

SANTA ANA COLLEGE

CURRICULUM & INSTRUCTION COUNCIL

DATE: January 30, 2012

FROM: Bonita N. Jaros, Ph. D., Chair

TO: Curriculum & Instruction Council

RE: Minutes of Meeting of January 30, 2012
2:00 pm, SAC Foundation Board Room, S – 215

Present: P. Canzona, J. Coffman, M. Colunga, B. Courter, D. Gilmour, G. Giroux, P. Hughes, B. Jaros, B. Kehlenbach, L. Pedroza, M. Porter, L. Rose, K. Ross, C. Takahashi, S. Turner, J. Vercelli, D. Vu.

Guests: A. Bridges, C. Comeau, A. Dooley, H. Kim, B. Miller

1. MINUTES OF MEETING OF DECEMBER 5, 2011 APPROVED

Dennis Gilmour suggested that the information in the minutes regarding repeatability be forwarded to Admissions.

2. TECHNICAL COMMITTEE REPORT (See Attachment) APPROVED

3. CURRICULUM ITEMS (See Attachment) APPROVED

4. SLOs ON COURSE OVERVIEW INFORMATION

Bonnie spoke about putting SLOs on course overviews by fall 2012. However, Sylvia Turner and Linda Rose said the deans have been notifying their faculty to have them completed by this spring 2012. Bonnie explained how to get the SLOs on the course overviews. She said she would be happy to assist with the procedure if needed. This will be a valuable asset to our accreditation review. She explained that it is very important that the learning outcomes are assessable.

5. OTHER INFORMATION

A. Bonnie announced that at the next Academic Senate meeting on Tuesday, February 14th, there will be a demonstration of TaskStream, a data/assessment management system. SCC will be using this system since they have grant monies to

do so. SAC is trying to work with the resources available presently since the system is expensive.

B. There was a brief discussion regarding common curriculum between the two colleges.

The next meeting is Monday, February 13, 2012 at 2:00 p.m., SAC Foundation Board Room, S – 215.

REVISED COURSES

Item #1 was approved.

Science, Math and Health Sciences

1. Chemistry 229, General Chemistry and Qualitative Analysis
(Repeatability change from R3 to NR)
Chemistry 229 has a discrepancy in wording with SCC. SCC is using the words “equilibrium” and “organic.” SAC will change their wording to coincide with SCC’s since it does not change the spirit of the content.

REVISED COURSES WITH SLO – NO CHANGE TO CATALOG AND CLASS SCHEDULE DESCRIPTION

Items #2 through #6 were approved.

Humanities

2. English 104, Language and Culture
3. English 104H, Honors Language and Culture

Student Services

4. Sign Language 112, American Sign Language III
5. Sign Language 113, Introduction to Interpreting for the Deaf
6. Sign Language 116, Perspective on Deafness

REVISED COURSES – FIRST READING

Items #1 through # 15 were presented for first reading. The rules for a second reading were suspended, and items #1 through #15 were approved. These changes will appear in the 2012-2013 Catalog effective for fall 2012.

Kinesiology

1. Kinesiology Activities 098, Topics
2. Kinesiology Activities 155, Self-Defense
3. Kinesiology Activities 170, Yoga
4. Kinesiology Activities 184, Pom Performance Squad
5. Kinesiology Activities 211, Baseball – Off Season
6. Kinesiology Activities 240, Advanced Basketball Skills – Men
7. Kinesiology Activities 280, Track and Field
8. Kinesiology Aerobic Fitness 098, Topics
9. Kinesiology Aerobic Fitness 146, Stability Ball Training for Fitness
10. Kinesiology Aerobic Fitness 157, Cardio Pump
11. Kinesiology Aquatics 198, Topics
12. Kinesiology Fitness 098, Topics
13. Kinesiology Health Education 098, Topics
14. Kinesiology Intercollegiate Athletics 098, Topics
15. Kinesiology Intercollegiate Athletics 209, Water Polo – Men

NEW COURSES – SECOND READING

Items #16 through #18 were approved. Paula Canzona reported that items #16 and #17 can be kept the same course title and numbers. Items #16 and #17 need to be rearticulated. Item #18 will appear in the 2012-2013 Catalog effective for fall 2012.

Business

16. Engineering 118, Plan Surveying
17. Engineering 119, Advanced Plane Surveying

Science, Math and Health Sciences

18. Biology 290, Biochemistry and Molecular Biology

REVISED COURSES – SECOND READING

Item #19 was approved with the caveat that the following lines will be added in the catalog: “Chemistry 115 (Same as Physical Science 115)” and “Physical Science 115 (Same as Chemistry 115).” This will go on the Technical Committee Report.

Science, Math and Health Sciences

19. Chemistry 115, Concepts in Physical Sciences for Educators

REVISED PROGRAM – FIRST READING

Items #20 through #21 were presented for first reading. The rules for a second reading were suspended, and items #20 through #21 were approved. These changes will appear in the 2012-2013 Catalog effective for fall 2012.

Counseling

20. Liberal Arts Degree (sac.la.aa)
Put a note in the degree stating the course can only be used in one area of emphasis. All *Speech Communications* courses need to be changed to *Communication Studies*.

Kinesiology

21. Kinesiology Degree (sac.kin.aa)

REVISED PROGRAMS – SECOND READING

Items #22 through #23 were approved. Item #23 will appear in the 2012-2013 Catalog effective for fall 2012.

Business

22. Engineering Civil Technology Degree (sac.enrct.as) and Engineering Civil Technology Certificate (sac.enrct.ca)

Science, Math and Health Sciences

23. Biological Science Degree (sac.biol.aa)

the 1990s, the number of people with a mental health problem has increased in the UK (Mental Health Act 1983).

There is a growing awareness of the need to improve the lives of people with mental health problems. The Department of Health (1999) has set out a strategy for mental health care in the UK. The strategy is based on the following principles:

• People with mental health problems should be treated as individuals and not as a group.

• People with mental health problems should be given the opportunity to participate in decisions about their care.

• People with mental health problems should be given the opportunity to live in their own homes and communities.

• People with mental health problems should be given the opportunity to work and to contribute to society.

• People with mental health problems should be given the opportunity to live a full and meaningful life.

• People with mental health problems should be given the opportunity to be treated with respect and dignity.

• People with mental health problems should be given the opportunity to be treated as equal citizens.

• People with mental health problems should be given the opportunity to be treated as individuals.

• People with mental health problems should be given the opportunity to be treated as equal citizens.

• People with mental health problems should be given the opportunity to be treated with respect and dignity.

• People with mental health problems should be given the opportunity to be treated as equal citizens.

• People with mental health problems should be given the opportunity to be treated with respect and dignity.

• People with mental health problems should be given the opportunity to be treated as equal citizens.

• People with mental health problems should be given the opportunity to be treated with respect and dignity.

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• People with mental health problems should be given the opportunity to be treated as equal citizens.

TECHNICAL COMMITTEE REPORT

FEBRUARY 13, 2012

REVISED COURSES

Continuing Education

1. English As a Second Language 401, ESL/Family Literacy, Beginning ESL 1
(Class Hours change from 152 – 440 to 216)
2. English As a Second Language 405, ESL/Family Literacy, Beginning ESL 2
(Class Hours change from 152 – 440 to 216)
3. English As a Second Language 407, ESL/Family Literacy, Beginning ESL 3
(Class Hours change from 152 – 440 to 216)
4. English As a Second Language 408, ESL/Family Literacy, Intermediate 1
(Class Hours change from 152 – 440 to 216)
5. English As a Second Language 409, ESL/Family Literacy, Intermediate 2
(Class Hours change from 152 – 440 to 216)

REVISED COURSES WITH SLO – NO CHANGE TO CATALOG AND CLASS SCHEDULE DESCRIPTION

Counseling

6. Counseling N45, Orientation to College
7. Counseling 106, Inquiries Into Higher Education
8. Counseling 111, Learning Skills Development
9. Counseling 125, Exploring Leadership

SANTA ANA COLLEGE/Continuing Education

COURSE OUTLINE APPROVAL SHEET

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 401, ESL/Family Literacy, Beginning ESL 1

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW REVISION WITH X W/O CATALOG CHANGES
DELETION REVISION WITH X W/O CLASS SCHEDULE CHANGES

* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY (60 word limit; underline changes if a revision)

Course Number: ENGLISH AS A SECOND LANGUAGE, 401

Course Title: ESL/Family Literacy, Beginning ESL 1

Units: 0

Class hours: 152-440 216

Prerequisite: None

Emphasizes listening comprehension and beginning oral production of simple conversation, reading of practiced words and phrases, and prewriting tasks. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 1 curriculum. Open entry/open exit.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision)

ENGLISH AS A SECOND LANGUAGE 401, ESL/Family Literacy, Beginning ESL 1. 0 Units.

Emphasizes listening comprehension and beginning oral production of simple conversation, reading of practiced words and phrases, and prewriting tasks. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 1 curriculum. Open entry/open exit.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required Elective

Does this course have arranged hours? N/A X By course

Co/Prerequisite*? N/A X Approval Code Co/Prerequisite Course Requirement

Co/prerequisite message (10 character limit, (SEE CATALOG)

Is course cross-listed (same as) with another course? Yes No X Subject ID

Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes N/A X

List departments notified

Budgetary Unit 18200 Classification Code K Transfer Code N/A SAM Priority Code E

Method of Instruction** 11 Instructor LHE: Lecture X Laboratory

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS Code: 4930.87

Proposed by Henry Kim Date: January 23, 2012

Division Dean Sergio R. Sotelo, Ph.D. Date: January 24, 2012

Curriculum Committee Approval Date: 1/23/12

Curriculum Council Approval Date 1/23/12 Subject ID Number ESL-401

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code A

SANTA ANA COLLEGE/Continuing Education COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 401, ESL/Family Literacy, Beginning ESL 1

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY: (60 word limit; underline changes if a revision)

Course Number: **ENGLISH AS A SECOND LANGUAGE, 401**

Course Title: **ESL/Family Literacy, Beginning ESL 1**

Units: 0

Class hours: 216

Prerequisite: None

Emphasizes listening comprehension and beginning oral production of simple conversation, reading of practiced words and phrases, and prewriting tasks. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 1 curriculum. Open entry/open exit.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A X

Yes	No	SAC Department Chair	<u>Henry Kim</u>	<i>Henry Kim</i>	Date	<u>1/23/12</u>
Yes	No	SCC Department Chair	_____	_____	Date	_____

SANTA ANA COLLEGE/Continuing Education COURSE OUTLINE APPROVAL SHEET

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 405, ESL/Family Literacy, Beginning ESL 2

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW REVISION WITH X W/O CATALOG CHANGES
DELETION REVISION WITH X W/O CLASS SCHEDULE CHANGES

* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY (60 word limit; underline changes if a revision)

Course Number: ENGLISH AS A SECOND LANGUAGE 405

Course Title: ESL/Family Literacy, Beginning ESL 2

Units: 0

Class hours: 452-440 216

Prerequisite: Emphasizes comprehending simple conversations, communicating survival needs, reading phrases and simple sentences, and performing communicative written tasks. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 2 curriculum. Open entry/open exit.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision)

ENGLISH AS A SECOND LANGUAGE 405, ESL/Family Literacy, Beginning 2. 0 Units.

Emphasizes comprehending simple conversations, communicating survival needs, reading phrases and simple sentences, and performing communicative written tasks. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 2 curriculum. Open entry/open exit.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required Elective

Does this course have arranged hours? Yes No N/A X By course

Co/Prerequisite*? N/A X Approval Code Co/Prerequisite Course Requirement

Co/prerequisite message (10 character limit, (SEE CATALOG))

Is course cross-listed (same as) with another course? Yes No X Subject ID

Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes N/A X

List departments notified

Budgetary Unit 18200 Classification Code K Transfer Code N/A SAM Priority Code E

Method of Instruction** 11 Instructor LHE: Lecture X Laboratory

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS CODE 4930.87

Proposed by Henry Kim Date: January 23, 2012
Division Dean Sergio R. Sotelo, Ph.D. Date: January 24, 2012
Curriculum Committee Approval John Sotelo Date: 1/23/12

Curriculum Council Approval Date 1/23/12 Subject ID Number ESL-405

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code A

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY (60 word limit; underline changes if a revision).

Course Number: **ENGLISH AS A SECOND LANGUAGE 405**

Course Title: **ESL/Family Literacy Beginning ESL 2**

Units: 0

Class hours: 216

Prerequisite: None

Emphasizes comprehending simple conversations, communicating survival needs, reading phrases and simple sentences, and performing communicative written tasks. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 2 curriculum. Open entry/open exit.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A X

Yes No SAC Department Chair Henry Kim *Henry Kim* Date 1/23/12
 Yes No SCC Department Chair _____ Date _____

COURSE CONTENT (Include major topics of the course, time required, and what the student is expected to learn.) All segments are recursive and ongoing.

Note: ESL in the noncredit program is taught holistically, integrating all four skills in every lesson.

Skills	216 hours (total)	Students will be able to
Listening	179	<ul style="list-style-type: none"> Demonstrate understanding of simple words and phrases drawn from learned topics. Identify the main topic of conversation in familiar material Respond appropriately to short warnings Respond appropriately to general directions
Speaking		<ul style="list-style-type: none"> Demonstrate strategies to check for understanding (<i>please repeat, etc.</i>) Make statements related to basic needs using previously learned words and phrases Ask simple questions (<i>wh</i> or <i>yes/no</i> questions)
Reading		<ul style="list-style-type: none"> Interpret isolated words and phrases in familiar contexts, such as words or phrases on traffic signs, in store ads and/or fast food menus Interpret terms on simplified forms (birth date, etc.) Scan for numerical information (time store opens) Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics containing previously learned vocabulary and sentence patterns Read cursive writing of basic vocabulary and short passages
Writing		<ul style="list-style-type: none"> Perform prewriting and free writing activities Complete communication tasks (short notes, memos, directions, a sequence of instructions, invitations)
Parents and Children Reading Together	(Included in above LSRW hours 1,2,3,4)	<ul style="list-style-type: none"> Demonstrate methods that help develop literacy skills in children Model positive literacy behaviors Expand upon and continue to practice methods of teaching and tutoring children Identify and use activities that involve adults and children together focused on print materials: <ol style="list-style-type: none"> Tell a child stories about the family and community, Paraphrase a story, Write and read a family story Increase public library usage: <ol style="list-style-type: none"> Complete a library card application, Participate in family and or community reading activities, e.g., library story hours
Parenting		<ul style="list-style-type: none"> Identify positive parenting techniques (for life in the United States) Give examples for real-life application Participate in a parent/teacher conference and Back to School Night activities Continue to expand the parent/school connection: <ol style="list-style-type: none"> Volunteer in school, Actively participate in a child's school evaluation Serve as a role model to a child by establishing own goals and objectives for lifelong learning
Pronunciation	22	<ul style="list-style-type: none"> Recognize and use basic intonation patterns of <i>wh, yes/no, and either/or</i> questions Recognize and produce the sounds of singulars and plurals Begin to produce initial sounds: <i>th/t, p/f, v/b</i> Produce reduced forms of <i>going to</i> and <i>have to</i>
Language Structure and Grammar	15	Structures to be incorporated into language instruction [Tense focus: Present continuous, present] <ul style="list-style-type: none"> Statements and questions using present, simple past, present progressive, past progressive <i>How much, how many, how often, have to, do/does, can</i> Simple word order, Simple adjectives, Common irregular verbs, Basic pronouns

SANTA ANA COLLEGE/Continuing Education COURSE OUTLINE APPROVAL SHEET

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 407, ESL/Family Literacy, Beginning ESL 3

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW REVISION WITH X W/O CATALOG CHANGES
DELETION REVISION WITH X W/O CLASS SCHEDULE CHANGES
* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY (60 word limit; underline changes if a revision)

Course Number: ENGLISH AS A SECOND LANGUAGE 407

Course Title: ESL/Family Literacy, Beginning ESL 3

Units: 0

Class hours: 152-440 216

Prerequisite: None

Emphasizes comprehending, participating in, and sustaining simple conversations, reading short passages with understanding, and producing short written passages. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 3 curriculum. Open entry/open exit.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision)

ENGLISH AS A SECOND LANGUAGE 407, ESL/Family Literacy, Beginning ESL 3. 0 Units.

Emphasizes comprehending, participating in, and sustaining simple conversations, reading short passages with understanding, and producing short written passages. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 3 curriculum. Open entry/open exit.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required Elective

Does this course have arranged hours? N/A X By course

Co/Prerequisite** N/A X Approval Code Co/Prerequisite Course Requirement

Co/prerequisite message (10 character limit, (SEE CATALOG)

Is course cross-listed (same as) with another course? Yes No X Subject ID

Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes N/A X

List departments notified

Budgetary Unit 18200 Classification Code K Transfer Code N/A SAM Priority Code E

Method of Instruction** 11 Instructor LHE: Lecture X Laboratory

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS Code: 4930.87

Proposed by Henry Kim Date: January 23, 2012

Division Dean Sergio R. Sotelo, Ph.D. Date: January 24, 2012

Curriculum Committee Approval Date: 1/23/12

Curriculum Council Approval Date 1/23/12 Subject ID Number ESL-407

Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code A

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 407, ESL/Family Literacy, Beginning ESL 3

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY (60 word limit: underline changes if a revision).

Course Number: ENGLISH AS A SECOND LANGUAGE 407

Course Title: ESL/Family Literacy Beginning ESL 3

Units: 0

Class hours: 216

Prerequisite: None

Emphasizes comprehending, participating in, and sustaining simple conversations, reading short passages with understanding, and producing short written passages. Utilizes various language-based activities to enhance family language learning with adults and children reading together. Develops parenting skills using language appropriate for this level. This course includes the ESL Beginning 3 curriculum. Open entry/open exit.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A X

Yes	No	SAC Department Chair	<u>Henry Kim</u>	<i>Henry Kim</i>	Date	<u>1/23/12</u>
Yes	No	SCC Department Chair	_____	_____	Date	_____

SANTA ANA COLLEGE/Continuing Education

COURSE OUTLINE APPROVAL SHEET

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 408, ESL/Family Literacy Intermediate 1

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW REVISION WITH X W/O CATALOG CHANGES
DELETION REVISION WITH X W/O CLASS SCHEDULE CHANGES

* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY: (60 word limit; underline changes if a revision)

Course Number: ENGLISH AS A SECOND LANGUAGE 408

Course Title: ESL/Family Literacy Intermediate 1

Units: 0

Class hours: 152-440 216

Prerequisite: None

Emphasizes creative oral language activities, initial critical thinking skills in reading comprehension, and written tasks which begin to focus on academic skills. This course includes the ESL Intermediate 1 curriculum with an additional family literacy focus and component. Utilizes various language-based activities to enhance family language learning. Develops parenting skills using language appropriate for this level. Open entry/open exit.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision)

ENGLISH AS A SECOND LANGUAGE 408, ESL/Family Literacy Intermediate 1. 0 Units.

Emphasizes creative oral language activities, initial critical thinking skills in reading comprehension, and written tasks which begin to focus on academic skills. This course includes the ESL Intermediate 1 curriculum with an additional family literacy focus and component. Utilizes various language-based activities to enhance family language learning. Develops parenting skills using language appropriate for this level. Open entry/open exit.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required Elective

Does this course have arranged hours? Yes No N/A X By course

Co/Prerequisite*? N/A X Approval Code Co/Prerequisite Course Requirement

Co/prerequisite message (10 character limit, (SEE CATALOG)

Is course cross-listed (same as) with another course? Yes No X Subject ID

Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes N/A X

List departments notified

Budgetary Unit 18200 Classification Code K Transfer Code N/A SAM Priority Code E

Method of Instruction** 11 Instructor LHE: Lecture X Laboratory

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS CODE: 4930.87

Proposed by Henry Kim Date: January 23, 2012

Division Dean Sergio R. Sotelo, Ph.D. Date: January 24, 2012

Curriculum Committee Approval Date: 1/23/12

Curriculum Council Approval Date 1/23/12 Subject ID Number ESL-408

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code A

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY:

Course Number: ENGLISH AS A SECOND LANGUAGE 408

Course Title: ESL/Family Literacy Intermediate 1

Units: 0

Class hours: 216

Prerequisite: None

Emphasizes creative oral language activities, initial critical thinking skills in reading comprehension, and written tasks which begin to focus on academic skills. This course includes the ESL Intermediate 1 curriculum with an additional family literacy focus and component. Utilizes various language-based activities to enhance family language learning. Develops parenting skills using language appropriate for this level. Open entry/open exit.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A X

Yes No SAC Department Chair Henry Kim *Henry Kim* Date 1/23/12
 Yes No SCC Department Chair _____ Date _____

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Note: ESL in the noncredit program is taught holistically, integrating all four skills in every lesson.

Skills	216 hours (total)	Students will be able to
Listening	160	<ul style="list-style-type: none"> Identify the main topic of conversation in familiar material Demonstrate understanding of non face-to-face speech in familiar contexts such as simple phone conversations and routine announcements Recognize words that signal differences between present, past, and future events
Speaking		<ul style="list-style-type: none"> Make present, future, and past statements related to basic needs and common activities using previously learned phrases and simple sentences Communicate personal information (tell others about self, etc.) Ask for simple directions and for meanings of unknown words and expressions Ask about present and past activities Ask questions about basic needs based on previously learned vocabulary
Reading		<ul style="list-style-type: none"> Interpret narrative and descriptive passages on familiar and some unfamiliar topics Scan for specific information in simple life skill materials related to immediate needs Predict meanings of unfamiliar vocabulary in highly contextualized materials Interpret abbreviations for words previously learned Recognize some basic prefixes and suffixes Use alphabetical order Use dictionary guide words, pronunciation key, index, tables of context Skim for general meaning and scan for specific information in short passages Begin to use critical thinking skills in reading comprehension activities
Writing		<ul style="list-style-type: none"> Expand group revision and some editing strategies. The full cycle of the writing process is introduced. Develop sense of audience and register Perform communicative and realistic tasks (write short telephone messages and thank you notes, complete forms, etc.) Perform creative/academic tasks (take guided notes on material presented orally, write short autobiography, write a personal opinion based on class reading or discussion, etc.)

SANTA ANA COLLEGE/Continuing Education COURSE OUTLINE APPROVAL SHEET

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 409, ESL/Family Literacy Intermediate 2

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW REVISION WITH X W/O CATALOG CHANGES
DELETION REVISION WITH X W/O CLASS SCHEDULE CHANGES

* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY: (60 word limit; underline changes if a revision)

Course Number: ENGLISH AS A SECOND LANGUAGE 409

Course Title: ESL/Family Literacy Intermediate 2

Units: 0

Class hours: 452-440 216

Prerequisite: None

Emphasizes understanding higher level language activities, reading passages with increased understanding, and increasing focus on creative and academic writing tasks. This course includes the ESL Intermediate 2 curriculum with an additional family literacy focus and component. Utilizes various language-based activities to enhance family language learning.

Open entry/open exit.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision)

ENGLISH AS A SECOND LANGUAGE 409, ESL/Family Literacy Intermediate 2. 0 Units.

Emphasizes understanding higher level language activities, reading passages with increased understanding, and increasing focus on creative and academic writing tasks. This course includes the ESL Intermediate 2 curriculum with an additional family literacy focus and component. Utilizes various language-based activities to enhance family language learning.

Open entry/open exit.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required Elective

Does this course have arranged hours? Yes No N/A X By course

Co/Prerequisite*? N/A X Approval Code Co/Prerequisite Course Requirement

Co/prerequisite message (10 character limit, (SEE CATALOG)

Is course cross-listed (same as) with another course? Yes No X Subject ID

Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes N/A X

List departments notified

Budgetary Unit 18200 Classification Code K Transfer Code N/A SAM Priority Code E

Method of Instruction** 11 Instructor LHE: Lecture X Laboratory

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS CODE: 4930.87

Proposed by Henry Kim Date: January 23, 2012
Division Dean Sergio R. Sotelo, Ph.D. Date: January 24, 2012
Curriculum Committee Approval Date: 1/23/12
Curriculum Council Approval Date 1/23/12 Subject ID Number ESL-409

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code A

DISCIPLINE, NUMBER, TITLE: ENGLISH AS A SECOND LANGUAGE 409, ESL/ Family Literacy Intermediate 2

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY: (60 word limit; underline changes if a revision).

Course Number: **ENGLISH AS A SECOND LANGUAGE 409**

Course Title: **ESL/Family Literacy Intermediate 2**

Units: 0

Class hours: 216

Prerequisite: None

Emphasizes understanding higher level language activities, reading passages with increased understanding, and increasing focus on creative and academic writing tasks. This course includes the ESL Intermediate 2 curriculum with an additional family literacy focus and component. Utilizes various language-based activities to enhance family language learning.

Open entry/open exit.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A X

Yes	No	SAC Department Chair	Henry Kim	<i>Henry Kim</i>	Date	1/23/12
Yes	No	SCC Department Chair			Date	

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

0
last

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Counseling N45, Orientation to College

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Counseling N45

Orientation to College

Units: 0.5

Class Hours:

Lecture Hours: 8

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~8

PREREQUISITE(S) None

Introduction to college services and programs. Identification and exploration of programs and services designed to assist students entering college credit courses.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15320</u>	I	0 10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493010 - Guidance	R1 - Repeatable x1	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 10/21/11 by: Martha VargasDivison Chair Approval Date: 02/02/12 by: Dennis Gilmour

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

1) Introduction to college 2 hours

I) The need for higher education

II) What are units?

III) The differences between community colleges, CSU, UC, private colleges and vocational schools

IV) How to read a catalog

V) How to read a schedule of classes

VI) The difference between college and university degrees, AA/AS, BA/BS, MA, PhD, etc.

VII) What is a major/minor?

VIII) What is a degree applicable/non-degree applicable?

IX) What is transferable/non-transferable?

X) The pyramid of higher education

2) Orientation to college programs and services 4 hours

- I) Identify where programs and services are located
- II) How to check our library material
- III) How to use library resources
- IV) How to use computer center resources
- V) How to use the Career, Counseling, Transfer and Job Placement Centers
- VI) How to access RSCCD College Information ONLINE

3) Establishing an Educational Plan 2 hours

- I) How to enroll in colleges
- II) How the assessment and placement process assist students in developing an educational plan
- III) Identify what programs will be beneficial upon enrollment

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: Counseling N45, Orientation to College
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Recommended readings and/or materials.

~~Current SAC Catalog - \$5.00~~

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Civic Responsibility

Communication Skills

3 -
Important-
sometimes
try to
achieve

1. Listening and Speaking Listening and Speaking 1) Employ listening skills by identifying key concepts 2) Identify the process of selecting a major, vocational program, transfer plan, and/or university. 3) Discuss long and short term educational plans 2. Reading and Writing Reading and Writing 1) Recall educational

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

SANTA ANA COLLEGE COURSE OUTLINE
 DISCIPLINE, NUMBER, TITLE: Counseling 106, Inquiries Into Higher Education
 (If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Counseling 106

Inquiries Into Higher Education

Units: 1

Class Hours:

Lecture Hours: 16

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~ 16

PREREQUISITE(S) None

A comprehensive and advanced study of selecting and completing an academic plan, developing goals and objectives and choosing a college major. Topics include: study techniques, assessing interests and skills and planning a major.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15320</u>	I	2 10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493013 - Academic Guidance	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 10/21/11 by: Martha Vargas

Divison Chair Approval Date: 02/02/12 by: Dennis Gilmour

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Students will analyze the need for and proper balance between basic skills, general education, applicable skills and professional education. They will assess their own goals, interests, and skills and evaluate the various pathways in higher education to meet their needs. Students examine the role of higher education in contributing to a productive life.

I. Framework for Higher Education (4 hours)

1. Analyze the role colleges and universities play in economic, political, and cultural systems.
2. Understand the personal and social implications of investing in higher education.
3. Compare and contrast the differences between a liberal education and professional education.
4. Evaluate the different pathways in higher education.

II. Assess Interests and Skills (4 hours)

1. Identify interest and skill levels.
2. Analyze the values and skills that are developed through the college and university curriculum.
3. Investigate career services in higher education.
4. Apply psychological principles related to goal setting and decision making.

III. Student Responsibilities (4 hours)

1. Compare and contrast the differences between high school, college, and graduate level education.
2. Understand the role of a college level student and to what degree students are responsible for their own intellectual, emotional and social development.
3. Explore how the concepts of race, ethnicity, and class are applied to adapting to college life.
4. Evaluate college level study techniques.

IV. Personal Management (4 hours)

1. Integrate personal goals with the knowledge of higher education pathways to write an academic plan.
2. Identify support services to help students reach their academic goal.
3. Establish a strategy to adapt to the culture of college.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: Counseling 106, Inquiries Into Higher Education
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.) ~~Recommended readings and/or materials:~~

Required: O'Brien, P.. *Making College Count*, 2 ed. USA: Patrick O'Brien Enterprises, 2010. ISBN: 061539440X. \$16.95

Required: Jensen, E.. *Student Success Secrets*, ~~Eric Jensen~~, 5 ed. USA: Barron's ~~Third Edition~~ Educational Series, ~~1994~~2003, \$8 ISBN: 0764120077. ~~95~~ \$9.99

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

**Communication
Skills**

5 -
Essential-
always try

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Counseling 111, Learning Skills Development

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Counseling 111

Learning Skills Development

Units: 1

Class Hours:

Lecture Hours: 16

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~16

PREREQUISITE(S) None

Application of educational/psychological principles in the development of effective learning skills for college courses. Topics also include identifying diversities of cultural influence, learning style, time management, textbook study/comprehension, note-taking, research preparation and testing.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15320</u>	I	2
SAM Priority Code:	E - Non-Occupational	Repeatability:	10
TOPS Code:	493010 - Guidance	R3 - Repeatable x3	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 11/10/11 by: Reymundo Robledo

Division Chair Approval Date: 02/02/12 by: Dennis Gilmour

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

I. The Learner - 2 hrs

1. To review overall content of course.
2. To define and understand the concepts of self-image, self-esteem, motivation, learning, and self-fulfilling prophecy.
3. To understand the studies of right and left brain functions and their integration.
4. To apply the laws of learning in the assessment learning style.

II. College Campus Diversity - 2 hrs

1. To understand the kinds of diversity students with experience on college campuses today; ~~Cultural~~ cultural and ethnic, gender, age, disabilities, and learning styles.
2. To understand the concepts of prejudice and discrimination in the learning environment and discuss their possible solutions.

III. Time Management - 2 hrs

1. To understand the philosophy of time management and self-management.
2. To identify developmental and innovative short and long-term goals.
3. To define the criteria of an effective time schedule such as setting priorities, organizing activities, etc.
4. To identify the causes the causes of procrastination and how to overcome them.
5. To enumerate ways and means of saving and using time effectively.

IV. Textbook Study/Reading Comprehension - 2.5 hrs

1. To survey textbooks and reading materials.
2. To formulate questions and comprehension problems in reading.
3. To use skimming, scanning, and critical reading ~~sills~~ skills with different types of reading materials.
4. To discern main ideas and details from paragraphs.
5. To summarize and make inferences.

V. Note-taking - 2.5 hrs

1. To use appropriate book-marking in textbook study.
2. To identify the causes of poor listening habits and learn how to overcome them.
3. To organize lecture, reading, and observation notes.
4. To use the card system for research/note-taking.

VI. Research Preparation - 2 hrs

1. To describe the stages in creative thinking applied to writing a research paper.
2. To use library resources.
3. To organize bibliography cards and research note cards.

VII. Testing - 2.5 hrs

1. To apply psychological principles of memory improvement and acquire mnemonics.
2. To review for objective and essay tests.
3. To overcome test anxiety.
4. To distinguish between non-critical and critical thinking questions.
5. To use effective strategies for taking objective and essay tests.

VIII. Evaluation - 0.5 hrs

1. To give a self evaluation of what student learned from the course.
2. To give evaluation of the course in general.

Total hours: 16.0

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: Counseling 111, Learning Skills Development
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: Sanabria. *Supplemental Text*, Current Year ed. Santa Ana: RR and J, 2012, ISBN: 000.

Required: RSCCD Publications. *Current SAC Catalog*, Current Year ed. ed. Orange: RSCCD Publications, 2012, ISBN: 000.

Recommended readings and/or materials.

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Counseling 125, Exploring Leadership

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Counseling 125

Exploring Leadership

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~48

PREREQUISITE(S) None

This introductory course will examine the fundamental concepts of effective leadership through reading, discussion, research, and inventories for self-awareness and assessment. The course will prepare students to understand the importance of leadership in careers, communities, and society in general and to assume responsibilities of leadership roles in college and community settings.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>15320</u>	I	2	10
SAM Priority Code:	E - Non-Occupational	Repeatability:		
TOPS Code:	493072 - Skill Development	NR - Non-Repeatable: D, F, NC, W		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 11/10/11 by: Reymundo Robledo

Divison Chair Approval Date: 02/02/12 by: Dennis Gilmour

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Critical thinking skills will be developed by helping students analyze their personal definition of leadership with contemporary theories and models; by using their reasoning to apply concepts presented in class; by processing their emerging thought patterns through reflection/position papers; by synthesizing classroom knowledge through practical, small group projects; and through the assessment and application of principles and concepts through small group simulations, and role-plays.

Part I: Introduction to leadership (15 hours)

http://curricunet.com/SAC/files/comp_724_3850_792.html

2/8/2012

Introductions; personal values exploration; discuss the concept of paradigms; evolution of leadership theory; contemporary theories and models; class debate: are leaders made or born; analysis of leadership as inclusive, empowering and purposeful; leading for a common purpose; analysis of leadership as ethical and process-oriented.

Part II: Exploring your Leadership Potential (12 hours)

Understanding yourself: self-esteem and confidence, values and beliefs, personal style preferences; understanding others: review of changing demographics, gender and cultural diversity, building multicultural appreciation; cultural influences on leadership; leadership and communication.

Part III: Relationships, Environment, and the Practice of Leadership (9 hours)

Interacting in groups and teams; understanding complex organizations; developing coalitions and communities; creating ethical environments: values and ethics, ethical decision-making models, application of ethical leadership.

Part IV: Leadership and Renewal (12 hours)

Group and organizational renewal; empowerment: helping group members become involved; stages of renewal; sources of support; good practices for self-renewal.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
DISCIPLINE, NUMBER, TITLE: Counseling 125, Exploring Leadership
(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.) ~~Recommended readings and/or materials:~~

~~Please Understand Me: Character & Temperament Types, W. Keirsey & M. Bates, Prometheus Nemesis, 1989. \$11.95.~~

~~The Power of Followship, R.E. Kelley, Doubleday/Currency, 1991. \$24.00~~

~~The New Leaders: Leadership Diversity in America, A.M. Morrison, Jossey-Bass, 1996, \$18.50~~

~~Education for Leadership and Social Responsibility, G. Nemerowicz & E. Rosi. The Falmer Press, 1997. \$24.95.~~

CURRICULUM & INSTRUCTION COUNCIL

FEBRUARY 13, 2012

REVISED COURSES – FIRST READING

Counseling

1. Counseling 110, University Transfer Research

Student Services

2. Speech Language Pathology Asst 160, Introduction to Communicative Disorders and Treatment

Continuing Education

3. Counseling 303, Education and Career Assessment

NEW COURSES – FIRST READING

Humanities

4. English As a Second Language 098, Topics in ESL

the 1990s, the number of people with a mental health problem has increased in the UK (Mental Health Act 1983, 1990).

There is a growing awareness of the need to improve the lives of people with mental health problems. The Department of Health (1999) has set out a vision of a new mental health system, which will be based on the following principles:

- (i) People with mental health problems should be treated as individuals, with their own needs and wishes.
- (ii) People with mental health problems should be given the opportunity to participate in decisions about their care and treatment.
- (iii) People with mental health problems should be given the opportunity to live in their own homes and communities.

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- (iii) People with mental health problems should be given the opportunity to live in their own homes and communities.

first Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications. # 1

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: Counseling 110, University Transfer Research

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Counseling 110

University Transfer Research

Units: ~~0.5~~ 2

Class Hours:

Lecture Hours: ~~8~~ 6 32

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: ~~None~~ 32

PREREQUISITE(S) None

Development and enhancement of decision-making strategies for transfer students. Identification of educational/career goals. Analysis, comparison, and evaluation of university entrance, major, and post-graduate requirements and student services. On-site research/field study at universities.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
-	<u>15320</u>	I	2
SAM Priority Code:	E - Non-Occupational	Repeatability:	10
TOPS Code:	493010 - Guidance	R3 - Repeatable x3	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 11/10/11 by: Reymundo Robledo

Divison Chair Approval Date: 02/02/12 by: Dennis Gilmour

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Critical thinking skills will be developed by assisting students in identifying, comparing, and analyzing the differences in university entrance and major requirements as related to their educational/career goals. Students will examine the requirements of the universities and prepare comprehensive educational plans. Students will contrast long- and short-term goals and identify time-lines to achieve goals and establish measurable outcomes. Students will identify appropriate university support services and evaluate the uniqueness of each campus to determine how it serves their individual needs.

I. U.C., CSU, and Independent Universities (~~5-20~~ 8 lecture hours)

1. Identify and contrast the major differences between the three higher educational systems.
2. Identify and analyze the major differences between selected college and universities.
3. Evaluate how individual personality preferences, skills, interests, values, and life styles match major and career goals.

4. Establish long and short-term goals, identify time-lines, and establish measurable outcomes.
- II. U.C., CSU, IU Student Services Resources (~~2~~-8 lecture hours)
1. Identify and evaluate for each university the resources and services required for successful transfer.
 2. Compare university support services of two universities that best serve individual student's needs.
 3. Understand how to access student resources and services at specific universities.
- III. Financial Aid and Scholarship Resources (~~1-4~~-8 lecture hours)
1. Identify the financial aid needed to transfer to selected universities.
 2. Participate in a financial aid workshop and identify the resources for which students qualifies.
 3. Research and identify appropriate scholarships that are available to transfer students.
- IV. On-Site University Research (~~8-32~~-~~field study~~8 lecture hours)
1. Develop insight and understanding of university life through student panel discussions and dialogs with university student services personnel.
 2. Identify university personnel who will facilitate the student transfer effort.
 3. Evaluate the uniqueness of each campus and explain how it meets the individual student's needs.

SANTA ANA COLLEGE PLAN OF INSTRUCTION
 DISCIPLINE, NUMBER, TITLE: Counseling 110, University Transfer Research
 (If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Required: rsccd publications. sac catalog, current ed. orange: rsccd publications, 2012, ISBN: 000.

Recommended readings and/or materials.

1. ~~Getting Into College, Pat Ordorensky. Peterson's 1995, Princeton, New Jersey. \$9.952. University catalogs for UC, CSU, and independent universities.3~~
2. ~~Information regarding financial aid~~ Financial Aid, scholarships, student services, student housing, etc.4
3. ~~Course majors to include articulated major/course information.5~~
4. ~~Supplementary materials available through the SAC Career and Transfer Centers~~ Center.

Other

Handouts prepared by the instructor and university staff.

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

~~1. Listening & Speaking 1)~~

~~Life Skills~~

~~1.1)~~

Communication

5 -
Essential-

first

Click on the changed parts for a detailed description. Use the left and right arrow keys to walk through the modifications.

last # 2

SANTA ANA COLLEGE COURSE OUTLINE
DISCIPLINE, NUMBER, TITLE: Speech Language Pathology Asst 160, Introduction to Communicative Disorders and Treatment

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Speech Language Pathology Asst 160
Introduction to Communicative Disorders and Treatment

Units: 3

Class Hours:

Lecture Hours: 48

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: 48

PREREQUISITE(S) ~~Prerequisite SLPA 119 with grade of "C" or better~~ None

An overview of communication disorders, including classification, assessment and remediation of speech, language, swallowing, and hearing disorders in children and adults. Role of speech-language pathologist and audiologist in educational and medical settings.

Budget Unit	Classification Code	Transfer Code	Method of Instruction	
-	<u>19555</u>	I	2	10
SAM Priority Code:	C - Occupational	Repeatability:		
TOPS Code:	122000 - Speech/Lang Pathology/Audiology	NR - Non-Repeatable: D, F, NC, W		
Topics Course:	No			
Open Entry/Exit:	NO			
Grading Options:	Letter Grade or P/NP			
Curriculum Office Use Only.				

Department Chair Approval Date: 02/06/12 by: Monica Porter

Divison Chair Approval Date: 02/07/12 by: Monica Porter

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

- I. Overview of human communication (3 hours)
 - A. The role of culture and environment in communication
 - B. Definition and classification of communication disorders according to etiology and type
 - C. Prevalence of communication disorders
 - D. Historical perspective of communication disorders
 - E. Major provisions of federal legislation affecting people with communication disabilities
- II. Team of professionals serving individuals with communication disabilities
 - A. Credentials for speech-language pathologists and audiologists
 - B. Related professionals including educators, psychologists, social workers, therapists and medical specialists
 - C. Professional organizations
 1. American Speech-Language-Hearing Association
 2. Maintenance of ethical standards and the American Speech-Language-Hearing Association Code of

Ethics

- III. Anatomy and physiology of the speech and voice mechanism (3 hours)
 - A. The respiratory system and its structural framework and musculature
 - B. The pulmonary system
 - C. The laryngeal system, musculature and function
 - D. The articulatory/resonating system
 - E. The speech production process
- IV. Normal speech and language acquisition (3 hours)
 - A. Developmental stages of speech and language
 - B. Mastery of language form and English speech sounds
 - C. Major difficulties which may contribute to communication disorders
 - D. Changes in language experienced by adults
- V. Assessment (3 hours)
 - A. The communication continuum of differences, dialects and disorders
 - B. Purposes and procedures involved in assessment of communication disorders
 - 1. Referrals
 - 2. Screening
 - 3. Case history
 - 4. Opening interview
 - 5. Systematic observation
 - 6. Hearing screening
 - 7. Oral-facial examination
 - 8. Formal testing
 - a. Norm referenced instruments
 - b. Criterion referenced instruments
 - c. Validity and reliability
 - 9. Speech/language sampling
 - 10. Informal testing
 - C. Goals of assessment
 - 1. Determination if a communication problem exists
 - 2. Identification of deficit areas and consistency of problem
 - 3. Areas of strength
 - 4. Severity of problem
 - 5. Etiology - probable causes of the problem
 - 6. Recommendations
 - 7. Prognosis
 - D. Consolidation of findings
 - 1. Closing interview
 - 2. Report writing and development of the Individual Educational Plan for the educational setting
- VI. Treatment of communication disorders (3 hours)
 - A. Objectives of intervention
 - 1. Generalization of improvement into real-world environment
 - 2. Automatic learning
 - 3. Self-monitoring
 - 4. Sensitivity to personal and cultural characteristics of the client
 - B. Target selection build on client needs
 - C. Generalization
 - D. Trial therapy
 - E. Age appropriateness
 - F. Baseline data
 - G. Behavioral objectives: stimulus, response and reinforcement principles in changing behavior
 - H. Incidental teaching approach
 - I. Collaborative model of intervention
 - J. Family and environmental involvement
 - K. Measuring effectiveness
 - 1. Post therapy testing
 - 2. Generalizing
 - L. Follow-up and maintenance
- VII. Counseling (3 hours)
 - A. Empathize.
 - B. Be focused.
 - C. Keep it simple.
 - D. Strive for cultural sensitivity.
 - E. Summarize.
 - F. Listen carefully and repeat.
 - G. Avoid irrelevant revelations.
 - H. Be in charge.

SANTA ANA COLLEGE/Continuing Education

COURSE OUTLINE APPROVAL SHEET

3

DISCIPLINE, NUMBER, TITLE: COUNSELING 303, Education and Career Assessment

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

* NEW _____ REVISION WITH X _____ W/O _____ CATALOG CHANGES
 DELETION _____ REVISION WITH X _____ W/O _____ CLASS SCHEDULE CHANGES

* Complete and attach a New Course Proposal Form and Honors Addendum, if applicable

CATALOG ENTRY (60 word limit; underline changes if a revision)

Course Number 303
 Course Title Education and Career Assessment
 Units 0
 Class hours 4-603
 Prerequisite: None

~~Designed to Assist~~ the students with appropriate educational placement and /or to provide career interest and guidance information as a result of individual and group testing an overview of student services, career and academic guidance information that is available in Continuing Education as a result of individual and group testing. Open Entry/Open Exit.

CLASS SCHEDULE ENTRY (maximum of four lines; underline changes if a revision) COUNSELING 303, Education and Career Assessment. 0 Credits ~~Designed to Assist~~ the students with appropriate educational placement and /or to provide career interest and guidance information as a result of individual and group testing an overview of student services, career and academic guidance information that is available in Continuing Education as a result of individual and group testing. Open Entry/Open Exit.

INFORMATION IN THIS SECTION MUST BE COMPLETED BEFORE SUBMISSION TO A CURRICULUM COMMITTEE

Major Code N/A For this major, is the course Required _____ Elective _____

Does this course have arranged hours? Yes No N/A X By course _____

Co/Prerequisite*? N/A X Approval Code _____ Co/Prerequisite Course Requirement _____

Co/prerequisite message (10 character limit, (SEE CATALOG) _____

Is course cross-listed (same as) with another course? Yes _____ No X Subject ID _____

Number of times repeatable for credit N/A (Maximum 3 without prior approval of VPAA)

Have all other departments that list this course for a degree/certificate requirement, elective or recommendation, been advised of the changes? Yes _____ N/A X

List departments notified _____

Budgetary Unit 18200 Classification Code K Transfer Code N/A SAM Priority Code E

Method of Instruction** 11 Instructor LHE: _____ Lecture X Laboratory _____

If necessary, complete and attach a *Co/Prerequisite Approval Form and/or a **TMI Form. TOPS CODE: 4930.14

Proposed by Julia C. Vercelli-Oklander Date: 10/27/2011

Division Dean Nilo Lipiz Date: 10/27/2011

Curriculum Committee Approval _____ Date: _____

Curriculum Council Approval Date _____ Subject ID Number CNSL-303

(Signatures indicate review and approval of any advisory co/prerequisites as per Board Policy) Noncredit Category Code I

SANTA ANA COLLEGE/Continuing Education COURSE OUTLINEDISCIPLINE, NUMBER, TITLE: COUNSELING 303, Education and Career Assessment

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY:Course Number **303**Course Title **Education and Career Assessment**Units **0**Class hours **3**Prerequisite **None**

Assists students with appropriate educational placement and /or an overview of student services, career and academic guidance information that is available in Continuing Education as a result of individual and group testing. Open Entry/Open Exit.

COURSE AGREEMENT BETWEEN RSCCD COLLEGES FOR ASSOCIATE DEGREES AND CERTIFICATES

N/A

Yes	X	No	SAC Department Chair	<u>Julia Vercelli-Oklander</u>	Date	<u>10/28/2011</u>
Yes	X	No	SCC Department Chair	<u>Rosa De La Torre</u>	Date	<u>10/28/2011</u>

COURSE CONTENT

Major Topics	Time Required	What Student Will Learn
Overview of Academic placement and or Career Assessment	1.5 hrs.	Students will take an ESL, English, Math, Career and or Personal Development assessment To evaluate proper placement
Orientation to career and or educational planning and campus resources	1.5 hrs.	Student will have knowledge of their own skills in language, math and careers as assessed. Multiple measures maybe used. Student will know how to complete the matriculation and enrollment process. Students will know about the college programs and t services and how to access them.

SANTA ANA COLLEGE COURSE OUTLINE

4

DISCIPLINE, NUMBER, TITLE: English As a Second Language 098. Topics in ESL

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

English As a Second Language 098

Topics in ESL

Units: 1.5 – 3

Class Hours:

Lecture Hours: 1.5 – 3

Laboratory Hours: None

Arranged Hours: None

Total Semester Contact Hours: 3

PREREQUISITE(S) None

A specialized course on topics related to the current needs of students. Not offered every semester.

Budget Unit	Classification Code	Transfer Code	Method of Instruction
15625	B	2	10
SAM Priority Code:	E - Non-Occupational	Repeatability:	
TOPS Code:	493087 - ESL Integrated	NR - Non-Repeatable: D, F, NC, W	
Topics Course:	No		
Open Entry/Exit:	NO		
Grading Options:	Letter Grade or P/NP		
Curriculum Office Use Only.			

Department Chair Approval Date: 12/02/11 by: Elissa Hassel

Division Chair Approval Date: 02/01/12 by: Kathleen Patterson

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

- I. The current needs and interests of students will be addressed through the topic selection.
- II. Students will do in-depth study of contemporary topics.
- III. Students will participate in making the class experimental and creative.
- IV. Students will apply critical thinking skills as they independently analyze, synthesize, explain, assess, anticipate and/or define problems, formulate and assess solutions, apply principles to new situations, etc.
- V. Individual segments will be designed with 1.5-3.0 units for each course.
- VI. A syllabus will be submitted to the Dean of Humanities and Social Sciences for approval, with a copy sent to the Vice President of Instruction, prior to the scheduling of each class. The syllabus will be presented with a completed new course proposal form.

Course Materials:

Required texts and/or materials:

College level materials will be selected for individual topics as needed.

SANTA ANA COLLEGE PLAN OF INSTRUCTION

DISCIPLINE, NUMBER, TITLE: English As a Second Language 098. Topics in ESL

(If the discipline, number or title is being revised, above should reflect the NEW information.)

COURSE MATERIALS

Required texts and/or materials. (Include price and date of publication.)

Recommended readings and/or materials.

None

Other

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED? (USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS COURSE.)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

5 - Essential-always try to achieve

Communication Skills

Listening and Speaking: Discuss the topic and determine its application in speaking and writing. Reading and Writing: 1. Read critically. 2. Respond to the chosen topic in grammatically accurate writing.

5 - Essential-always try to achieve

Thinking and Reasoning

Creative Thinking: Work as a team to make the class creative and experimental. Critical Thinking: Analyze, synthesize, assess, define the problem; formulate solutions, apply principles to other situations.

2 - Unimportant-rarely try to achieve

Information Management

1. Information Competency: Use a variety of sources, including the Internet.

3 - Important-sometimes try to achieve

Diversity

Cultural: Develop understanding of diverse opinions based on the cultural background of the other students.

1 - Not applicable-never try to achieve

Civic Responsibility

5 - Essential-always try to achieve

Life Skills

Personal Growth: 1. Develop increased grammatical accuracy to convey clear meaning in speech and writing. 2. Meet deadlines. 3. Develop tolerance for diverse opinions. 4. Develop confidence in writing and speaking. Interpersonal Skills: 1. Develop interpersonal skills while working on a team. 2. Increase ability to share ideas with clarity and effectiveness in the workplace. Interpersonal Skills: 1. Develop interpersonal skills while working on a team. 2. Increase ability to share ideas with clarity and effectiveness in the workplace.

1 - Not applicable-never try to achieve

Careers

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Group Study & Exercises

Handouts

Instructor Demonstrations

Lecture

Media Presentations

Other

Reading Assignments

Other (Specify):

1. The students will read texts and assigned materials on the chosen topic. 2. The student will write responses to the various assigned readings and other topics appropriate to skill building. 3. The student will engage in discussions of course readings and materials. 4. The student will demonstrate accurate use of the elements of grammar and structures, syntax, mechanics, and their appropriate usage in writing. 5. The student will independently analyze, synthesize, explain, assess, anticipate and define problems. The student will formulate and assess solutions and apply principles to new situations.

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

Methods will be used which are appropriate to the topic. Such methods will elicit critical thinking and independent study outside of class.