automation. Covers concepts and configuration of OSPFv2, IPv4 ACLs, NAT, DHCP, and SLAAC on enterprise network devices. Students learn how application programming interfaces (API) and configuration management tools enable network automation. This is one of three classes that prepare students for the CCNA exam. May be offered in a distance-learning format.
Submission Rationale:	Add Distance Education Changes to course based on new Cisco Networking Academy curriculum and Cisco CCNA certification. REVISIONS: title short title course description assignments textbook course objectives CSLOs distance education -- already approved
Coordinators:	• Rick Graziani • Matera, Michael

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

Retake Policy Description

☐ Allow Students To Audit Course

No value | No value

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Networking and System Administration A.S. Degree	A.S. Degree Local	Fall 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	90	**Total Student Learning Hours**	234
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	144		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

This course was primarily developed using Economic Development funds.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	4	8

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54

Laboratory Hours	1	-
Activity Hours	-	-

Course In-Class (Contact) Hours	
Lecture	72
Laboratory	18
Activity	-
Total	90

Course Out-of-Class Hours	
Lecture	144
Laboratory	-
Activity	-
Total	144

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

CIS81 - Computer Network Fundamentals

Objectives

- 1. Describe and differentiate the devices and services used to support communications in data networks and the Internet.
- 2. Describe the role of protocol layers in data networks.
- 3. Evaluate the importance of addressing and naming schemes at various layers of data networks in IPv4 and IPv6 environments.

Specifications

Methods of Instruction

Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Lab

Rationale	No value
Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Other
Rationale	Observation / Demo
Method of Instruction	Projects
Rationale	No value

Assignments

In class
Lab assignments:
- Configure OSPFv2
- Explore DNS traffic
- Configure IPv4 ACLs
- Configure NAT for IPv4
- Configure CDP, LLDP and NTP
- Install a Linux VM

Out of class
Module exams:
1. Single-area OSPFv2
2. Network security concepts
3. ACLs for IPv4
4. NAT for IPv4
5. WAN concepts
6. VPN and IPsec concepts
7. QoS concepts
8. Network management
9. Network design
10. Network troubleshooting
11. Network virtualization
12. Network automation

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Research	No value
Portfolios	No value
Papers	No value
Oral Presentation	No value
Projects	No value
Group Projects	No value
Class Work	No value
Home Work	No value

Lab Activities	No value
Competency Based Tests	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Cisco Networking Academy	Enterprise Networking, Security, and Automation Companion Guide (CCNAv7)	Cisco Press	Jul 16, 2020	978-0-13-663432-4

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Describe and implement single-area OSPFv2 n both point-to-point and broadcast multiaccess networks.

2. Analyze how vulnerabilities, threats, and exploits can be mitigated to enhance network security.

3. Analyze and implement IPv4 ACLs as part of a network security policy.

4. Configure NAT services on the edge router to provide IPv4 address scalability.

5. Describe how WAN access technologies can be used to satisfy business requirements.

6. Describe how VPNs and IPsec secure site-to-site and remote access connectivity.

7. Explain how networking devices implement QoS.

8. Implement protocols to manage the network.

9. Classify the characteristics of scalable network architectures.

10. Troubleshoot enterprise networks.

11. Examine the purpose and characteristics of network virtualization.

12. Explain how network automation is enabled through RESTful APIs and configuration management tools.

CSLOs

1. Evaluate and construct OSPFv2 routing in medium-size network. Expected SLO Performance: 80.0

2. Analyze security vulnerabilities and implement security features to mitigate these vulnerabilities within a network. Expected SLO Performance: 80.0

3. Analyze and evaluate network automation practices for a small-to-medium size network. Expected SLO Performance: 80.0

Outline

Course Outline

1. Single-area OSPFv2
2. Network security concepts
3. ACLs for IPv4
4. NAT for IPv4
5. WAN concepts
6. VPN and IPsec concepts
7. QoS concepts
8. Network management
9. Network design
10. Network troubleshooting
11. Network virtualization
12. Network automation

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Other (explain below)

If other, please explain:

Class is online live and recorded using zoom

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Regular and prompt feedback on student work
- Webinar/videoconferencing
- Online office hours
- Other (explain below)

If other, please explain:

Class is online live and recorded using zoom

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Class Q&A
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Other (explain below)

If other, please explain:

Class is online live and recorded using zoom

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

CS21 : Introduction to Data Structures and Algorithms

General Information

Author (s):	• Stephen Hodges
Course Code (CB01) :	CS21
Short Course Title:	Data Structure and Algorithms
Course Title (CB02) :	Introduction to Data Structures and Algorithms
Department:	Computer Science
Proposal Start:	Spring 2022
TOP Code (CB03) :	(0706.00) Computer Science (transfer)
CIP Code:	(11.0701) Computer Science
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000347053
Curriculum Committee Approval Date:	08/27/2014
Board of Trustees Approval Date:	11/03/2014
External Review Approval Date:	09/22/2004
Course Description:	Provides an introduction to data structures, algorithms, and software engineering techniques using the C++ or Java language. Presents the development of large programs including definition, implementation, analysis, use, and reuse of abstract data types and associated algorithms. Reviews and elaborates arrays, lists, queues, stacks, sets, trees, priority queues, heaps, tables, hashing, balanced trees, graphs, recursion, searching and sorting. May be offered in a distance-learning format.
Submission Rationale:	Mandatory Revision updated prerequisites for new Python courses REVISIONS: - Textbooks - Updated PreReqs - SAM code add distance education--already reviewed
Coordinators:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Support A.S.	A.S. Degree Local	Fall 2018
Mathematics A.S.-T	A.S. Degree for Transfer	Fall 2018
Computer Science A.S.	A.S. Degree Local	Fall 2018
Programming Certificate of Achievement	Certificate of Achievement	Fall 2018
Engineering A.S.	A.S. Degree Local	Fall 2018 to Summer 2019
Engineering A.S.	A.S. Degree Local	Summer 2019
Engineering A.S. (In Development)	A.S. Degree Local	Spring 2020
Mathematics A.S.-T (In Development)	A.S. Degree for Transfer	Fall 2020

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Categories	Status	Approval Date	Comparable Course
Computer Science	Computer Science	Approved	No value	COMP 132

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	126	**Total Student Learning Hours**	216
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	90		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	5
Laboratory Hours	4	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	72
Activity	-
Total	126
Course Out-of-Class Hours	
Lecture	90
Laboratory	-
Activity	-
Total	90

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

MATH5A - Analytic Geometry and Calculus I

Objectives

- 1. Employ plane analytic geometry of lines and graphing in appropriate calculus contexts throughout course.
- 2. Interpret limit theory numerically, graphically and symbolically. Define and interpret continuity through limits.
- 3. Interpret the derivative as the slope of the tangent line to a curve. Interpret the derivative as the instantaneous rate of change.

AND

Prerequisite

CS19 - C++ Programming

Objectives

- 1. Design and implement C++ programs to solve problems of simple and moderate complexity using procedural and object-oriented methods.
- 2. Correctly and effectively use the following C++ language elements: Classes and objects, Structured data types such as arrays and files, operator overloading, inheritance, and polymorphism.
- 3. Design and implement basic dynamic data structures including a Linked List.

OR

Prerequisite

CS20J - Java Programming

Objectives

- 1. Analyze problems and develop computer algorithms to solve novel problems of moderate complexity.
- 2. Design and implement Java programs to solve problems of moderate complexity using object-oriented methods.
- 3. Write clear and well-documented code using descriptive identifiers, standard indentation, and adequate comments.

OR

Prerequisite

CS20P - Python Programming and Abstractions

Objectives

- 1. Build programming abstractions that provide a simple interface and a simple set of primitive operations, while encapsulating complexity.
- 2. Reason about the tradeoffs about implementation on the basis of different data structures.
- 4. Write medium-sized (up to roughly a thousand lines) software projects.
- 5. Test and debug medium-complexity software projects.

OR

Prerequisite

or equivalent skills

Specifications

Methods of Instruction

Method of Instruction	Distance Education
Rationale	No value

Method of Instruction	Lab
Rationale	No value

Method of Instruction	Lecture
Rationale	No value

Assignments

In class
Students will complete approximately seven moderately sized (200-500 lines) programming projects, each of which will require them to perform all of the following: read, understand, and analyze a problem specification, design an algorithmic solution to the problem, apply principles of software methodology, write C++ or Java code and documentation, correct typographic and logical errors in the code, and answer questions about the execution of the code. These assignments typically begin as in-class assignments and may be completed out of class.

Out of class
Substantial readings from the text
Complete programming assignments
Typical programming assignments include:
1. Generating a maze
2. Finding your way through a maze
3. Performance analysis of sorting algorithms
4. Building a binary search tree
5. Searching in a graph
6. Implementing a priority queue
7. Implementing a hash table
8. Performance analysis of hashing
9. Finding the minimum spanning tree of a graph
10. Implementing quicksort

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Home Work	No value
Lab Activities	No value
Competency Based Tests	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Cormen, T. H., C. E. Leiserson, R. L. Rivest, C. Stein	Introduction to Algorithms	McGraw Hill	2009	9780262033848
Sedgewick, R. and Wayne, K.	Algorithms, Fourth Edition	Addison-Wesley	2020	978-0321573513

Louridas, Panos	Algorithms	The MIT Press	2020	978-0262539029

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Apply principles of software engineering to design and develop moderately sized programs using procedural and object-oriented approaches.

2. Use standard terminology to describe and explain fundamental data structures and abstract data types (ADTs) including lists, sorted list, stacks, queues, priority queues, sets, binary trees, binary search trees, heaps, tables, and graphs in terms of structure, client interface, implementation, efficiency, and typical usage.

3. Select appropriate standard ADTs to use as building blocks in larger programs. Modify existing ADTs to add or alter functionality, and use them as building blocks for new ADTs.

4. Recognize the need for new ADTs, and specify, design, code, test, debug, and document them in C++ or Java.

5. Explain the difference between an ADT and an implementation of an ADT. Describe two or more alternative implementations of at least two standard ADTs.

6. Analyze, compare, and contrast similar ADTs, ADT implementations, and other algorithms in terms of functionality, time and space-efficiency, ease of use, and ease of coding.

7. Use recursion to implement simple numeric and non-numeric algorithms. Explain the necessary characteristics of a recursive solution, the trade offs between recursive and iterative solutions of the same algorithm. Write a simple recursive definition.

8. Explain the prefix, infix, and postfix representations of arithmetic expressions, and convert one form to another.

9. Describe the operation of several sorting advanced algorithms (including QuickSort and MergeSort) and choose the appropriate one for a given application.

10. Describe the performance of various sorting algorithms.

CSLOs

1. Design, write, document, test, and debug standard algorithms and data structures using an object-oriented programming language. Expected SLO Performance: 80.0

2. Analyze and evaluate common computational problems and select and implement algorithms to solve them. Expected SLO Performance: 80.0

Outline

Course Outline

- "Divide and conquer" as a general problem-solving technique
  - Numeric and non-numeric recursive functions
  - Tradeoffs between recursive and iterative implementations
  - Backtracking
  - Recursive definition of simple languages (prefix, infix, and postfix notation for arithmetic expressions) and data structures (trees)
  - Recursive algorithms for processing data structures (e.g. tree and graph traversals)
  - Relationship between recursive and mathematical induction
- Definition of abstract data type (ADT) specification, design, and implementation of ADTs as C++ or Java classes
  - Advantages of ADTs
  - ADT implementation issues related to shallow vs. deep copying, constructors, destructors, copy constructors vs. assignment operator, operator overloading
- Definitions of list, sorted list, stack and queue ADT operations array-, pointer- and list-based implementations comparison of implementations in terms of efficiency and ease of programming
  - List applications such as maintaining an inventory. Stack applications such as checking balanced braces, converting and evaluating arithmetic expressions, simple language recognition, and depth first searches with backtracking
  - Queue applications such as buffering and simulation
- Algorithm efficiency: Aspects of efficiency including time and space complexity as well as development effort
  - Algorithm growth rates, big-O notation
  - Hierarchy of big-O growth rates. Intractable problems
- Implementation and behavior of nonrecursive and recursive sorting algorithms from the following list: insertion sort, selection sort, bubble sort, merge sort, quicksort, radix sort, tree sort, and heap sort
  - Time and space efficiency of sorting algorithms
  - Simple external merge sort
- Relationship of various C++, Java, and object-oriented programming ideas to implementation and reuse of ADTs: public, private, and protected, inheritance is-a, has-a, and as-a relationships between classes virtual functions and late binding, class templates
- Tree terminology. Binary tree and binary search tree ADT operations, preorder, inorder, and postorder tree traversals, array- and pointer-based implementations, efficiency of ADT operations, general trees
  - Application of trees
- ADT Table operations
  - Implementation using binary search tree, deterioration of efficiency for unbalanced trees, balanced trees (e.g. 2-3, AVL, or red-black tree) and hashing as solutions of the unbalanced tree efficiency problem
- ADT priority queue operations, implementation as a heap
- Terminology related to unweighted and weighted graphs and digraphs. Graph ADT operations
  - Depth first and breadth first traversals
  - Topological sorting, spanning tree, minimum spanning tree, shortest path, Dijkstra's shortest path algorithm
  - Breadth topics from among planar graph and the three-utilities problem, four-color theorem, Euler circuits, Hamiltonian circuits, traveling salesperson problem

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/11/2021

CS23 : Discrete Mathematics

General Information

Author (s):	• Stephen Hodges
Course Code (CB01) :	CS23
Short Course Title:	Discrete Mathematics
Course Title (CB02) :	Discrete Mathematics
Department:	Computer Science
Proposal Start:	Fall 2021
TOP Code (CB03) :	(0706.00) Computer Science (transfer)
CIP Code:	(11.0701) Computer Science
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000360926
Curriculum Committee Approval Date:	09/29/2016
Board of Trustees Approval Date:	10/03/2016
External Review Approval Date:	09/22/2004
Course Description:	Presents discrete mathematical systems including methods of proof that shape the foundations of computer science. Includes propositional logic, set and number theory, Boolean algebra, deductive and inductive proof, functions and relations, combinatorics, discrete probability, graph theory and network models, and efficiency of algorithms. Math majors should enroll in MATH 23 (identical to CS 23). May be offered in a distance-learning format.
Submission Rationale:	Mandatory Revision updated prerequisites with new Python course REVISIONS: - Textbooks - prereqs - SAM code add Distance Education- submission rationale
Coordinators:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Support A.S.	A.S. Degree Local	Fall 2018
Computer Science A.S.	A.S. Degree Local	Fall 2018
Programming Certificate of Achievement	Certificate of Achievement	Fall 2018
Engineering A.S.	A.S. Degree Local	Fall 2018 to Summer 2019
Engineering A.S.	A.S. Degree Local	Summer 2019
Engineering A.S. (In Development)	A.S. Degree Local	Spring 2020
Mathematics Associate in Science for Transfer (In Development)	A.S. Degree for Transfer	Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Categories	Status	Approval Date	Comparable Course
Computer Science	Computer Science	Approved	No value	COMP 152

CSU	Categories	Status	Approval Date	Comparable Course
Area B - Scientific Inquiry and Quantitative Reasoning	Scientific Inquiry and Quantitative Reasoning	Approved	No value	No Comparable Course defined.

IGETC	Categories	Status	Approval Date	Comparable Course
Area 2 - Mathematical Concepts & Quantitative Reasoning	Mathematical Concepts & Quantitative Reasoning	Approved	No value	No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	108	**Total Student Learning Hours**	216
Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)	Funding Agency Category (CB23)	
Credit Course.	Not Applicable.	☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	3	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	54
Activity	-
Total	108
Course Out-of-Class Hours	
Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

MATH5A - Analytic Geometry and Calculus I

or equivalent skills

Objectives

- 1. Employ plane analytic geometry of lines and graphing in appropriate calculus contexts throughout course.
- 2. Interpret limit theory numerically, graphically and symbolically. Define and interpret continuity through limits.
- 3. Interpret the derivative as the slope of the tangent line to a curve. Interpret the derivative as the instantaneous rate of change.

AND

Prerequisite

CS11 - Introduction to Programming Concepts and Methodology, C++

Objectives

- 1. Analyze problems and develop computer algorithms to solve novel problems.
- 2. Write, document, test and debug C++ programs, making use of variables, expressions, selection, and looping statements.
- 3. Organize program code into modules using functions following the software engineering principles of modularity and abstraction.

OR

Prerequisite

CS11M - Introduction to C/C++ Programming Using Microcontrollers

Objectives

- 1. Analyze problems and develop computer algorithms using pseudocode or programming languages.
- 2. Write, compile, test, debug, and document C++ programs, making use of variables, expressions, selection and looping statements.
- 3. Organize program code into modules using functions following the software engineering principles of modularity and abstraction.

OR

Prerequisite

CS12GP - Introduction to Programming Using Games and Simulations

Objectives

- 1. Develop 2D computer games and simulations.
- 2. Write, document, test and debug Java programs, making use of variables, expressions, selection and looping statements.
- 3. Organize program code into modules using functions following the software engineering principles of modularity and abstraction.

OR

Prerequisite

CS12J - Introduction to Programming Concepts and Methodology, Java

Objectives

- 1. Analyze problems and develop computer algorithms to solve novel problems.
- 2. Write, document, test and debug Java programs, making use of variables, expressions, selection, and looping statements.
- 3. Organize program code into modules using methods following the software engineering principles of modularity and abstraction.

OR

Prerequisite

CS12P - Python Introductory Programming Concepts and Methodology

Objectives

- 1. Analyze problems and develop computer algorithms to solve novel problems.
- 2. Write, document, test and debug Python programs, making use of variables, expressions, selection, and repetition structures.
- 3. Organize Python source code into modules, functions, classes and methods, according to the principles of modularity and abstraction in software engineering.

OR

Prerequisite

or equivalent skills

Specifications

Methods of Instruction

Method of Instruction	Activity
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Lab
Rationale	No value
Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Projects
Rationale	No value

Method of Instruction	Visiting Speaker
Rationale	No value

Assignments

In class

1. Team problem sets presentation
2. Team logic project presentation
3. Term research project presentation

Out of class

1. Textbook readings
2. Weekly text problem sets (14 assignments)
3. Team problem-set presentations
4. Team logic-project presentation
5. Website support documents
6. Six "problems of the week" which represent classic problems in the area of computer science
7. Two small programming assignments (~200 lines)
8. Two medium programming assignments (~500 lines)
9. Term research project

Typical programming assignments include:

1. Combinations and/or permutations
2. Dijkstra's algorithm (search algorithm)
3. L'Hospital's rule for indeterminant forms of functions (efficiency of algorithms)
4. Newton's method for establishing the limit of a function (sorting algorithms)
5. Implicit differentiation using the chain rule and product rule (sorting algorithms)

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Research	No value
Oral Presentation	No value
Projects	No value
Group Projects	No value
Class Work	No value
Home Work	No value
Student Satisfaction	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Epp, S.	Discrete Mathematics with Applications, 5th ed.	Cengage Learning	2019	978-1337694193
Hunter, D. J.	Essentials Of Discrete Mathematics	Jones & Bartlett Learning	2015	1284056244

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Apply the principles of mathematical induction, as well as direct and indirect deductive methods of proof, to explore integers, rational numbers, real numbers, and their relationships (number theory).

2. Provide recursive, iterative, and explicit solutions to classic discrete mathematical problems.

3. Illustrate functional similarities of set theory, discrete probability, propositional logic, Boolean algebra, and digital circuits.

4. Apply graph theory and principles of combinatorial analysis to network models.

5. Create and manipulate trees and specifically spanning trees to find their minimized forms.

6. Create and search Eulerian and Hamiltonian graphs.

7. Identify and solve discrete probability and combinatorial problems.

8. Identify and solve recurrence relations including equivalence relations and partial orderings.

9. Compare the efficiency of common sorting and searching algorithms in terms of big-O, big-Omega, and big-Theta notation.

10. Convert mathematical algorithms into computer programs.

CSLOs

1. Evaluate the truth and falsity of mathematical statements employing deductive and inductive proof techniques. Expected SLO Performance: 80.0

2. Analyze the relationships among counting techniques (combinatorics), discrete probability, sets, Boolean algebra, propositional logic, and the construction of digital circuits. Expected SLO Performance: 80.0

3. Evaluate graphs, trees, and networks in terms of efficiency, redundancy, and similiarity. Expected SLO Performance: 80.0

4. Evaluate and prove the efficiency of computer algorithms. Expected SLO Performance: 80.0

Outline

Course Outline

- Propositional logic: Logic of compound statements
  - Logical form and equivalence
  - Conditional statements
  - Valid and invalid arguments
  - Application: Digital circuits
- Logic of quantified statements
  - Predicates
  - Universal and existential quantifiers
  - Negation of quantified statements
  - Arguments with quantified statements
- Elementary number theory and methods of proof
  - Methods of proof: Direct and counterexample
  - Rational numbers
  - Divisibility, division into cases, quotient-remainder theorem
  - Floor/ceiling
  - Indirect argument: Contradiction and contraposition
  - Application: Euclidean algorithm (gcd), division algorithm, infinitude of primes, irrationality of the square root of 2
- Sequences and mathematical induction
  - Induction on sequences
  - Induction: divisibility and proof in inequalities
  - Strong induction and the well-ordering principle
- Counting and probability
  - Counting and possibility trees
  - Combinations/permutations
  - Pigeonhole principle
  - Pascal's triangle and binomial theorem
  - Probability axioms and expected value
  - Conditional probability, Bayes' theorem, independence, Chebyshev's inequality
- Functions and recursion
  - Finite differences
  - Functions defined on general sets
  - One-to-one, onto, and inverse functions
  - Recursively defined sequences and Stirling numbers
  - Recurrence relations
- Graphs and trees
  - Graphs
  - Eulerian and Hamiltonian paths and circuits
  - Chromatic and planar graphs
  - Matrix representations of graphs
  - Isomorphism
  - Trees and spanning trees
- Set theory and Boolean algebra
  - Basic definitions and properties
  - Countable and uncountable sets
  - Empty set, partitions, power sets
  - Boolean algebras
  - Russell's paradox and the halting problem
- Relations
  - Relations on sets

    - Reflexivity, symmetry, transitivity
    - Equivalence relations
    - Partial order relations
    - Application: Finite state machines
    - Application: Modular arithmetic, Chinese remainder theorem, and cryptography
- Efficiency of algorithms
    - Real-valued functions of a real variable
    - Big-O, big-Omega, and big-Theta notation of real-valued functions
    - Exponential and logarithmic growth
    - Functions: Graphs and orders
    - Application: Determining and measuring the efficiency of algorithms

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content

- Podcasts/audio content
- Discussion forums
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates
- Peer review

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education

resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College
Course Outline of Record Report
02/11/2021

CS24 : Elementary Computer Organization

General Information

Author (s):	• Stephen Hodges
Course Code (CB01) :	CS24
Short Course Title:	Elementary Computer Org
Course Title (CB02) :	Elementary Computer Organization
Department:	Computer Science
Proposal Start:	Fall 2022
TOP Code (CB03) :	(0706.00) Computer Science (transfer)
CIP Code:	(11.0701) Computer Science
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000348867
Curriculum Committee Approval Date:	08/27/2014
Board of Trustees Approval Date:	11/03/2014
External Review Approval Date:	09/22/2004
Course Description:	Introduces organization of computer systems, machine level programming, and systems software. Includes processor organization, introduction to operating systems and assembly language programming on microprocessors. Offered fall only. May be offered in a distance-learning format.
Submission Rationale:	Mandatory Revision updated prerequisites with new Python courses REVISIONS: - Updated PreReqs - Textbooks - SAM code - assignments add distance education -- already reviewed
Coordinators:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Computer Support A.S.	A.S. Degree Local	Fall 2018
Computer Science A.S.	A.S. Degree Local	Fall 2018
Programming Certificate of Achievement	Certificate of Achievement	Fall 2018
Engineering A.S.	A.S. Degree Local	Fall 2018 to Summer 2019
Engineering A.S.	A.S. Degree Local	Summer 2019
Engineering A.S. (In Development)	A.S. Degree Local	Spring 2020
Associate of Science in General Science (In Development)	A.S. Degree Local	Fall 2021

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

C-ID	Categories	Status	Approval Date	Comparable Course
Computer Science	Computer Science	Approved	No value	COMP 142

Units and Hours

Summary

Minimum Credit Units (CB07)	4	**Total Course In-Class (Contact) Hours**	126	**Total Student Learning Hours**	216

Maximum Credit Units (CB06)	4	**Total Course Out-of-Class Hours**	90

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	5
Laboratory Hours	4	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	72
Activity	-
Total	126
Course Out-of-Class Hours	
Lecture	90
Laboratory	-
Activity	-
Total	90

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

MATH5A - Analytic Geometry and Calculus I

Objectives

- 1. Employ plane analytic geometry of lines and graphing in appropriate calculus contexts throughout course.
- 2. Interpret limit theory numerically, graphically and symbolically. Define and interpret continuity through limits.
- 3. Interpret the derivative as the slope of the tangent line to a curve. Interpret the derivative as the instantaneous rate of change.

AND

Prerequisite

CS19 - C++ Programming

Objectives

- 1. Design and implement C++ programs to solve problems of simple and moderate complexity using procedural and object-oriented methods.
- 2. Correctly and effectively use the following C++ language elements: Classes and objects, Structured data types such as arrays and files, operator overloading, inheritance, and polymorphism.
- 3. Design and implement basic dynamic data structures including a Linked List.

OR

Prerequisite

CS20J - Java Programming

Objectives

- 1. Analyze problems and develop computer algorithms to solve novel problems of moderate complexity.
- 2. Design and implement Java programs to solve problems of moderate complexity using object-oriented methods.
- 3. Write clear and well-documented code using descriptive identifiers, standard indentation, and adequate comments.

OR

Prerequisite

CS20P - Python Programming and Abstractions

Objectives

1. Build programming abstractions that provide a simple interface and a simple set of primitive operations, while encapsulating complexity.
2. Reason about the tradeoffs about implementation on the basis of different data structures.
4. Write medium-sized (up to roughly a thousand lines) software projects.

Specifications

Methods of Instruction

Method of Instruction	Activity
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value

Method of Instruction	Lab
Rationale	No value

Method of Instruction	Lecture
Rationale	No value

Assignments

In Class
Programming assignments require that students analyze the given problem, develop various possible solutions, identify, anticipate and pose problems with the approaches under consideration, and select an approach on the basis of software design principles. After an approach has been decided upon, the student must implement that approach using the available tools. This requires improvisation, analysis and interpretation of program output. Finally, the program must be clearly documented.

Out of class
- Programming assignments using intermediate level C++ or Java
- Minimum of four assembly language programming assignments. The assignments will require use of DOS and BIOS routines. At least one assignment will require interfacing assembly language routines with a high-level language

Homework assignments
- Minimum of ten homework assignments involving problems covering readings and material covered in lectures
- Efficiency of algorithms: order of algorithms Big-O Little-o
- Implementation of L'Hospital's rule for indeterminant forms of functions
- Implementation of Newton's method or the Newton-Raphson method for establishing the limit of a function
- Implementation of implicit differentiation on 5 functions using the chain rule and the product rule

Term project
- Research paper or class presentation on a topic from this area proposed by student and approved by instructor

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Projects	No value
Class Work	No value
Home Work	No value
Lab Activities	No value
Competency Based Tests	No value

Textbooks

Author	Title	Publisher	Date	ISBN
Patterson, D., J. Hennessy	Computer Organization and Design, 6th Edition	Morgan Kaufmann	2020	978-0128201091
Hennessy, J., Patterson D.	Computer Architecture: A Quantitative Approach	Morgan Kaufmann	2017	978-0128119051

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Design and implement assembly language programs using machine instructions, addressing modes, subroutines, macros, and interrupts to solve problems of simple complexity.

2. Compare and contrast the basic relationship between hardware and software design.

3. Analyze the basic computer architecture using engineering principles and quantitative cost/performance trade-offs.

4. Design an ALU by understanding the basics of computer binary arithmetic and logic including addition, multiplication, and division floating point representation.

5. Illustrate the basics of logic design including gates, truth tables, and combinatorial logic.

CSLOs

1. Develop small assembly language programs that demonstrate basic computer organization. Expected SLO Performance: 80.0

2. Analyze basic strategies and design compromises of computer organization and design. Expected SLO Performance: 80.0

3. Investigate the role played by the operating system and compiler technology in computer organization and design. Expected SLO Performance: 80.0

Outline

Course Outline

- Course overview, computer abstractions, and technology
  - Integrated circuits
  - Historical perspective
- The role of performance
  - Measuring performance
  - Metrics

    - SPEC benchmarks
- Instructions
    - Operations
    - Operands
    - Representing instructions
    - Making decisions
    - Styles of MIPS addressing
    - Comparing the power PC and 80x86
- Computer arithmetic
    - Signed and unsigned numbers
    - Addition and subtraction
    - Logical operators
    - Constructing an ALU
    - Multiplication
    - Division
    - Floating point
- Assemblers, linkers, and the SPIM simulator
    - Introduction
    - Assemblers
    - Linkers
    - Loading
    - Memory usage
    - Procedure call conventions
    - Exceptions and interrupts
    - Input and output
    - MIPS R2000 assembly language
- The Processor: datapath and control
    - Building a datapath
    - Simple implementation
    - Multicycle implementation
    - Microprogramming
    - Exceptions
    - Pentium Pro implementation
- The basics of logic design
    - Gates, truth tables, and logic equations
    - Combinatorial logic
    - Clocks
    - Memory elements
    - Finite state machines
    - Timing methodologies
- Pipelining
    - An overview of pipelining
    - Pipelined datapath
    - Data hazards and forwarding
    - Data hazards and stalls
    - Branch hazards
    - Exceptions
    - Superscalar and dynamic pipelining
    - Comparing the PowerPC 604 and Pentium Pro pipelines
- Memory hierarchy
    - Introduction
    - Basics of caches
    - Measuring and improving cache performance
    - Virtual memory

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
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- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College
Course Outline of Record Report
02/09/2021

MA130A : Phlebotomy

General Information

Author (s):	• Barbara Johnson
Course Code (CB01) :	MA130A
Short Course Title:	Phlebotomy
Course Title (CB02) :	Phlebotomy
Department:	Medical Assisting
Proposal Start:	Fall 2021
TOP Code (CB03) :	(1208.00) Medical Assisting
CIP Code:	(51.0801) Medical/Clinical Assistant
SAM Priority Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000595414
Curriculum Committee Approval Date:	02/23/2009
Board of Trustees Approval Date:	06/15/2009
External Review Approval Date:	02/18/2009
Course Description:	Covers proper collection of blood specimens, choice of proper equipment, venipuncture techniques, patient care, safety, tests, and quality assurance. Designed for all beginning students and for phlebotomists with less than 1,040 hours of experience. Students who wish to become California state-certified phlebotomists must complete MA 130A, MA 130B, and MA 130AL, and a 120-hour externship. Phlebotomists with less than 1,040 hours must take MA 130A and B to become certified. Phlebotomists with more than 1,040 hours must take MA 130B. All students must pass a national phlebotomy certification examination to become certified. May be offered in a distance-learning format.
Submission Rationale:	Improvement to Program of Study MA 130AL Phlebotomy Lab has been designated as a corequisite for this course. The reason for this change was scheduling complications and compliance requirements. REVISIONS prerequisites assignments course objectives CSLOs lecture outline add distance education -- already reviewed
Coordinators:	• Barbara Johnson

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
Phlebotomy Technician Skills Certificate	Skills Certificate	Fall 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

Minimum Credit Units (CB07)	1.5	**Total Course In-Class (Contact) Hours**	27	**Total Student Learning Hours**	81
Maximum Credit Units (CB06)	1.5	**Total Course Out-of-Class Hours**	54		

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non-Credit Category (CB22)

Credit Course.

Non-Credit Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	1.5	3
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	27

Laboratory	-
Activity	-
Total	27

Course Out-of-Class Hours

Lecture	54
Laboratory	-
Activity	-
Total	54

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

Prerequisite

MA70 - Medical Terminology

Objectives

- 1. Discuss ancient medical practices and beliefs.
- 2. Construct thousands of medical words using medical prefixes, suffixes and word roots.
- 3. Locate unfamiliar words in medical dictionary and apply correct rules of pronunciation.
- 4. Recognize/recall meanings of medical abbreviations and symbols.
- 5. Translate lay terms into medical terminology.
- 6. Relate medical eponyms to their medical equivalents.
- 7. Recognize and recall meanings of medical words.
- 8. Describe features and purposes of major body systems.
- 9. Describe major pathologies for each major body system.

AND

Co-Requisite

MA130AL - Phlebotomy Lab

Objectives

- 1. Review California state phlebotomy regulations.
- 2. Identify and describe phlebotomy equipment appropriate to test requisitions.
- 3. Identify the patient, explain the procedure, obtain consent and maintain infection control.
- 4. Discuss and identify anatomical site for phlebotomy.
- 5. Perform the proper procedures for skin puncture collection methods including fingerstick and heelstick skin punctures.
- 6. Discuss skin punctures for testing purposes on persons of varying ages, including pediatric and geriatric, and varying health and obesity status.

- 7. Identify four ways to prevent blood specimens from becoming hemolyzed.
- 8. Process blood containers after collection, including centrifugation.
- 12. Apply Standard Precautions to medical waste and sharps.
- 13. Apply principles of good communication.

Specifications

Methods of Instruction

Method of Instruction	Activity
Rationale	No value
Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Lecture
Rationale	No value
Method of Instruction	Other
Rationale	Observation / Demonstration

Assignments

Out of Class
1. Textbook readings
2. Reading of supplemental materials

In Class
1. Textbook readings
2. Reading of supplemental materials
3. Skill setup and demonstrations
4. Identification of equipment and supplies

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Class Work	No value
Home Work	No value
Competency Based Tests	No value
Substantial Writing	No value

Textbooks

Author	Title	Publisher	Date	ISBN
McCall, Ruth E.	Phlebotomy Essentials 7th Ed.	Jones & Bartlett Learning	2019	9781496387073

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Describe infection control, safety, and first aid using OSHA Standard Precautions regulations.

2. Define medical terms used in phlebotomy collection.

3. Describe how blood specimens are obtained including clotted blood, serum, whole blood, and plasma.

4. Explain the layers the blood separates into when an anticoagulant is used.

5. Explain the layers the blood separates into when an anticoagulant is not used.

6. Identify and describe phlebotomy equipment, including types of tubes.

7. Identify additives used in blood collection and how they work, color coding used with each type, proper order of draw when additives are required, and special precautions when using additives.

8. Identify four ways to prevent blood specimens from becoming hemolyzed.

9. Examine quality assurance and specimen handling.

10. Describe and identify the various departments in a laboratory and the most common tests performed in each department.

11. Identify California State Phlebotomy regulations.

12. Explain the circulatory system.

13. Describe phlebotomy risk factors and complications.

14. Discuss anatomical site selection.

15. Apply principles of good communication.

16. Identify methods of reducing stress and improving behavior.

17. Analyze principles of medical ethics and apply to phlebotomy practices.

18. Review anatomy and physiology of body systems as they relate to phlebotomy.

19. Learn importance of accuracy in overall patient care.

20. Explain how to properly identify patients and specimens.

21. Identify and perform proper selection and preparation of skin puncture site, including selection of disinfectant.

22. Describe and perform post puncture care.

23. Describe appropriate disposal of sharps, needles and waste.

24. Review how to complete the state application form and the requirements for maintaining state phlebotomy certification.

CSLOs

1. Select appropriate venipuncture equipment. Expected SLO Performance: 80.0

2. Perform venipuncture. Expected SLO Performance: 80.0

3. Perform capillary puncture. Expected SLO Performance: 80.0

Outline

Course Outline

1. Introduction to phlebotomy
2. California State Phlebotomy Regulations
3. OSHA Standard Precautions
4. Phlebotomy terminology
5. Phlebotomy equipment
6. Phlebotomy technique
7. Types of blood specimens
8. Color coding of stoppered tubes
9. Types of tubes and tube additives
10. Specimen procedures
11. Problems encountered during phlebotomy
12. Prevention of hemolysis
13. Prioritization of specimens
14. Quality assurance
15. Laboratory departments
16. Patient rights
17. Handling bio-hazard waste and sharps
18. Circulatory system
19. Anatomical sites
20. Phlebotomy risk factors and complications
21. Development of good communication
22. Stress reduction and behavioral improvement
23. Medical ethics
24. Identification of patient and specimens
25. Accuracy in overall patient care
26. Proper selection and preparation of skin puncture site, including selection of disinfectant
27. Anatomy and physiology as they relate to phlebotomy
28. Proper order of draw when additives are required and special precautions involved
29. Post puncture care
30. State certification application form
31. Maintaining California state phlebotomy certification

Distance Education Addendum

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

Canvas is the college supported learning management system. Do you affirm that this course will be delivered via Canvas?

- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Webcasts/video content
- Podcasts/audio content
- Discussion forums
- Social media
- Webinar/Videoconferencing

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Webinar/videoconferencing
- Webcasts/video content
- Podcasts/audio content
- Online office hours

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Chat rooms/student lounge
- Class Q&A
- Voluntary study partners/groups
- Class blog or wiki page
- Discussion posts with required responses to classmates
- Group projects/assignments
- Synchronous or asynchronous discussions or debates

If other, please explain:

No Value

Title 5 and section 508 require that distance education complies with the Americans with Disabilities Act. To ensure success for all students, course content must be designed and maintained to ensure it is ADA and section 508 and section 504 compliant. Please indicate that your course will meet the following requirements:

- Videos will be accurately captioned
- Audio files will be transcribed
- Objects (including images, tables, and charts) will have alternative text
- Course materials will be readable in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning
- Hyperlink text will be meaningful
- Documents will be created in such a way that screen reading software can read them (i.e. styles are used, column header rows in tables are specified, etc.)

One of the primary concepts of distance education is to offer students learning anytime, anywhere. This means all DE courses and resources must be designed to give students with disabilities the opportunity to access distance education resources without the need for outside assistance, with built-in accommodation. With this in mind, is there any aspect of this course that cannot be made accessible to students with disabilities?

No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Cabrillo College
Course Outline of Record Report
02/11/2021

PHILO9 : Philosophy of Mind

General Information

Author (s):	• Rebecca Smith
Course Code (CB01) :	PHILO9
Short Course Title:	Philosophy of Mind
Course Title (CB02) :	Philosophy of Mind
Department:	Philosophy
Proposal Start:	Fall 2021
TOP Code (CB03) :	(1509.00) Philosophy
CIP Code:	(38.0101) Philosophy
SAM Priority Code (CB09) :	Non-Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000345589
Curriculum Committee Approval Date:	09/02/2009
Board of Trustees Approval Date:	11/02/2009
External Review Approval Date:	07/13/1999
Course Description:	Analyzes philosophical issues of mind/body and personal identity, including treatments of artificial intelligence, intentionality, and free will vs. determinism. May be offered in a distance-learning format.
Submission Rationale:	Add Distance Education REVISIONS: - methods of instruction - methods of evaluation - textbooks add distance ed -- already approved
Coordinators:	No value

Course Development Options

Course Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Pass/No Pass
- Letter Grade Methods

☑ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior to College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

Course is part of a program (CB24)

Associated Program	Award Type	Active
No value	No value	

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

No value

Transferability	Transferability Status
Transferable to both UC and CSU	Approved

AA Non-transferable	Categories	Status	Approval Date	Comparable Course
C - Arts and Humanities	Arts and Humanities	Approved	No value	No Comparable Course defined.

AS Non-transferable	Categories	Status	Approval Date	Comparable Course
C - Arts and Humanities	Arts and Humanities	Approved	No value	No Comparable Course defined.

CSU	Categories	Status	Approval Date	Comparable Course
Area C - Arts and Humanities	Arts and Humanities	Approved	No value	No Comparable Course defined.

IGETC	Categories	Status	Approval Date	Comparable Course
Area 3 - Arts & Humanities	Arts & Humanities	Approved	No value	No Comparable Course defined.

Units and Hours: Units and Hours

Summary

Minimum Credit Units (CB07)	3	**Total Course In-Class (Contact) Hours**	54	**Total Student Learning Hours**	162
Maximum Credit Units (CB06)	3	**Total Course Out-of-Class Hours**	108		

Credit / Non-Credit Options

Course Credit Status (CB04)	Course Non-Credit Category (CB22)	Non-Credit Characteristics
Credit - Degree Applicable	Credit Course.	No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	-	-
Activity Hours	-	-

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	-
Activity	-
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	-
Activity	-
Total	108

Time Commitment Notes for Students

No value

Units and Hours: Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Requisites

No Value

Specifications

Methods of Instruction

Method of Instruction	Lecture
Rationale	No value

Method of Instruction	Distance Education
Rationale	No value
Method of Instruction	Discussion
Rationale	No value
Method of Instruction	Projects
Rationale	No value
Method of Instruction	Activity
Rationale	No value
Method of Instruction	Visiting Speaker
Rationale	No value

Assignments

Out of class

1. Read selected essays drawn from the works of major philosophers of diverse times and cultures.
2. Write a series of short essays, critically comparing different theories, and critically discussing issues pertinent to and in light of the theories studied.
3. Research and prepare group presentations of issues or essays assigned.

Assignments include short essays, discussion prompts, and papers totaling a minimum of 3000 words -- these may include essay exams that are typewritten or word-processed.

In class

1. Discuss a series of writings drawn from the works of major philosophers of diverse times and cultures.
2. Successfully complete objective quizzes or short-answer essays on assigned readings.

Methods of Evaluation	Methods of Evaluation Rationale
Exams	No value
Quizzes	No value
Papers	No value
Other	Discussions

Textbooks

Author	Title	Publisher	Date	ISBN
Heil, John	Philosophy of Mind: A Contemporary Introduction	Routledge	2019	978-1138581005

Other Instructional Materials

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

1. Read classical and contemporary literature in philosophy of mind.

2. Identify and explain key elements of philosophical arguments introduced concerning issues such as mind/body, identity, the problem of other minds, and consciousness.

3. Develop a philosophical vocabulary with which to discuss arguments in a contemporary framework.

4. Recognize divergent strategies and perspectives. In so doing, students will explain arguments charitably, true to the author's intent, using student's own voice; acknowledge; implications/consequences of diverse theories; prepare critiques of theories.

CSLOs

1. Analyze and evaluate selected issues and theories concerning consciousness, producing both expository and argumentative essays.
Expected SLO Performance: 80.0

Outline

Course Outline

Specific possible topics include:

1. Problems about the mind:
    a. Mind as consciousness (works of Descartes, Locke, and Thos. Reid)
    b. Mind and nature (works of Ryle, Strawson, and Anscombe)
    c. Knowing other minds and privileged access (Rorty and Shoemaker)
2. Mind and Body:
    a. The Causal Theory of the Mind (Smart, Shaffer, Armstrong, and Campbell)
    b. Functionalism (Putnam, Lewis, and Block)
    c. Mental/physical contrast (Kripke, Davidson, and Kim)
    d. Eliminative materialism (Feyerabend, Rorty, Quine, and Churchland)
3. The Nature of Mind:
    a. Thinking (Chisholm, Fodor, Dennett, and Sellars)
    b. Sensing (Jackson, Peacocke, Sellars, and Chisholm)
    c. Consciousness, self, and personhood (Nagel, Ryle, Frankfurt, and Malcolm)
4. Psychological Explanation:

a. The computational approach (Fodor, Dennett, and Searle)
b. Individualism (Burge, Loar, and Stalnaker)
c. Scientific vs. folk psychology (Churchland, Stich, and Dennett)

Transfer Level Courses

List 1 lower division parallel at a CSU or UC OR 3 lower division parallels for your course at community colleges. Use ASSIST and be sure to list the name of the university, course name, number and title, and the catalog year. Use this link to find parallel courses: http://www.cabrillo.edu/services/articulation/instructorpg.html

No Value

Distance Ed

Does your course description state "May be offered in a distance-learning format"? Have you added "Distance Education" as a method of instruction?

- Yes

Please indicate the distance learning mode: Choosing "fully online" allows for offering fully online and/or partially online (hybrid) and/or emergency situations. Choosing "partially online" allows for offering in a hybrid format and/or emergency situations. Choosing "emergency only" allows for online transitions in only emergency situations (e.g. COVID-19, natural disasters, etc.)

Fully Online

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- Yes

In accordance with Title 5, this course must promote regular effective instructor/student contact and provide opportunities for student to student contact. Will all instructors consistently initiate interaction with students as outlined in the Distance Education Faculty Handbook?

- Yes

Please indicate the methods of information delivery that could be used:

- Announcements
- Course materials/modules
- Personalized audio/video
- Text alternative for audio feedback
- Online video
- Internet resources
- Podcasts/audio content
- Discussion forums

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact between instructors and students:

- Chat/messaging
- Regular and prompt feedback on student work
- Responding to discussion posts
- Online office hours
- Contact via phone

If other, please explain:

No Value

Please indicate which methods of communication could be used to establish regular and substantive contact among students:

- Class Q&A
- Discussion posts with required responses to classmates
- Synchronous or asynchronous discussions or debates

If other, please explain:

No Value

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No

If yes, please explain how you may address these issues:

No Value

All course outcomes identified in the course outline of record must be met in the distance learning environment. If this course is presented via distance education, would any of the following pose challenges to meeting the required course outcomes:

No Value

If other, please explain:

No Value

If you marked any challenges above, how will those challenges be addressed?

No Value

If there is a required in-person component, please explain it here:

No Value

Do you affirm that those who teach this course will adhere to the guidelines as dictated by the DE Faculty Handbook and that all faculty will receive DE approval prior to teaching in the distance learning environment?

- Yes

If this course is noncredit, what are the effective contact hours for lecture and lab?

No Value

Cabrillo College

Program Outline Report

Program Basics

Program Title:	Administration of Justice Associate in Science for Transfer (A.S.-T)
Department:	Criminal Justice
Award Type:	A.S. Degree for Transfer
Program Description	The Associate in Science in Administration of Justice for Transfer (A.S.-T in Administration of Justice) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees are guaranteed admission to the CSU system, but not to a particular campus or major. The criminal justice program is designed to provide students with the basic theoretical knowledge that will prepare them for transfer and for career opportunities in pre-law, law enforcement, or corrections. The program develops a high level of academic, personal, and professional competence demanded in a wide range of agencies. Specific occupations include: police officer, deputy sheriff, community service officer, corrections officer, juvenile and adult probation officer, and emergency services dispatcher. This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system. The following is required for all A.A.-T or A.S.-T degrees: - Completion of 60 CSU-transferable semester units. - Minimum grade-point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. - Completion of a minimum of 18 semester units in the major with a letter grade of "C" or better, or a "P" if the course is taken on a "pass/no pass" basis. - Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern. Note: statistics, SOC, and PSYCH courses are also general education courses and may be double-counted to meet the requirements of the degree.
Program Control Number:	32027
Transferability:	Transferable to both UC and CSU
Program TOP Code (SP01):	2105.00
Program TOP Code (SP01):	Administration of Justice
Student Program Award (SP02):	Associate of Science (A.S.) degree
Maximum Credits:	60
Minimum Credits:	60
Curriculum Committee Approval Date:	No value
Board of Trustees Approval Date:	No value
External Review Approval Date:	No value

Proposal Details

Proposal Start:	Fall 2021

Rationale for Non-Fall Start:	update to comply with new TMC
Program Justification:	clarification of course options based upon current articulation fix program migration errors

Submission Rationale

- Improvement to Program of Study

Program Requirements

Administration of Justice Associate in Science for Transfer (A.S.-T)

Core Courses

List A

List B

A.S. Degree for Transfer

Course / Course Block	Required Credits
A.S.-T General Education (37-39 units)	**37**
Core Courses 6 Units	**6**
CJ1 - Introduction to Criminal Justice	**3**
AND	
CJ2 - Criminal Law	**3**
List A - Select 2 courses from the following:	**6**
CJ3 - Criminal Evidence	**3**
OR	
CJ4 - Criminal Courts and Procedures	**3**
OR	
CJ5 - Community and the Justice System	**3**
OR	
CJ6 - Criminal Investigation	**4**
OR	

CJ10 - Forensic Investigation	**4**
List B - Select 2 courses from the following:	**6**
BUS9 - Business Statistics	**3**
OR	
MATH12 - Elementary Statistics	**5**
OR	
MATH12H - Honors Elementary Statistics	**5**
OR	
PSYCH1 - General Psychology	**3**
OR	
PSYCH1H - Honors General Psychology	**3**
OR	
PSYCH2A - Statistics for Behavioral Sciences	**3**
OR	
SOC1 - Introduction to Sociology: Understanding Society	**3**
OR	
SOC1H - Honors Introduction to Sociology: Understanding Society	**3**
Note: statistics, SOC, and PSYCH courses are also general education courses.	**0**
Electives: Any Course Numbered 1-99	**5**
Total Credits	**60**

Recommended Sequences

Semester One, Fall

CJ1 - Introduction to Criminal Justice
3

AND

PSYCH1 - General Psychology
3

Total Credits:

6

Semester Two, Spring

CJ2 - Criminal Law
3

AND

CJ3 - Criminal Evidence
3

AND

PSYCH2A - Statistics for Behavioral Sciences
3

Total Credits:

9

Semester 3, Year Two

CJ10 - Forensic Investigation
4

Total Credits:

4

Semester 4, Year Two

SOC1 - Introduction to Sociology: Understanding Society
3

OR

List A (Any Course)
0

Total Credits:

0 - 3

Program Outcomes

Administration of Justice A.S.-T

PSLO	Performance
1. Identify minimum qualifications and the needed skills for successful employment in criminal justice related jobs.	80
2. Analyze and explain the historical development of the American Criminal Justice System and its components including law enforcement, courts, and corrections.	80
3. Explain the historical development and philosophy of criminal law.	80
4. Apply principles of the US Constitution and integrate constitutional provisions with the fundamentals of law.	80
5. Demonstrate a working knowledge of the rules of evidence, the various kinds of evidence, and the admissibility of evidence.	80
6. Describe and discuss criminal procedures from the point of arrest to release and the options available in the process.	80
7. Evaluate the ethical and legal issues encountered by professionals involved in the criminal justice system.	80

Program Narrative

Program Goals and Objectives (this does not include the Catalog Description or Program Learning Outcomes) Example from MRTA degree: The primary goal of this program is: To develop students' skills in music technology and recording arts to enter into music industry careers in sound engineering, performance, electronic music composition, sound design, music arranging, song writing, broadcast engineering, and equipment manufacturing. The two primary objectives of this program are: To produce trained musicians capable of creating professional quality musical projects that demonstrate the following knowledge and recording skills: pre and post production requirements, tracking, editing, mixing, effects processing, use of plug-ins, mastering of live or studio generated music, and knowledge and experience with the behavior of sound, hardware, software, and the musical skills used in a professional recording environment. To produce trained musicians capable of planning and executing the sound requirements for events in various environments, including studio, theatre, club, concert, convention, and other live situations, as a component of a professional production.

The criminal justice program is designed to provide students with the basic theoretical knowledge that will prepare them for transfer and for career opportunities in pre-law, law enforcement, or corrections. The program develops a high level of academic, personal, and professional competence demanded in a wide range of agencies. Specific occupations include: police officer, deputy sheriff, community service officer, corrections officer, juvenile and adult probation officer, and emergency services dispatcher.

Catalog Description and Program Learning Outcomes

The Associate in Science in Administration of Justice for Transfer (A.S.-T in Administration of Justice) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Students completing these degrees are guaranteed admission to the CSU system, but not to a particular campus or major. The criminal justice program is designed to provide students with the basic theoretical knowledge that will prepare them for transfer and for career opportunities in pre-law, law enforcement, or corrections. The program develops a high level of academic, personal, and professional competence demanded in a wide range of agencies. Specific occupations include: police officer, deputy sheriff, community service officer, corrections officer, juvenile and adult probation officer, and emergency services dispatcher.

This degree may not be the best option for students intending to transfer to a particular CSU campus or to a university or college that is not part of the CSU system.

The following is required for all A.A.-T or A.S.-T degrees:

- Completion of 60 CSU-transferable semester units.
- Minimum grade-point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
- Completion of a minimum of 18 semester units in the major with a letter grade of "C" or better, or a "P" if the course is taken on a "pass/no pass" basis.
- Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

Note: statistics, SOC, and PSYCH courses are also general education courses and may be double-counted to meet the requirements of the degree.

Program Requirements with Course blocks, Dept and Course Numbers, Course Title, Total units (or hours for noncredit), and Sequence.

See attached Transfer Model Curriculum (TMC).

Master Planning Example from Elementary Algebra program: Many of the populations in the community that Cabrillo College serves have shown through assessment scores, performance in higher levels of math courses, and their ability to transfer to four-year universities that there is a need for a series of noncredit math courses that address these topics and are repeatable, affordable, and allow for more flexibility for student schedules. This certificate of competency meets that need. There are no competing noncredit programs and it is designed to enhance students' performance in higher-level math courses and programs, ultimately leading to transfer.

No Value

Enrollment and Completer Projections (this can include a list of the courses in the degree and how many sections and the enrollment numbers over the last several years) Example from MRTA program: Enrollment Projections MTRA enrollment projections are estimated to continue along their current trajectory. They have been running at full capacity (25 students per section) since the inception of the MTRA Skills Certificate Program and are often overenrolled with 30+ students per section. Cabrillo College typically offers four sections of MTRA courses each fall term and five each spring term, totaling approximately 125 students each fall and 150 students each spring, for an average of 275 students per year. Completer Projections Though this is a new application for an AS and Certificate of Achievement, our current MTRA Skills Certificate is in its 9th year. There are, on average, five graduates in the current program per year. With approval of the AS and Certificate of Achievement, the expectation for future program graduates is: 10 Skills Certificates, five Certificates of Achievement, and 2 Associate of Science degrees. Though the program is not specifically designed as a transfer program, several graduates have transferred recently to CSU-Monterey Bay to continue their work toward a BA in music technology, and one of those this past year simultaneously found employment as an audio technician/specialist at the nearby Seascape Resort.

The college awarded 16 Associate in Science in Administration of Justice for Transfer (A.S.-T in Administration of Justice) degrees in the 2017-18 academic year; 21 in the 2018-19 academic year.

Place of Program in Curriculum/Similar Programs Example from Sustainable Agriculture Technology program: The Sustainable Agriculture Technology certificate will offer a new option that responds to cross-functional technical skills required by the emerging field of agriculture technology. The degree will be housed within the Horticulture Department, and will expand the current degree offerings of: Agriculture Plant Sciences A.S.-T Transfer Degree, General Horticulture & Crop Production A.S. Degree, and Landscape Horticulture A.S. Degree. None of the historical degree offerings are interdisciplinary as they have a traditional focus on horticulture and plant science. By adding in additional coursework within Engineering, Computer Applications/ Business Technology, Geography, Computer Science, and Computer and Information Systems we are able to craft a degree that prepares students for the digital, computer literate, and mechanical skills needed by an 21st century agriculture industry employee or grower. This program does not replace any existing program and serves to expand attainable degrees for students with cross functional interests in horticulture and technology and is a certificate version of our Sustainable Agriculture Technology A.S. Degree.

As of Fall 2021, the Associate in Science in Administration of Justice for Transfer (A.S.-T in Administration of Justice)is the only degree offered by the Criminal Justice department at Cabrillo College.

Similar Programs at Other Colleges in Service Area Example from Sustainable Agriculture Program: There are no similar programs in the college service area. Hartnell's Agricultural Business and Technology Institute administration has been consulted with and it has been determined that none of their programs offer a similar Certificate of Achievement in sustainable agriculture technology.

No Value

For CTE, additional supporting documentation is needed: Advisory Committee Recommendation, Labor Market Information (LMI) & Analysis, and BACCC Regional Program Recommendation

No Value

Cabrillo College

Program Outline Report

Program Basics

Program Title:	Kinesiology Associate in Arts for Transfer (A.A.-T)
Department:	Kinesiology
Award Type:	A.A. Degree for Transfer
Program Description	The Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Kinesiology may also be listed as physical education or human performance at some campuses. Kinesiology is the academic discipline concerned with the art and science of human movement. Students may pursue bachelor's and graduate degrees with emphases in adaptive physical education, athletic training, physical therapy, dance, movement sciences, sports management, teaching, and coaching which provide numerous career opportunities in both the public and private sectors. Students completing these degrees are guaranteed admission to the CSU system, but not to a particular campus or major. Students pursuing transfer to a specific campus or major concentration should pay careful attention to the courses they choose from List A to insure major preparation for their preferred campus. The following is required for all A.A.-T or A.S.-T degrees: - Completion of 60 CSU-transferable semester units. - Minimum grade-point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA. - Completion of a minimum of 18* semester units in the major with a letter grade of "C" or better, or a "P" if the course is taken on a "Pass/No Pass" basis. *Note: this degree requires greater than 18 units in the major for completion. - Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern. Note: BIO, CHEM, PHYS, Statistics, and one unit of KIN or DANCE activity courses are also general education courses and may be double-counted for requirements of the degree.
Program Control Number:	31661
Transferability:	Transferable to both UC and CSU
Program TOP Code (SP01):	1270.00
Program TOP Code (SP01):	Kinesiology
Student Program Award (SP02):	Associate of Arts (A.A.) degree
Maximum Credits:	60
Minimum Credits:	60
Curriculum Committee Approval Date:	No value
Board of Trustees Approval Date:	No value
External Review Approval Date:	No value

Proposal Details

Proposal Start:	Spring 2022
Rationale for Non-Fall Start:	Should be effective Fall, 2021. Added BUS 9, removed PHYS 10/10L; removed some KIN courses no longer articulated or offered: KIN 36C, DANCE 12A, DANCE 21AB (pending deactivation) KIN 39C, KIN 39D, KIN 43C, KIN 46B, KIN 54C
Program Justification:	alignment of program with current TMC required for compliance.

Submission Rationale

- Additional Program Options

Program Requirements

Kinesiology Associate in Arts for Transfer (A.A.-T)

Aquatics Courses

Core Courses

Dance Courses

Electives

Fitness Courses

List A

Team and Individual Sports Courses

A.A. Degree for Transfer

Course / Course Block	Required Credits
CSU or IGETC for CSU General Education Requirements (37-39 Units)	**37**
Core Courses	**11**
KIN2 - Introduction to Kinesiology	**3**
AND	
BIO5 - Human Physiology	**4**

AND

BIO4 - Human Anatomy	**4**

Take one course from three of the four different areas for an overall 3-unit maximum. One 3-unit course will not complete the Movement-Based Course requirement. Each course should be taken for 1 unit. Other KIN and DANCE courses may be used for the Movement Based Courses requirement IF they are documented as lower-division major preparation for the Similar Major at a CSU. Students may also substitute a higher-level course (i.e. level B or C).	**3**

Aquatic Courses	**0**
KIN60A - Beginning Swimming	**0.5 - 2**
OR	
KIN60B - Intermediate Swimming	**0.5 - 2**
OR	
KIN61A - Beginning Swim Fitness	**0.5 - 2**
OR	
KIN61B - Intermediate Swim Fitness	**0.5 - 2**
OR	
KIN62A - Beginning Water Aerobics	**0.5 - 2**
OR	
KIN62B - Intermediate Water Aerobics	**0.5 - 2**
OR	
KIN63A - Beginning Water Polo	**0.5 - 2**
OR	
KIN63B - Intermediate Water Polo	**0.5 - 2**

Dance Courses	**0**
DANCE2A - Introduction to Dance I	**0.5 - 3**
OR	
DANCE2B - Introduction to Dance II	**0.5 - 3**
OR	
DANCE4 - Contemporary Modern Dance I	**0.5 - 3**
OR	
DANCE5 - Contemporary Modern Dance II	**0.5 - 3**
OR	
DANCE7 - Ballet I	**0.5 - 3**
OR	
DANCE8 - Ballet II	**0.5 - 3**
OR	
DANCE9A - Jazz Dance I	**0.5 - 3**
OR	
DANCE9B - Jazz Dance II	**0.5 - 3**

OR	
DANCE10A - Intermediate Jazz Dance I	**0.5 - 3**
OR	
DANCE10B - Intermediate Jazz Dance II	**0.5 - 3**
OR	
DANCE15A - Salsa Dance I	**0.5 - 3**
OR	
DANCE15B - Salsa Dance II	**0.5 - 3**
OR	
DANCE16A - Baile Folklórico: Regional Dances of Mexico I	**0.5 - 3**
OR	
DANCE16B - Baile Folklórico: Regional Dances of Mexico II	**0.5 - 3**
OR	
DANCE17A - Latin Dance I	**0.5 - 3**
OR	
DANCE17B - Latin Dance II	**0.5 - 3**
OR	
DANCE18A - African Dance I	**0.5 - 3**
OR	
DANCE19A - Hip Hop Dance I	**0.5 - 3**
OR	
DANCE19B - Hip Hop Dance II	**0.5 - 3**
OR	
DANCE81 - Swing Dance	**0.5 - 3**
Fitness Courses	**0**
DANCE3AP - Dance Conditioning/Pilates I	**0.5 - 3**
OR	
DANCE3BP - Dance Conditioning/Pilates II	**0.5 - 3**
OR	
KIN22L - Strength Training	**0.5 - 3**
OR	
KIN23A - Fitness and Conditioning I	**0.5 - 1**
OR	
KIN23B - Fitness and Conditioning II	**0.5 - 1**
OR	
KIN24L - Lifetime Fitness	**0.5 - 3**
OR	
KIN27A - Beginning Weight Training	**0.5 - 2**
OR	
KIN27AL - Weight Training Lab A	**0.5 - 2**

OR

KIN27B - Intermediate Weight Training **0.5 - 2**

OR

KIN27BL - Weight Training Lab B **0.5 - 2**

OR

KIN31A - Beginning Total Fitness **0.5 - 2**

OR

KIN31AL - Total Fitness Lab A **0.5 - 2**

OR

KIN31B - Intermediate Total Fitness **0.5 - 2**

OR

KIN31BL - Total Fitness Lab B **0.5 - 2**

OR

KIN34A - Bootcamp Fitness I **0.5 - 2**

OR

KIN34B - Bootcamp Fitness II **0.5 - 2**

OR

KIN35A - Beginning Cross Training **0.5 - 2**

OR

KIN35B - Intermediate Cross Training **0.5 - 2**

OR

KIN37A - Beginning Hatha Yoga **0.5 - 2**

OR

KIN37B - Intermediate Hatha Yoga **0.5 - 2**

OR

KIN38A - Beginning Yoga and Stress Reduction **0.5 - 2**

OR

KIN38B - Intermediate Yoga and Stress Reduction **0.5 - 2**

OR

KIN39A - GYROKINESIS® Movement Yoga I **0.5 - 2**

OR

KIN39B - GYROKINESIS® Movement Yoga II **0.5 - 2**

OR

KIN55 - Sports Conditioning **0.5 - 3**

Team and Individual Sport Courses **0**

KIN40A - Beginning Golf **0.5 - 2**

OR

KIN40B - Intermediate Golf **0.5 - 2**

OR

KIN41A - Beginning Golf Course Play **0.5 - 2**

OR

KIN41B - Intermediate Golf Course Play **0.5 - 2**

OR

KIN43A - Beginning Tennis **0.5 - 2**

OR

KIN43B - Intermediate Tennis **0.5 - 2**

OR

KIN47A - Beginning Basketball **0.5 - 2**

OR

KIN47B - Intermediate Basketball **0.5 - 2**

OR

KIN50A - Beginning Soccer **0.5 - 2**

OR

KIN51A - Beginning Indoor Soccer-Futsal **0.5 - 2**

OR

KIN51B - Intermediate Indoor Soccer-Futsal **0.5 - 2**

OR

KIN52A - Beginning Ultimate Frisbee **0.5 - 2**

OR

KIN53B - Intermediate Softball **0.5 - 2**

OR

KIN54A - Beginning Volleyball **0.5 - 2**

OR

KIN54B - Intermediate Volleyball **0.5 - 2**

OR

KIN56A - Beginning Beach Volleyball **0.5 - 2**

OR

KIN56B - Intermediate Beach Volleyball **0.5 - 2**

OR

KIN50B - Intermediate Soccer **0.5 - 2**

OR

KIN52B - Intermediate Ultimate Frisbee **0.5 - 2**

List A- Take two courses from two different departments: BIO, CHEM, First Aid, Statistics, and PHYS (6-10 Units) **6**

BIO9A - Molecular, Cellular, and Animal Biology **5**

OR

BIO9B - Ecology, Evolution, and Plant Biology **5**

OR

BIO11A - General Biology **4**

OR

CHEM1A - General Chemistry I	**5**
OR	
CHEM30A - Inorganic Chemistry for Health Occupations	**4**
OR	
CHEM30B - Introductory Organic Chemistry and Biochemistry for Health Occupations	**4**
OR	
CHEM32 - Chemistry for the Allied Health Major	**5**
OR	
KIN13 - First Aid: Responding to Emergencies	**3**
OR	
MATH12 - Elementary Statistics	**5**
OR	
MATH12H - Honors Elementary Statistics	**5**
OR	
PHYS2A - Physics for Life Sciences I	**4**
OR	
PHYS4A - Physics for Scientists and Engineers I	**5**
OR	
PSYCH2A - Statistics for Behavioral Sciences	**3**
OR	
BUS9 - Business Statistics	**3**
OR	
CHEM3 - Introductory Inorganic Chemistry	**3**
AND	
CHEM3L - Introductory Inorganic Chemistry Laboratory	**1**
Electives: Any course numbered 1-99 (0-3 Units)	**3**
Total Credits	**60**

Recommended Sequences

Semester 1 Fall

KIN2 - Introduction to Kinesiology
3

AND

MATH12 - Elementary Statistics
5

AND

Fitness Courses (Any Course)
1

Total Credits:
9

Semester 2 Spring

BIO4 - Human Anatomy
4

AND

KIN13 - First Aid
3

AND

Dance Courses (Any Course)
0

Total Credits:
7

Semester 3 Fall

CHEM3 - Introductory Inorganic Chemistry
3

AND

CHEM3L - Introductory Inorganic Chemistry Laboratory
1

AND

Team and Individual Sports Courses (Any Course)
0

Total Credits:
4

Semester 4 Spring

BIO5 - Human Physiology
4

Total Credits:

4

Program Outcomes

Kinesiology A.A.-T Transfer Degree

PSLO	Performance
1. Demonstrate awareness of the scope and variety of work in the field of kinesiology.	80
2. Analyze and apply the fundamental content, principles, and issues common in the field of kinesiology, including pedagogy, exercise science, and wellness.	80
3. Demonstrate the ability to deliver kinesiology content by communicating effectively across culturally diverse populations within the context of the issues related to social responsibility, justice, diversity, pluralism, and compassion.	80
4. Demonstrate the ability to articulate, collaborate, and motivate others in diverse settings and communities utilizing concepts from kinesiology and related fields.	80
5. Identify and/or explain the benefits of physical activity as related to physical and mental health.	80
6. Communicate effectively in writing (clear, concise and coherent) on topics in kinesiology.	80

Program Narrative

Program Goals and Objectives (this does not include the Catalog Description or Program Learning Outcomes) Example from MRTA degree: The primary goal of this program is: To develop students' skills in music technology and recording arts to enter into music industry careers in sound engineering, performance, electronic music composition, sound design, music arranging, song writing, broadcast engineering, and equipment manufacturing. The two primary objectives of this program are: To produce trained musicians capable of creating professional quality musical projects that demonstrate the following knowledge and recording skills: pre and post production requirements, tracking, editing, mixing, effects processing, use of plug-ins, mastering of live or studio generated music, and knowledge and experience with the behavior of sound, hardware, software, and the musical skills used in a professional recording environment. To produce trained musicians capable of planning and executing the sound requirements for events in various environments, including studio, theatre, club, concert, convention, and other live situations, as a component of a professional production.

Kinesiology is the academic discipline concerned with the art and science of human movement. Students may pursue bachelors and graduate degrees with emphasis in adaptive physical education, athletic training, physical therapy, dance, movement sciences, sports management, teaching and coaching which provide numerous career opportunities in both the public and private sectors. Kinesiology may also be listed as physical education or human performance at some campuses.

Catalog Description and Program Learning Outcomes

The Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) is intended for students who plan to complete a bachelor's degree in a similar major at a CSU campus. Kinesiology may also be listed as physical education or human performance at some campuses. Kinesiology is the academic discipline concerned with the art and science of human movement. Students may pursue bachelors and graduate degrees with emphasis in adaptive physical education, athletic training, physical therapy, dance, movement sciences, sports management, teaching, and coaching which provide numerous career opportunities in both the public and private sectors.

Students completing these degrees are guaranteed admission to the CSU system, but not to a particular campus or major. Students pursuing transfer to a specific campus or major concentration should pay careful attention to the courses they choose from List A to insure major preparation for their preferred campus.

See Associate Degree for Transfer information in the Cabrillo College catalog.

The following is required for all A.A.-T or A.S.-T degrees:
- Completion of 60 CSU-transferable semester units.
- Minimum grade-point average (GPA) of at least 2.0 in all CSU-transferable coursework. While a minimum of 2.0 is required for admission, some majors may require a higher GPA.
- Completion of a minimum of 18* semester units in the major with a letter grade of "C" or better, or a "P" if the course is taken on a "Pass/No Pass" basis. *Note: this degree requires greater than 18 units in the major for completion.
- Certified completion of the California State University General Education-Breadth pattern (CSU GE Breadth) or the Intersegmental General Education Transfer Curriculum (IGETC) pattern.

Note: BIO, CHEM, PHYS, Statistics, and one unit of KIN or DANCE activity courses are also general education courses and may be double counted for requirements of the degree.

Program Learning Outcomes:

1. Demonstrate awareness of the scope and variety of work in the field of Kinesiology.
2. Analyze and apply the fundamental content, principles, and issues common in the field of kinesiology, including pedagogy, exercise science and wellness
3. Demonstrate the ability to deliver kinesiology content by communicating effectively across culturally diverse populations within the context of issues related to social responsibility, justice, diversity, pluralism, and compassion.
3. Demonstrate the ability to articulate, collaborate, and motivate others in diverse settings and communities utilizing concepts from Kinesiology and related fields.
4. Identify and/or explain the benefits of physical activity as related to physical and mental health.
5. Communicate effectively in writing (clear, concise and coherent) on topics in kinesiology.

Program Requirements with Course blocks, Dept and Course Numbers, Course Title, Total units (or hours for noncredit), and Sequence.

See attached Trasfer Model Curriculum (TMC).

Master Planning Example from Elementary Algebra program: Many of the populations in the community that Cabrillo College serves have shown through assessment scores, performance in higher levels of math courses, and their ability to transfer to four-year universities that there is a need for a series of noncredit math courses that address these topics and are repeatable, affordable, and allow for more flexibility for student schedules. This certificate of competency meets that need. There are no competing noncredit programs and it is designed to enhance students' performance in higher-level math courses and programs, ultimately leading to transfer.

No Value

Enrollment and Completer Projections (this can include a list of the courses in the degree and how many sections and the enrollment numbers over the last several years) Example from MRTA program: Enrollment Projections MTRA enrollment projections are estimated to continue along their current trajectory. They have been running at full capacity (25 students per section) since the inception of the MTRA Skills Certificate Program and are often overenrolled with 30+ students per section. Cabrillo College typically offers four sections of MTRA courses each fall term and five each spring term, totaling approximately 125 students each fall and 150 students each spring, for an average of 275 students per year. Completer Projections Though this is a new application for an AS and Certificate of Achievement, our current MTRA Skills Certificate is in its 9th year. There are, on average, five graduates in the current program per year. With approval of the AS and Certificate of Achievement, the expectation for future program graduates is: 10 Skills Certificates, five Certificates of Achievement, and 2 Associate of Science degrees. Though the program is not specifically designed as a transfer program, several graduates have transferred recently to CSU-Monterey Bay to continue their work toward a BA in music technology, and one of those this past year simultaneously found employment as an audio technician/specialist at the nearby Seascape Resort.

The college awarded 6 Kinesiology Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) degrees in 2017-18, and 19 in the 2018-19 academic year.
Projection: 10-20 Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) degrees awarded each year

Place of Program in Curriculum/Similar Programs Example from Sustainable Agriculture Technology program: The Sustainable Agriculture Technology certificate will offer a new option that responds to cross-functional technical skills required by the emerging field of agriculture technology. The degree will be housed within the Horticulture Department, and will expand the current degree offerings of: Agriculture Plant Sciences A.S.-T Transfer Degree, General Horticulture & Crop Production A.S. Degree, and Landscape Horticulture A.S. Degree. None of the historical degree offerings are interdisciplinary as they have a traditional focus on horticulture and plant science. By adding in additional coursework within Engineering, Computer Applications/ Business Technology, Geography, Computer Science, and Computer and Information Systems we are able to craft a degree that prepares students for the digital, computer literate, and mechanical skills needed by an 21st century agriculture industry employee or grower. This program does not replace any existing program and serves to expand attainable degrees for students with cross functional interests in horticulture and technology and is a certificate version of our Sustainable Agriculture Technology A.S. Degree.

The Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) is housed in the Kinesiology Department under the division of Health, Athletics, Wellness and Kinesiology. The degree is in addition to Cabrillo College's existing Kinesiology Associate of Arts.

Similar Programs at Other Colleges in Service Area Example from Sustainable Agriculture Program: There are no similar programs in the college service area. Hartnell's Agricultural Business and Technology Institute administration has been consulted with and it has been determined that none of their programs offer a similar Certificate of Achievement in sustainable agriculture technology.

Discipline faculty aligned the Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) to the TMC because of the clear and substantial benefits this alignment would provide community college students with the intent of transferring to a CSU. After reviewing the Transfer Model Curriculum (TMC), we ascertained that Cabrillo College already offers all of the courses identified on the TMC. We examined the C-IDs for the classes that we offer to ensure that the descriptions and learning outcomes of our classes are consistent with those that have been identified as core major preparation. We know that we have enough coverage of the suggested TMC courses to adequately offer the required core and elective classes that students need to complete the Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) in a timely manner.

Both of Cabrillo's local CSU's, CSU Monterey Bay and San Jose State, have declared that the TMC based Associate in Arts in Kinesiology for Transfer (A.A.-T in Kinesiology) is a similar transfer associate degree.

For CTE, additional supporting documentation is needed: Advisory Committee Recommendation, Labor Market Information (LMI) & Analysis, and BACCC Regional Program Recommendation

No Value