

Attachment A

PROGRAM OF STUDY

COURT SERVICES SPECIALIST CERTIFICATE

This program is intended to provide an opportunity for court employees and others interested in the justice process to enhance their professional and personal skills.

ALL COURSES FOR THIS CERTIFICATE MUST BE COMPLETED WITH A MINIMUM GRADE OF "C" OR BETTER.

Seventeen (17) units required for the certificate

I. Required courses for the certificate

BUS 260	Business Communications	3
CIS 101	Introduction to Information Systems	3
CIS 120	Microsoft Word I	1
	or	
CIS 121	Microsoft Word II	1
CIS 124	EXCEL I	1
	or	
CIS 125	EXCEL II	1

II. Acceptable courses for the certificate (9 Units)

Select ONE course from the following (3 Units):

		Units
AJ 100	Introduction to the Administration of Justice	3
AJ 102	Concepts of Criminal Law	3
AJ 106	Principles & Procedures of the Justice System	3

Select ONE course from the following (3 Units):

		Units
BUS 126	Business and the Legal Environment	3
BUS 136	Human Relations in Management	3

Select ONE course from the following (3 Units):

		Units
LEGL 119	Civil Procedures and Discovery	3
LEGL 121	Legal Research	3
POLS 100	Introduction to Political Science	3
POLS 102	American Government & Politics	3

Total Units

17

Attachment B

Mission Statement

The mission of Imperial Valley College is to foster excellence in education that challenges students of every background to develop their intellect, character, and abilities; to assist students in achieving their educational and career goals; and to be responsive to the greater community.

Attachment C

**IMPERIAL VALLEY COLLEGE DISTRICT
REVIEW OF CAREER TECHNICAL EDUCATION TRAINING PROGRAMS
2012**

COURT SERVICES SPECIALIST & LEGAL ASSISTANT

I. Program Description

The Court Services Specialist program is intended to provide an opportunity for court employees and others interested in the justice process to enhance their professional and personal skills.

The Legal Assistant program provides education and training for students considering a career in the legal industry as paralegals working under the direct supervision of lawyers in the public and private sectors.

A. Degree
Associate in Arts, Legal Assistant

B. Certificate
Certificated of Achievement, Court Services Specialist
Certificated of Achievement, Legal Assistant

II. Career Opportunities

Legal Secretaries

III. Labor Market Demand

The Court Services Specialist and Legal Assistant program at Imperial Valley College meets a documented labor market demand. Employment trends for this field are derived from a variety of sources. These are listed below:

A. Employment Trends:

Occupation	TOP Code	SOC Code	2008	Average Job Openings per Year
Legal Secretaries	051410	436012	60	1

Occupational Employment Projections 2008-2018
Imperial County
<http://www.labormarketinfo.edd.ca.gov/CommColleges/>

IV. Other Regional Programs

There are no other similar training programs in Imperial Valley.

V. Employment and Completion

(Based on State Core Measures Report, 2009-2010 & 2010-2011)

Core 2: Completions. Measures completions for Career Technical Education student concentrators. Receipt of a certificate or degree or enrollment in a California four-year public university with or without a degree is considered a completion.

Year	Program	Total Completions	IVC Completion Rate	State Avg. Completion Rate
2010-2011	Court Services Specialist and Legal Assistant	3/5	60%	98.03%
2009-2010	Court Services Specialist and Legal Assistant	4/5	80%	97.52%

Core 3: Placement and Retention. Measures placement as UI covered employment or continuation at California four-year public university and retention as three consecutive quarters in UI covered employment for Career Technical Education student concentrators in their first year after college. Persistence is defined as the percentage of students who persist in pursuing their field of study.

Year	Program	Placements	IVC Placement Rate	State Avg. Placement Rate
2010-2011	Court Services Specialist and Legal Assistant	5/5	100%	66.15%
2009-2010	Court Services Specialist and Legal Assistant	5/5	100%	80.79%

PERKINS IV Program Performance Trend Report
Core Indicator Three – Persistence and Transfer
<http://reports.cccco.edu/Reports/Pages/Folder.aspx>

VI. Recommendations

Continue the Court Services Specialist and Legal Assistant Programs at Imperial Valley College.

Attachment D

Application Date



California Community Colleges

APPLICATION FOR APPROVAL—NEW CREDIT PROGRAM

Court Services Specialist

PROPOSED PROGRAM TITLE

Imperial Valley College (IVC)

COLLEGE

Imperial Community College District

DISTRICT

Started Fall 07

PROJECTED PROGRAM START DATE

GOAL(S) OF PROGRAM (CHECK ALL THAT APPLY):

 CAREER TECHNICAL EDUCATION (CTE)
 TRANSFER
 OTHER

TYPE OF PROGRAM (CHECK ALL THAT APPLY):

 A.A. DEGREE
 A.S. DEGREE
 CERTIFICATE OF ACHIEVEMENT:
 18+ semester (or 27+ quarter) units
 12-18 semester (or 18-27 quarter) units
Valerie Rodgers

CONTACT PERSON

Business Division Chairperson

TITLE

760-355-6439

PHONE NUMBER

valerie.rodgers@imperial.edu

E-MAIL ADDRESS

PLANNING SUMMARY

Recommended T.O.P. Code	0514	Estimated FTE Faculty Workload	2.75
Units for Degree Major or Area of Emphasis	n/a	Number of New Faculty Positions	0
Total Units for Degree	n/a	Est. Cost, New Equipment	\$0
Required Units-Certificate	17	Cost of New/Remodeled Facility	\$0
Projected Annual Completers	5	Est. Cost, Library Acquisitions	\$0
Projected Net Annual Labor Demand (CTE)	8	When will this program undergo review as part of college's Program Evaluation Plan?	Month/Semester_Fall____ Year__2011____

DEVELOPMENT CRITERIA NARRATIVE & DOCUMENTATION

Attach a document that describes the development of the proposed program, addressing the five criteria as listed below. **Number** the sections of the narrative to match the lists below. If appropriate, you may note that a section is "not applicable" but **do not re-number** the sections. Provide documentation in the form of attachments as indicated.

Criteria A. Appropriateness to Mission

- Statement of Program Goals and Objectives
- Catalog Description
- Program Requirements
- Background and Rationale

Criteria B. Need

- Enrollment and Completer Projections
- Place of Program in Curriculum/Similar Programs
- Similar Programs at Other Colleges in Service Area
- Labor Market Information & Analysis (CTE only)
- Employer Survey (CTE only)
- Explanation of Employer Relationship (CTE only)
- List of Members of Advisory Committee
- Recommendations of Advisory Committee

Attachment: Labor / Job Market Data (CTE only)**Attachment:** Employer Survey (CTE only)**Attachment:** Minutes of Key Meetings**Criteria C. Curriculum Standards**

- Display of Proposed Sequence
 - Transfer Applicability (if applicable)
- Attachment:** Outlines of Record for Required Courses
Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources

- Library and/or Learning Resources Plan
- Facilities and Equipment Plan
- Financial Support Plan
- Faculty Qualifications and Availability

Criteria E. Compliance

- Based on model curriculum (if applicable)
- Licensing or Accreditation Standards
- Student Selection and Fees

SUBMIT ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS

REQUIRED SIGNATURES

Program _____ College _____

LIBRARY AND LEARNING RESOURCES
 Library and learning resources needed to fulfill the objectives of the program are currently available or are adequately budgeted for.

 DATE SIGNATURE, CHIEF LIBRARIAN/LEARNING RESOURCES MANAGER Taylor Ruhl
 TYPED OR PRINTED NAME

CAREER TECHNICAL EDUCATION ONLY:
 Program fulfills the requirements of employers in the occupation, provides students with appropriate occupational competencies, and meets any relevant professional or licensing standards.

 DATE SIGNATURE, ADMINISTRATOR OF CTE Gonzalo Huerta
 TYPED OR PRINTED NAME

 DATE SIGNATURE, CHAIR, CTE ADVISORY COMMITTEE Nancy Kizziah
 TYPED OR PRINTED NAME

Program was recommended for approval by Regional Occupational Consortium on _____ (date).

 DATE SIGNATURE, CHAIR, REGIONAL CONSORTIUM _____
 TYPED OR PRINTED NAME

LOCAL CURRICULUM APPROVAL
 Program and courses within the program have been approved by the curriculum committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations.

 DATE SIGNATURE, CHAIR, CURRICULUM COMMITTEE Carol Lee
 TYPED OR PRINTED NAME

 DATE SIGNATURE, ARTICULATION OFFICER Carol Lee
 TYPED OR PRINTED NAME

 DATE SIGNATURE, CHIEF INSTRUCTIONAL OFFICER Kathy Berry
 TYPED OR PRINTED NAME

 DATE SIGNATURE, PRESIDENT, ACADEMIC SENATE Bruce Seivertson
 TYPED OR PRINTED NAME

COLLEGE PRESIDENT
 All provisions of Title 5, Chapter 6 have been considered. The college is prepared to support establishment and maintenance of the proposed instructional program.

 DATE SIGNATURE, PRESIDENT OF THE COLLEGE Ed Gould
 TYPED OR PRINTED NAME

DISTRICT APPROVAL
 On _____, the governing board of the _____ District approved the instructional program attached to this application.

 DATE SIGNATURE, SUPERINTENDENT/CHANCELLOR OF DISTRICT _____
 TYPED OR PRINTED NAME

SUBMIT ORIGINAL AND TWO COPIES OF THIS FORM AND ALL ATTACHMENTS

Criteria A. Appropriateness to Mission

1. Statement of Program Goals and Objectives

Superior court and human resources staff at the County of Imperial contacted Imperial Valley College with a need to develop a Court Services Specialist program for court employees who want to improve their skills and leadership abilities. After several planning meetings, a certificate program was developed that would meet the Court's needs. The plan was developed so that it would also be available to non-court employees who wanted to pursue a career in the legal field or who were just interested in the subjects required for the certificate. The 17-unit certificate program was approved at the District level in January, 2007.

This program is intended to provide an opportunity for court employees and others to enhance their professional and personal skills. Administration of justice, business, computer information systems, English, and legal courses are combined to provide students with the opportunity to advance in an office administration career within the court system. Individuals in these positions provide administrative support to an individual or an office. Job duties may include providing, directing, and coordinating administrative services for the courts. Basic occupational competencies students will acquire:

- Apply principles of the justice system to improve handling of situations on the job.
- Improve communication skills and apply those skills to writing and speaking assignments on the job.
- Apply information competency concepts to improve research and computer skills.

2. Catalog Description

This program is intended to provide an opportunity for court employees and others interested in the justice process to enhance their professional and personal skills.

2. Program Requirements

COURT SERVICES SPECIALIST

This program is intended to provide an opportunity for court employees and others interested in the justice process to enhance their professional and personal skills.

Seventeen (17) units required for the certificate

ALL REQUIRED COURSES FOR THIS CERTIFICATE MUST BE COMPLETED WITH A MINIMUM GRADE OF 'C' OR BETTER.

I. Required courses for the certificate

CIS	101	Intro to Information Systems	3.0
CIS	120	Microsoft Word I	1.0
OR	CIS 121	Microsoft Word II (1.0)	
CIS	124	EXCEL I	1.0
OR	CIS 125	EXCEL II (1.0)	

II. Acceptable courses for the certificate (12 Units):

- Select ONE course from the following:			3.0
AJ	100	Intro to Admin of Justice (3.0)	
AJ/CSI	102	Concepts of Criminal Law (3.0)	
AJ	106	Prin & Procd of the Justice System (3.0)	
- Select ONE course from the following:			3.0
BUS	260	Business Communications (3.0)	
		Basic English Composition (3.0)	
ENGL	100		
ENGL	240	Intro to Technical & Report Writing (3.0)	
- Select TWO courses from the following:			6.0
BUS	126	Bus & the Legal Environment (3.0)	
BUS	136	Human Relations in Management (3.0)	
LEGL	119	Civil Procedures and Discovery (3.0)	
LEGL	121	Legal Research (3.0)	
POLS	100	Intro to Political Science (3.0)	
POLS	102	American Government and Politics (3.0)	

4. Background and Rationale

Superior court and human resources staff at the County of Imperial contacted Imperial Valley College with a need to develop a Court Services Specialist program for court employees who want to improve their skills and leadership abilities. After several planning meetings, a certificate program was developed that would meet the Court's needs. The plan was developed so that it would also be available to non-court employees who wanted to pursue a career in the legal field or who were just interested in the subjects required for the certificate. The 17-unit certificate program was approved at the District level in January, 2007.

Criteria B. Need

5. Enrollment and Completer Projections

Number of sections of core courses to be offered annually:

Course		Projected Sections 2008-2009
CIS	101	18
CIS	120	13
	OR	
	CIS 121	07
CIS	124	13
	OR	
	CIS 125	08
Acceptable courses for the certificate (12 Units):		
- Select ONE course from the following:		
AJ	100	11
AJ/CSI	102	06
AJ	106	04
- Select ONE course from the following:		
BUS	260	02
ENGL	100	29
ENGL	240	Currently 0
- Select ONE course from the following:		
BUS	126	06
BUS	136	01
- Select ONE course from the following:		
LEGL	121	Every 4 th semester
LEGL	119	Every 4 th semester
POLS	100	04
POLS	102	44

Projected headcount student annual enrollment in the number of sections above is 4,360. Number of estimated completers per year at end of second year are 8, and at the end of the fifth year 22.

Three court supervisors have recently completed the IVC requirements and applied to IVC for their certificates. Upon completion, the Court requires graduates of the plan to write a summary of their educational experience. They all report that the classes improved their leadership abilities; the communication class was instrumental in improving their delegation skills; the computer classes brought them all up to date on Word and Excel. The legal education classes especially helped the newer employees learn more about court business. The employees who have completed the plan indicate that this venture has encouraged them to pursue further education by obtaining AA and BA degrees.

There are several other court staff employees working toward the certificate.

6. Place of Program in Curriculum/Similar Programs

The Court Services Specialist program does not replace or modify an existing program on the program inventory for Imperial Valley College. Related programs include the Office Technician Program and the Administrative Assistant Program. The Office Technician Program provides students with entry level competencies for employment in an office. The Administrative Assistant Program provides students with education and training needed to qualify for jobs that require a higher level of education and work experience in an office setting. The Court Services Specialist focuses on content areas specific to the court system addresses the need to improve professional and personal skills of employees within or interested in working within the court system. It does have courses in common with the Administrative Assistant Program, including Business Law, Human Relations in Management, Business Communications, and Introduction to Information Systems. The courses required within the Court Services Specialist program are being offered with existing faculty, facilities, and equipment.

7. Similar Programs at Other Colleges in Service Area

Imperial Valley College is the only community college serving the Imperial County. No other community college is within commuting distance; the closest is College of the Desert, which is 90 miles away. San Diego State University, Imperial Valley Campus, offers upper division coursework only.

8. Labor Market Information & Analysis (CTE only)

The *Court Services Specialist* program will prepare students to enter the field of Court, Municipal, and License Clerks (434031). In addition to an existing labor pool of 40 individuals, EDD LMI projections show employment potential for an additional 40 employees in the next 5 years. Employment data from EDD tends to be conservative in its numbers and is not reactive to current economic and growth patterns.

Imperial County has among the fastest growth rates in the State and this growth impacts industry in the public and private sectors. Evidence of the impact of the growth is evident by the recent completion of a new federal courthouse and the current construction of a new youth courthouse.

9. Employer Survey (CTE only)

During the fall of 2006, IVC was approached by human resources staff from the Superior Court of California, County of Imperial to request the creation of a Court Services Specialist program for court employees who wanted to improve their skills and leadership abilities. As the project developed, the program was expanded to include non-court employees who wanted to pursue a career in the legal field or were just interested in the subjects required for the certificate.

A year after implementation of the program, three court supervisors have recently completed the IVC requirements and applied to IVC for their certificates. In communication from Imperial County, it was noted that upon completion, the Court requires graduates of the plan to write a summary of their educational experience. They all report that the classes improved their leadership abilities; the communication class was instrumental in improving their delegation skills; the computer classes brought them all up to date on Word and Excel. The legal education classes especially helped the newer employees learn more about court business.

It was also indicated by the Court that employees who have completed the plan indicate that this venture has encouraged them to pursue further education by obtaining AA and BA degrees. In addition, it was reported that there are several other course staff employees working toward the certificate.

10. Explanation of Employer Relationship (CTE only)

Staff from the County of Imperial – including the Superior Court of California, the Office of the Chief Executive Officer, and Human Resources -- worked with Imperial Valley College administration and faculty to cooperatively develop a Court Services Specialist program for court employees who want to improve their skills and leadership abilities.

11. List of Members of Advisory Committee

The Vice President of Academic Services at Imperial Valley College was contacted by staff at the County of Imperial to request a program to meet the specific needs of their employees. Those listed below worked cooperatively to develop the program.

Nancy Kaziah, Imperial County Superior Court
 Jose Guillen, Chief Executive Officer, Imperial County
 Cindy Tingler, Human Resources Manager, Imperial County

Kendra Jeffcoat, Vice President of Academic Services, Imperial Valley College
 Frances Beope, Head Counselor, Imperial Valley College
 Valerie Rodgers, Business Division Chair, Imperial Valley College
 Angie Ruiz, Office Technology Instructor, Imperial Valley College
 Krista Byrd, Former Behavioral and Social Science Division Chair, Imperial Valley College
 Dave Zielinski, English Division Chair, Imperial Valley College

12. Recommendations of Advisory Committee

See 11 above.

Attachment: Labor / Job Market Data (CTE only)
Attachment: For Employer Survey refer to Section 9
Attachment: Minutes of Key Meetings

Criteria C. Curriculum Standards

13. Display of Proposed Sequence

Fall Term	Units	Spring Term	Units	Fall Term	Units
LEGL 119		AJ 100		BUS 126	
OR		OR		OR	
LEGL 121		AJ 102	3	BUS 136	3
OR		OR		AND	
POLS 100		AJ 106		ENGL 100	
OR		AND		OR	
POLS 102	3	CIS 120		ENGL 240	
AND		AND/OR		OR	
CIS 101	3	CIS 121	1-2	BUS 260	3
		AND			
		CIS 124			
		AND/OR			
		CIS 125	1-2		
TOTAL UNITS REQUIRED	6		5		6

14. Transfer Applicability (if applicable)

Not Applicable

Attachment: Outlines of Record for Required Courses
Attachment: Transfer Documentation (if applicable)

Criteria D. Adequate Resources

15. Library and/or Learning Resources Plan

In place.

16. Facilities and Equipment Plan

In place.

17. Financial Support Plan

In place.

18. Faculty Qualifications and Availability

Faculty teaching program courses meet minimum qualifications. For English and Political Science, a Master's Degree is required in the subject area. For CIS, AJ, Bus, and LEGL courses, a combination of education and experience is acceptable; however, all full time and part time instructors teaching the program classes have at least a Bachelor's degree with at least 2 years experience in the subject area. Most have Master's degrees or are working on a Master's degree, and a few have doctorates. Those teaching in the LEGL program have JD's. The chart below outlines the number of sections taught by full time faculty and the number of sections taught by part time faculty. It also indicates the time of day and location choices for the students in the program.

Course		#Sections	Full Time/Part Time	Time/Place Choices
CIS	101	18	14 Sections/4 Sections	Day/Evening Main Campus/Extended Campus/Online
CIS	120	13	0 Sections/13 Sections	Day/Evening Extended Campus
OR	CIS 121	07	0 Sections/ 7 Sections	Day/Evening Extended Campus
CIS	124	13	0 Sections/8 Sections	Day/Evening Main Campus/Extended Campus
OR	CIS 125	08		Day/Evening Main Campus/Extended Campus
Acceptable courses for the certificate (12 Units):				
- Select ONE course from the following:				
AJ	100	11	3 Sections/8 Sections	Day/Evening Main Campus/Extended Campus
AJ/CSI	102	06	2 Sections/4 Sections	Day/Evening Main Campus
AJ	106	04	2 Sections/2 Sections	Day Main Campus
- Select ONE course from the following:				
BUS	260	02	1 Section/1 Section	Day/Evening Main Campus
ENGL	100	29	26 Sections/3 Sections	Day/Evening Main Campus/Extended Campus/Online
ENGL	240	Currently 0	n/a	n/a
- Select ONE course from the following:				
BUS	126	06	6 Sections/0 Sections	Day/Evening Main Campus
BUS	136	01	1 Section/0 Sections	Evening Main Campus
- Select ONE course from the following:				
LEGL	121	Every 4 th semester	0 Sections/1 Section	Evening Extended Campus
LEGL	119	Every 4 th semester	0 Sections/1 Section	Evening Extended Campus
POLS	100	03	1 Section/2 Sections	Day/Evening Main Campus
POLS	102	44	18 Sections/26 Sections	Day/Evening Main Campus/Extended Campus/Online

Criteria E. Compliance

19. Based on model curriculum (if applicable)

Non Applicable

20. Licensing or Accreditation Standards

Non Applicable

21. Student Selection and Fees

Non Applicable

Attachment E



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Economic and Workforce Development

DATE: October 07, 2010

COURSE TITLE: Introduction to Information Systems

COURSE NO.: CIS 101

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

An introductory course designed to teach the basic understanding of computer information systems, survey computer hardware and software, and give the student hands on experience on common business applications. (CSU, UC)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Analyze web information sources for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level. (ILO1, ILO2, ILO4)
2. Describe the general characteristics of a computer system and identify types of computer hardware and software and explain their functions. (ILO1, ILO2, ILO4)
3. Demonstrate the use of a word processor, spreadsheet, and database application program by completing projects that require students to extend course content to real-world situations and manage and organize files and use data storage devices. (ILO1, ILO2, ILO4)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. recognize the impact of computers on society.
2. identify and use common types of input/output devices and discuss new technology devices.
3. be able to explain the basic functions of the central processing unit.
4. describe types and functions of operating systems and demonstrate operating system software commands.
5. be able to explain the use of various computer storage media.
6. be able to identify and describe activities involved in designing and developing computer programs.
7. demonstrate knowledge of word processing, spreadsheet and database applications.
8. explain the procedures for system analysis and the steps involved in system design.
9. explain how users transmit data over networks.
10. locate and evaluate resources available on the Internet and use E-Mail.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Presentation of the impact of computers on society	5.00%

2. Input and output devices and identification of common problems	10.00%
3. Components and functions of the central processing unit.	10.00%
4. Computer operating system software.	10.00%
5. Computer storage media.	10.00%
6. Computer programming language and programming process.	10.00%
7. Word processing, spreadsheet and data base applications.	20.00%
8. System analysis and system design.	5.00%
9. Telecommunications.	10.00%
10. Internet and the World Wide Web.	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Individual Assistance

Lab Activity

Lecture

Simulation/Case Study

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

Using Excel, design and create a workbook and chart to analyze yearly sales for a company. Use multiple resources to provide a solution to real world tech problems and present solution to class in the form of a brief report, presentation, or discussion.

Reading and Writing:

Evaluate a web site using criteria to determine if the information is credible, reliable, and valuable. Write an evaluation report in Word demonstrating writing competencies at the college level. Research a recent newspaper/magazine/web article on topics related to technology issues/ethics and discuss.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Shelly, Gary B. and Cashman, Thomas J. and Vermaat, Misty E. (2011). *Discovering Computers 2011, Living in a Digital World, Web Enhanced (Complete/e)*. Boston, MA Course Technology/Cengage Learning. ISBN: 10: 1-4390-79
Microsoft Office Suite, Microsoft, (2007/e).
Online Companion, Course Technology/Cengage Learning, (2011/e).

Attached Files

SLO's



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Economic and Workforce Development

DATE: October 06, 2011

COURSE TITLE: Microsoft Word I

COURSE NO.: CIS 120

UNITS: 1

LEC HRS. 18.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

Hands-On practice with Microsoft Word processing software using a Windows environment. The course is designed for beginners and will focus on document creation including multi-page documents; basic editing and text enhancement; line and page formatting; cut, copy, and paste, spell check and thesaurus.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Pass/No Pass

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Design and create a two page advertisement promoting green environment using MS Word features. (ILO1, ILO2, ILO3, ILO4, ILO5)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate know ledge of the basic concepts needed to use the word processing program.
2. Crate, move cursor through text, save and print documents.
3. Open and edit a document.
4. Demonstrate knowledge of basic text formatting, including margins, tabs, page breaks, justification, and line spacing.
5. Demonstrate use spell check, and envelope.
6. Enhance text appearance using bold, italics, underline, center, and flush right.
7. Cut, copy, past, drop and drag text.
8. Create multi-page documents using page numbering, headers and footers, and font screens.
9. Crate footnotes and endnotes, and demonstrate knowledge of thesaurus and Grammatik features.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Introduction to the word processing package.	10.00%
Creating, saving, and printing.	10.00%
Opening, editing, undo, and undelete.	10.00%

Formatting documents.	15.00%
Spell check and envelopes.	10.00%
Enhancing text appearance.	15.00%
Editing features.	10.00%
Multi-page documents.	10.00%
Footnotes, endnotes, thesaurus, and Grammatik.	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Mid-Term/Final Exam(s)

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

Using features learned in Word, create a flyer with a picture and a border.

Reading and Writing:

Using Microsoft Word, develop the content for a flyer for a designated advertisement. Include a headline, descriptive information, a bulleted list, and clipart that is appropriate for the content.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Duffy (2010). *Microsoft Office Word 2010: Intro ETC*. Cengage Course Technology.



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Economic and Workforce Development

DATE: October 06, 2011

COURSE TITLE: Microsoft Word II

COURSE NO.: CIS 121

UNITS: 1

LEC HRS. 18.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

Hands-On practice with Microsoft Word processing software using a windows environment. The course is a continuation of CIS 120 (Formerly CIS 32A), Word Processing: Microsoft Word for Windows and will focus on editing and formatting features including multiple windows and documents, managing files, tables, columns, merge, labels, sort and graphics.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Pass/No Pass

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Create a multi-page document using intermediate features of MS Word. (ILO1, ILO2, ILO3, ILO4)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate ability to work with multiple windows and multiple documents.
2. Demonstrate knowledge of file management, which will include backup and purging, as well as creating and using directories.
3. Create and edit a table.
4. Format text using newspaper and parallel style text columns.
5. Create primary and secondary files and merge them as well as sort files using line and field methods.
6. Create a label form and work with envelopes.
7. Create documents using graphic borders, graphic lines, and boxes.
8. Create documents using text art and graphic images.
9. Define and use macros.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Multiple windows/multiple documents.	10.00%
Managing files.	10.00%
Tables.	15.00%

Columns.	10.00%
Merge.	10.00%
Labels.	10.00%
Graphic borders, lines and boxes.	10.00%
Tex art and graphic images.	15.00%
Macros.	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Mid-Term/Final Exam(s)

Objective

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

Other, please identify

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity

Lecture

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Reading and Writing:

Create a cover letter with a table that would be appropriate to accompany a resume and application for an opening in a specified company.

Out-of-class:

Create a resume.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Duffy (2010). *Microsoft Word 2010* Cengage Course Technology.



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Economic and Workforce Development

DATE: November 18, 2010

COURSE TITLE: EXCEL I

COURSE NO.: CIS 124

UNITS: 1

LEC HRS. 18.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

A beginning course in the creation and use of spreadsheet applications including: templates, spreadsheets, and beginning graphic presentation. (CSU)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade or Pass/No Pass

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Apply calculating formulas and functions in order to produce a worksheet (ILO1,ILO2,ILO3)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate knowledge of the purposes and uses of electronic worksheets.
2. Create an application worksheet and improve the worksheet's appearance.
3. Use calculating formulas and functions to produce a worksheet.
4. Manage documents, files, spreadsheets, and windows.
5. Demonstrate editing functions of a worksheet
6. Demonstrate use of graphic presentations.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Purpose of worksheets and how they are created.	10.00%
Descriptions of menus and their application in producing a worksheet.	20.00%
Procedure for editing a worksheet.	15.00%
Procedure for saving and printing worksheets.	15.00%

How to format data and use formulas and junctions to produce a worksheet.	15.00%
Procedure for creating graphic worksheet presentations.	25.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity
 Mid-Term/Final Exam(s)
 Objective
 Problem Solving Exercise
 Quizzes
 Skill Demonstration

VIII. INSTRUCTIONAL METHODOLOGY:

Demonstration
 Discussion
 Individual Assistance
 Lab Activity
 Lecture
 Distance Learning
 Audio Visual
 Computer Assisted Instruction

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

For a six-month period, forecast your income for each month, your base expenditures for each month, and your special expenditures for each month. With this data, develop a worksheet calculating the amount of remaining money at the end of each month. Create a 3-D Pie chart illustrating the portion each month's special expenditures deducts from the total remaining money after all six months have passed.

Reading and Writing:

Design, and create a weight-loss plan worksheet that estimates the monthly weight lost for an individual based on recommended average daily activities.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Reding (2008). *Microsoft Office Excel 2007: Introductory ITP Media/Course Technology*. ISBN: 9781423905219



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Economic and Workforce Development

DATE: November 18, 2010

COURSE TITLE: EXCEL II

COURSE NO.: CIS 125

UNITS: 1

LEC HRS. 18.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

This is sequence to the CIS 124 course. This course develops expertise in worksheet applications, teaches use of graphic presentations, develops database use and includes macros.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Pass/No Pass

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate knowledge of worksheet creation using formulas and function applications. (ILO1, ILO2,ILO3)
2. Produce worksheets with advanced chart and graphic presentations (ILO1, ILO2,ILO3)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate knowledge of worksheet creation, menus, and command structure.
2. Use formulas and function, edit, save, and print electronic worksheets.
3. Produce advanced graphic presentations of electronic worksheets.
4. Create and edit a data base and demonstrate efficiently the use of a data base.
5. Sort, search, and extract data.
6. Produce tables and demonstrate use of especial features.
7. Demonstrate working with and linking multiple documents.
8. Demonstrate use of macros in spreadsheet applications.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Review of worksheet creation, menus, and commands.	10.00%
Use of formulas and functions, editing worksheet data, saving files, and use of printing features.	15.00%
Graphic presentations using worksheet data.	15.00%

Data base creation and use in worksheet applications.	15.00%
Data base sorting, searching, and extraction of data.	15.00%
Table production, editing, saving, and printing.	10.00%
Working with multiple and linked documents.	10.00%
Preparation and use of macros within spreadsheets.	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Mid-Term/Final Exam(s)

Objective

Problem Solving Exercise

Quizzes

Skill Demonstration

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Individual Assistance

Lab Activity

Lecture

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

Using descriptions and profit centers provided, create an indirect expense allocation worksheet that will help a resort and spa administration better evaluate the profit centers.

Reading and Writing:

Using Excel develop a worksheet that shows the projected expenses and resources for four years of college. After creating the worksheet, perform what-if analysis by changing the percents of the resource assumptions.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Reding (2008). *Microsoft Office Excel 2007: Introductory* ITP Media/Course Technology. ISBN: 9781423905219



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Health & Public Safety

DATE: April 07, 2011

COURSE TITLE: Introduction to the Administration of Justice

COURSE NO.: AJ 100

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

The course will cover the philosophy of Administration of Justice in America, and identify its various subsystems. It will examine the roles and role expectations of criminal justice agents and their interrelationship in society. The concepts of crime causations, punishment and rehabilitation are introduced. The basic course provides a better understanding of the criminal justice system and orients the student to career opportunities. Ethics, education and training for professionalism in the system are discussed.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Completion of ENGL 099 (Formerly ENGL 100) and ENGL 089 with a grade of "C" or better.

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Identify the Objectives of the Justice System and the Role of Criminal Justice Personnel. (ILO4, ILO5)
2. Describe the Laws of Arrest including Felonies and Misdemeanors. (ILO1, ILO2, ILO3, ILO4)
3. Identify the Roles, History and Organization of Law Enforcement in the U.S. (ILO4, ILO5)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Summarize the evolution of the Administration of Justice System.
2. Demonstrate an awareness of the objectives of the system, the crime problem and role expectations of criminal justice personnel.
3. Distinguish the system's responsibilities to the community, social implications of crime and general concepts in crime causation.
4. Compare and contrast various agencies, their organizational structures and develop an appreciation of the education, training and professionalism in the justice system.
5. Demonstrate an understanding of basic legal terms, the organization and concepts of the United States court system and identify the roles, functions and relationships of persons within the court system.
6. Summarize the history, structure and operation of the American correctional system.
7. Compare and contrast the juvenile justice system and its interrelationships with the criminal justice system.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Introduction, orientation to criminal justice system, evolution, history and components.	5.00%

2. Philosophy on which American system of criminal justice is based, interrelationships, and purpose.	5.00%
3. Incidence of crime, explanations of criminal behavior and victims of crime.	5.00%
4. Law enforcement, policing, history of systems, problems and issues in policing, organizational structure, functions of various agencies. Training and professionalization.	25.00%
5. The processing of a criminal case, structure and procedures of criminal courts. Analyze roles of citizens, judges, prosecution and defense attorneys. System effect.	25.00%
6. Philosophy of corrections, confinement and alternatives. History, structure, and differences between state, federal and security levels. Administration and inmate life. Issues and trends, probations, parole and community based corrections.	25.00%
7. Philosophy and recent changes in juvenile justice system. Juvenile court, correction processes.	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Discussion

Group Activity

Individual Assistance

Lecture

Simulation/Case Study

Distance Learning

Field Trips

Other, please identify

Audio Visual

Demonstration

Field Trips

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

The student will research a subject of their choosing, relating to a field within the Administration of Justice and complete a term paper to be presented for evaluation. The student will participate in a group of their choosing to research a particular subject within the Administration of Justice and make a formal presentation to the class on the project.

Reading and Writing:

The student will be responsible for reading the textbook and being prepared to discuss relevant items within each chapter before each class.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Schmallegger, Frank (2010). *Criminal Justice Today* (11th/e). Pearson Education. ISBN: 9780135074091



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Health & Public Safety

DATE: September 03, 2009

COURSE TITLE: Concepts of Criminal Law

COURSE NO.: AJ 102

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

The course covers the historical development of law and constitutional provisions; definitions and the classification of crime and their application to the system of administration of justice; legal research, study of case law, methodology, and concepts of law as a social force are presented. Crimes against persons, property, government, and organized crime are discussed. (Same as CSI 102.)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:
ENGL 101 and
ENGL 111 with a minimum grade of C or better

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Synthesize the historical development of the law and philosophy of the law.
2. Demonstrate knowledge of the United States Constitution and constitutional legal issues through assigned writings and case studies.
3. Restate and explain basic legal definitions and concepts.
4. Formulate an appreciation for the value of case study and legal research as a means of interpreting court decisions in relation to written statute.
5. Demonstrate a basic knowledge and application of specific criminal violations.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. History, philosophy, origins of criminal law.	10.00%
2. Purposes of criminal law.	10.00%
3. General principles and defenses to criminal liability.	25.00%

4. Crimes against public order, corporate, government and organized crime inchoate offenses.	20.00%
5. Crimes against persons and property.	35.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Essay

Mid-Term/Final Exam(s)

Objective

Problem Solving Exercise

Quizzes

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Discussion

Group Activity

Lecture

Simulation/Case Study

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Samaha, J. (1999). *Criminal Law (8th/e)*. St. Paul, Minnesota West Publications. ISBN: -



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Health & Public Safety

DATE: September 03, 2009

COURSE TITLE: Principles & Procedures of the Justice System

COURSE NO.: AJ 106

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

An in-depth study of the role and responsibilities of each segment within the Administration of Justice systems: law enforcement, judicial, and corrections. A past, present, and future exposure to each sub-system procedure, from initial entry to final disposition, and the relationship each segment maintains with its system member.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

Completion of ENGL 099 (Formerly ENGL 100) and ENGL 089 with a grade of "C" or better.

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Explain the historical development of law and establishment of the American Criminal Justice System; and demonstrate an understanding of Constitutional rights and due process.
2. Identify and distinguish the requirements of a lawful arrest and applicable procedures for both misdemeanor and felony arrests.
3. Recognize the legal requirements associated with the defendant's right to an arraignment; pre-trial motions, et cetera.
4. List the types and appropriate uses of pleas listed in the California Penal Code.
5. Explain the role of the judge, attorneys and other participants in the trial setting.
6. Describe the trial process from motions in limine to the verdict.
7. Describe the history and role of the jury within the Criminal Justice System, the jury selection process, case law and new statutory changes affecting the jury process.
8. Explain sentencing history, philosophy and procedures used by the courts.
9. Describe post-trial appeal procedures, remedies and motions made by the trial participants.
10. Identify the different components of corrections and discuss the purpose and procedures of each.
11. Describe the juvenile justice system; philosophy and procedures.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Historical development of law and individual rights under the Constitution in the American Criminal Justice Systems	10.00%

2. Powers and definition of arrest, procedure, effects and laws regarding arrests.	10.00%
3. The pre-trial process and procedures; arraignments, pre-trial motions, hearings, et cetera.	10.00%
4. Pleas	5.00%
5. Roles of the trial participants	10.00%
6. Trial procedures and processes	10.00%
7. The jury selection process, history and role of the jury in the criminal Justice System; case law and new statutory changes of jury processes.	10.00%
8. Sentencing, history and philosophy procedure.	10.00%
9. Post trial procedures, remedies, motions	10.00%
10. Corrections; procedures and processes	10.00%
11. Juvenile justice system.	5.00%
NOTE: For specific details-See Instructor's Course Syllabus.	0%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Discussion

Group Activity

Lecture

Simulation/Case Study

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Stuckey, Gilbert B. (1998). *Procedures in the Justice System* (5th/e). Upper Saddle River, NJ Prentice Hall. ISBN: -
Acker, James R., and David C. Brody (1999). *Criminal Procedures* Gaithersburg, MD Aspen Publications. ISBN: -



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Economic and Workforce Development

DATE: April 07, 2011

COURSE TITLE: Business Communications

COURSE NO.: BUS 260

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

This course will teach the principles of effective communication applied to business letters, memos, and analytical reports. It includes the organization, writing, and presentation of business documents and incorporates the basic principles of speaking effectively for business.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

ENGL 099 and
word processing skills

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Use the writing process effectively to communicate positive, negative, and persuasive messages. (ILO1, ILO2, ILO4)
2. Write a resume and application letter as well as organize and conduct a mock interview. (ILO1, ILO2, ILO4)
3. Write an analytical business report using primary and secondary research, integrating graphics, and using an acceptable format and writing style which demonstrates knowledge of the formal report-writing process. (ILO1, ILO2, ILO4)
4. Develop and present oral reports. (ILO1, ILO2, ILO4)
5. Identify challenges of intercultural communication and demonstrate how culture affects communication effectiveness. (ILO1, ILO2, ILO4, ILO5)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate knowledge about interpersonal, group, and organizational communication.
2. Identify challenges of communicating with people from other cultures, explain how culture affects communication effectiveness, identify what electronic tools can do for the manager, and analyze ethical dilemmas related to communication.
3. Demonstrate knowledge of the writing process including determining the purpose and channel for the message, envisioning the audience, adapting the message to the reader, organizing the message using appropriate strategy, writing the first draft, revising, and proofreading.
4. Write routine, good news, bad news and persuasive business letters, memorandums, and e-mail messages that are clear, tactful and free of distracting errors using word processing software.
5. Write a resume and application letter as well as organize and conduct a mock interview.
6. Write an analytical business report using primary and secondary research, integrating graphics, and using an acceptable format and writing style which demonstrates knowledge of the formal report-writing process.
7. Develop and present oral reports.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Communication Foundation	5.00%
2. Critical Factors Influencing Communication Effectiveness	10.00%
3. The Writing Process	10.00%
4. Communicating through Letters, Memorandums and E-Mail Messages	25.00%
5. Communicating About Work and Jobs	10.00%
6. Communicating Through Reports	25.00%
7. Oral Communication	15.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Oral Assignments

Problem Solving Exercise

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Discussion

Group Activity

Lecture

Simulation/Case Study

Distance Learning

Audio Visual

Demonstration

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

1) Analyze a problem in a pre-written international letter and identify weaknesses that may cause troubles for intercultural readers.

2) Analyze an on-campus problem, develop an oral report, and prepare a presentation using Microsoft office applications.

Reading and Writing:

- 1) Using a case study, write a positive, negative, and persuasive message that meets workplace standards.
- 2) Read and locate a local job opportunity in the newspaper or in an online source, and write a cover letter and resume for that job opportunity.
- 3) Research and write an analytical business report integrating graphics, and using an acceptable business format and writing style.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Guffey, Mary Ellen (2011). *Business Communication: Process and Product (7th/e)*. South-Western Cengage Learning.
ISBN: 0-538-46625-1

Attached Files

[BUS 260 DE Addendum](#)



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Arts and Letters

DATE: September 03, 2009

COURSE TITLE: Introduction to Technical & Report Writing

COURSE NO.: ENGL 240

UNITS: 3

LEC HRS. 0

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

Practical experience in writing various kinds of technical reports, descriptions, proposals, and evaluations. Writing assignments will be tailored to the interests of individual students.

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

ENGL 097 (Engl. 2B) or
ENGL 101 (Engl. 1A) or
permission of instructor.

III. GRADING CRITERIA:

Letter Grade or Pass/No Pass

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Student will demonstrate an understanding of grammar, punctuation, and sentence structures.
2. Student will demonstrate an understanding of writing styles.
3. Student will demonstrate an understanding of researching, gathering, organizing, and designing information.
4. Student will show the ability to summarize information.
5. Student will demonstrate the ability to define terms that are necessary to provide clarity to his/her writing.
6. Student will design visual aids.
7. Student will design effective formats appropriate to various writing styles.
8. Student will demonstrate an understanding of descriptive, process, and proposal writing.
9. Student will demonstrate an ability to write memorandums and short miscellaneous reports.
10. Student will write letters and unemployment correspondence.
11. Student will design questionnaires and surveys.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Grammar, punctuation, and sentence structures.	5.00%
2. Revising for clarity, coherence, emphasis, and conciseness.	10.00%

3. Literature searches, gathering, organizing, and designing the information collected.	10.00%
4. Summaries and abstracts.	5.00%
5. Defining terms that provide clarity in writing.	2.50%
6. Tables, charts, and graphs.	2.50%
7. Planning the physical format of specific styles of writing.	5.00%
8. Descriptive, process, and proposal styles.	25.00%
9. Memorandums and short miscellaneous reports.	10.00%
10. Letters and employment correspondence.	15.00%
11. Questionnaires and surveys.	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Discussion

Group Activity

Individual Assistance

Lecture

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Alred, Gerald J. (2003). *The Handbook of Technical Writing* (7th/e). St. Martin's Press. ISBN: -
Lannon, John M. (2001). *Technical Communication* (8th/e). Pearson Addison-Wesley. ISBN: -



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Economic and Workforce Development

DATE: September 15, 2011

COURSE TITLE: Business and the Legal Environment

COURSE NO.: BUS 126

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

An introduction to the legal environment of business. The following topics are covered: sources of the law, judicial systems, administrative law and governmental regulation, crimes and torts, protection of intellectual property, contracts, commercial paper, agency, labor law, legal forms of business organization, securities regulation, consumer and environmental law, warranties and product liability, bankruptcy, real property law and international law. Collaborative learning and the team approach are used in doing the legal research, reading and understanding court opinions and writing brief of cases. (CSU, UC)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Evaluate and analyze three distinct legal case problems and communicate the results demonstrating writing competencies at the college level.(ILO1, ILO2, ILO4)
2. Identify, define, appropriately apply and analyze the five elements of a contract in a simulated factual situation based on an actual legal case. (ILO1, ILO2, ILO4)
3. Identify, define, appropriately apply and analyze the four elements of negligence in a simulated factual situation based on an actual legal case. (ILO1, ILO2, ILO4)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Define law.
2. Identify sources of the law.
3. Describe the impact of the Constitution on business and write a report.
4. Describe courts, judicial process, and alternative resolution of disputes.
5. Recognize crimes and criminal procedure.
6. Recognize business and individual torts.
7. Recognize the impact of law on computer technology.
8. Explain how intellectual property is protected.
9. Recognize the role of ethics and social responsibility in the world of business.
10. Explain the role of Administrative Agencies, Administrative Law and anti-trust law.
11. Explain the various classifications of contracts.
12. Explain the requirements needed to have a valid contract.
13. Explain the kinds of commercial paper, parties, and negotiability.
14. Student will explain the relationships between Principal and Agent.
15. Student will explain how an agency is terminated.
16. Describe the various laws that affect the labor-management relationships.
17. Identify the various forms of legal forms of business organization and franchising.

18. Describe the elements of securities regulation.
19. Explain the laws that protect business and consumers from unfair and deceptive trade practices.
20. Describe environmental law.
21. Explain theory of product liability.
22. Explain implied warranties and limited warranties under federal law.
23. Describe bankruptcy law, bankruptcy court, and the various proceedings.
24. Explain the nature of real property and real estate law.
25. Explain the fundamentals of international law.
26. Identify the methods that facilitate international commercial transactions.
27. Student will explain legal principles and doctrines followed in resolving international commercial disputes.
28. Collaborate with other student in doing legal research, in reading and understanding court opinions, and writing brief of cases.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Definition of law.	1.00%
Source of the law.	1.00%
Impact of the U.S. Constitution on business.	1.00%
Court systems, Judicial Process and Alternative Resolution methods	6.00%
Crimes and criminal procedures.	2.00%
Business and individual torts	3.00%
Impact of the law on computer technology.	2.00%
Protection of intellectual property.	2.00%
Ethics and social responsibility.	2.00%
Administrative Agencies, Administrative Law and anti-trust law.	1.00%
Classification of Contracts.	1.00%
Requirements needed to have a valid contract.	2.00%
Kinds of commercial paper, parties, and negotiability.	3.00%
Relationships between Principal and Agent.	1.00%
Agency termination.	1.00%
Laws that affect labor management relationships.	2.00%
Legal forms of business organization and franchising.	3.00%

Elements of securities regulation.	3.00%
Laws that protect businesses and consumers from unfair and deceptive practices.	2.00%
Environmental law.	1.00%
Product Liability Theory.	1.00%
Implied warranties and limited warranties under Federal Law.	2.00%
Bankruptcy law, bankruptcy court and proceedings.	3.00%
Real property and real estate law.	3.00%
Fundamentals of international law.	1.00%
Methods that facilitate international commercial transactions.	1.00%
Legal principles and doctrines followed in resolving international commercial disputes.	1.00%
Explaining team approach and collaborative learning techniques in doing legal research and writing briefs.	1.00%
TOTAL	53%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Discussion

Group Activity

Individual Assistance

Lecture

Simulation/Case Study

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

1) Analyze the elements of negligence. Compare the requirements to establish a case under negligence theory with a hypothetical factual situation to determine if negligence exists. 2) Evaluate the validity of a hypothetical contract. Determine if all of the necessary elements to form a valid contract are present in the hypothetical.

Reading and Writing:

1) Research the Commerce Clause (Article I, Section 8) of the United States Constitution. Write a legal analysis resolving a hypothetical legal case problem involving the Commerce Clause. 2) Read and report on actual cases from various topic areas including, but not limited to, contract law, negligence, corporate criminal responsibility, administrative law, jurisdiction, alternative dispute resolution and employment law.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Cross (2011). *West's Legal Environment of Business (8th/e)*. Southwestern Thomson Learning. ISBN: -



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Economic and Workforce Development

DATE: September 15, 2011

COURSE TITLE: Human Relations in Management

COURSE NO.: BUS 136

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

Study of Human Relations as they apply to management. Topics covered include model of organization behavior social systems and organizational culture, communications management, motivation, performance appraisal, employee attitudes and their effects, leadership and supervision, nature of participation, interpersonal dynamics, management of change organizational development ethics, social responsibility, labor relations, equal employment opportunity, stress and counseling. Collaborative learning and team-building approaches are employed to enhance interpersonal skills. (CSU)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Describe different employee attitudes and analyze the consequences of those attitudes on a business. (ILO1, ILO2, ILO3, ILO5)
2. Explain the importance of interpersonal dynamics by applying the Gung Ho! approach. (ILO1, ILO2, ILO3, ILO4, ILO5)
3. Apply human relations techniques in their workplace and personal lives.(ILO1, ILO2, ILO3, ILO4)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Describe the models of organizational behavior.
2. Describe social systems and organizational culture.
3. Demonstrate communications management techniques.
4. Explain the mainsprings of motivation and how to motivate employees.
5. Explain the performance appraisal process and importance of regard systems.
6. Describe employee attitudes and their effects.
7. Explain the roles of leadership and management in Human Relations.
8. Explain the nature and uses of participation for the purpose of acquiring information.
9. Explain the importance of interpersonal dynamics.
10. Engage in collaborative learning, team building, and skill-building exercises and case studies to enhance interpersonal skills.
11. Explain how to manage change.
12. Describe the organizational development process.
13. Explain the classical approach to organizational change.
14. Explain the role of ethics and social responsibility in an organization.
15. Describe the importance of the concept of quality of life work and sociotechnical system.
16. Explain the steps involved in working with unions.

17. Explain the concept of equal employment opportunity.
 18. Describe stress reduction and counseling techniques.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. Models of organizational behavior.	6.00%
2. Social systems and organizational culture.	6.00%
3. Communications management techniques.	6.00%
4. Mainsprings of motivation and employee motivation.	6.00%
5. Performance appraisal and reward systems.	6.00%
6. Employee attitudes and their effects.	6.00%
7. Roles of leadership and management in human relations.	6.00%
8. Nature and uses of participation to acquire information.	4.00%
9. Interpersonal dynamics.	3.00%
10. Collaborative learning and team-building dynamics.	3.00%
11. Managing change.	6.00%
12. Organizational development process.	5.00%
13. Classical approach to organizational change.	6.00%
14. Ethics and social responsibility.	6.00%
15. Quality of life work concept and sociotechnical systems.	4.00%
16. Working with labor unions.	6.00%
17. Equal employment opportunity.	6.00%
18. Stress education and counseling techniques.	6.00%
TOTAL	97%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)
Objective
Oral Assignments
Problem Solving Exercise
Quizzes
Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Demonstration
Discussion
Group Activity
Lecture

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

1) Explain the roles of leadership and management in Human Relations 2) Explain the importance of communication within an organization

Reading and Writing:

1) Engage in collaborative learning, team building, and skill building in relation to the Gung Ho! book 2) Read and perform an attitude self-assessment

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Lussier (2010). *Human Relations in Organizations* McGraw-Hill. ISBN: -
Blenchard. *Gung Ho!*



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Economic and Workforce Development

DATE: November 03, 2011

COURSE TITLE: Civil Procedures and Discovery

COURSE NO.: LEGL 119

UNITS: 3

LEC HRS. 0

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

This course covers theory, concept, and rules of civil procedures. It includes types of evidence, prima facie cases, rules governing witness testimony, federal and state court systems, procedure for the removal of state court actions for transfer to the federal court system, initiation of federal and state court actions, remedies available under law and equity, alternative dispute resolution methods, drafting and filing complaints, answers, counterclaims, pre-trial motions, and in-court trial procedures. It also provides an examination of the rules of civil evidence and the admissibility of evidence, depositions, interrogations, admissions, notices to produce, and related rules of discovery and evidence. (CSU)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

ENGL 101 In addition, students are expected to have a basic familiarity with computer terms, to be able to use applications such as word processing, spreadsheets, and email, and to do online research. These skills can be learned in CIS 100 Computer Literacy.

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Research the federal and state court systems and compare and contrast them including steps to initiate an action. (ILO1, ILO2, ILO4)
2. Draft a complaint and outline the procedure for filing the complaint. (ILO1, ILO2, ILO4)
3. Draft an answer and counterclaim. (ILO1, ILO2, ILO4)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Discuss the theory and concept of evidence.
2. Identify the sources of the rules of evidence.
3. Describe the elements of admissible evidence.
4. Identify types of evidence.
5. Discuss the various rules of evidence.
6. Explain the process of proving a prima facie case [suit in replevin] and the step-by-step procedure for settling the case.
7. Identify the two major rules governing witness testimony.
8. Review the federal court system.
9. Define jurisdiction.
10. Explain the types of jurisdiction under federal rules of civil procedure.
11. Explain the procedure for the removal of a state court action [for transfer] to the federal court system.
12. Describe the step-by-step procedure to initiate a federal court action.
13. Describe the state court system.
14. Describe the step by step procedure to initiate a state court action.
15. Identify the basic causes of action at law [lawsuits].

16. Describe the various remedies that are available under law and equity.
17. Review alternative dispute resolution methods.
18. Describe the duties of a legal assistant [paralegal] in determining and creating capacity to sue.
19. Draft a complaint.
20. Explain the procedure for filing a complaint.
21. Recognize the chronology of pre-trial practice and procedure.
22. Explain the purpose of the answer and counterclaim.
23. Draft an answer and counterclaim.
24. Demonstrating knowledge of filing an answer and counterclaim [specified time].
25. Identify various pre-trial procedures.
26. Recognize in-court trial procedures.
27. Describe the role of the legal assistant [paralegal] in complex litigation employing electronic support systems.
28. Demonstrate understanding of civil discover, including modern law of evidence; California evidence code; meaning of evidence and proof; conflict of laws.
29. Describe exclusion of illegally obtained evidence including nature of problems; in federal courts; in California courts; identify what constitutes unreasonable search and seizure; define interception of communications.
30. Analyze burden of proof and presumptions, including the two burdens; allocation of burden of producing evidence, civil case; allocation of burden of proof, Civil cases; burdens in determining preliminary facts; degree of measure of proof; nature and effect of reputable presumptions; presumptions affecting burden of producing evidence; presumptions affecting burden of proof; former presumptions not restated as presumptions; presumptions not in evidence code; res ipsa loquitur; inconsistent presumptions; conclusive presumptions.
31. Describe judicial notice, including compulsory judicial notice; optional judicial notice; procedure.
32. Describe circumstantial evidence, including direct and circumstantial evidence; relevancy and materiality; particular kinds of circumstantial evidence; evidence involving undue prejudice; other evidence affected by extrinsic policies.
33. Define the opinion rule, including opinion of lay witnesses; expert evidence; opinion on ultimate issue.
34. Define the hearsay rule, including nature and scope of rule; statements not within the rule; exceptions to the rule.
35. Analyze demonstrative, experimental and scientific evidence, including evidence of experiment; evidence of chemical and physical tests.
36. Analyze documentary evidence, including authentication; secondary evidence; official writings affecting property; the parole evidence rule.
37. Outline the procedures for witnesses, including attendance and compensation; competency; privilege (in general); particular privileges.
38. Analyze discovery and producing of evidence, including depositions; interrogatories to adverse parties; inspection of adverse party's records and things; physical and mental examinations; request for admissions; subpoena duces tecum; enforcement of right to discovery; protections against improper discovery proceedings.
39. Demonstrate knowledge of introduction of evidence at trial, including powers and functions of trial judge; jury's determination of credibility and weight; introduction of documentary evidence; introduction of demonstrative evidence; introduction of depositions; oral examination (form of questions and answer's) direct examination (special problems); cross-examination: impeachment (attach on credibility); redirect and recross-examination; objects to inadmissible evidence; exclusion of admissible evidence (offer of proof).

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Theory and concept of evidence.	2.00%
Sources of the rules of evidence.	2.00%
Elements of the rules of evidence.	3.00%
Types of evidences.	3.00%
Rules of evidence.	3.00%
Process of proving prima facie case [suit in repleven] and settlement.	3.00%
Two major rules governing witness testimony.	2.00%
Federal court system.	2.00%

Definition of jurisdiction.	2.00%
Types of jurisdiction.	2.00%
Procedure for removal of state court action [for transfer] to the federal court system.	2.00%
Procedure for initiating a federal court action.	2.00%
State court system.	2.00%
Procedure for initiating a state court action.	2.00%
Basic causes of action at law [lawsuits].	2.00%
Remedies available under law and equity.	2.00%
Alternative dispute resolution methods.	2.00%
Duties of legal assistant in determining and creating capacity to sue.	3.00%
Drafting complaints.	3.00%
Procedure for filing a complaint.	3.00%
Chronology of pre-trial practice and procedure.	3.00%
Purpose of the answers and counterclaims.	3.00%
Drafting answers and counterclaims.	3.00%
Filing answers and counterclaims.	3.00%
Drafting various pre-trial motions [concerning pleadings]	2.00%
In-court procedures.	2.00%
Role of legal assistant in complex litigation employing electronic support systems	2.00%
Introduction to civil discovery.	2.00%
Exclusion of illegally obtained evidence.	3.00%
Burden of proof and resumptions.	3.00%

Judicial notice.	3.00%
Circumstantial evidence.	3.00%
The opinion rule.	3.00%
The hearsay rule.	3.00%
Demonstrative, experimental and scientific evidence.	3.00%
Documentary evidence.	3.00%
Witnesses.	3.00%
Discovery and producing of evidence.	3.00%
Introduction of evidence at trial.	3.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Mid-Term/Final Exam(s)

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

Other, please identify

VIII. INSTRUCTIONAL METHODOLOGY:

Discussion

Group Activity

Individual Assistance

Lecture

Simulation/Case Study

Audio Visual

Demonstration

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Reading and Writing:

Draft a complaint and outline the procedure for filing the complaint. Draft an answer and counterclaim.

Out-of-class:

Research the federal and state court systems and submit a report comparing and contrasting them. Include steps to initiate an action in both systems.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Goldman, Hughes & Letterman (2012). *California Civil Litigation (2nd/e)*. Prentice Hall.
California Civil Practice Statutes and Rules Annotated, California Desktop Codes, 2010



IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD

DIVISION: Economic and Workforce Development

DATE: November 03, 2011

COURSE TITLE: Legal Research

COURSE NO.: LEGL 121

UNITS: 3

LEC HRS. 0

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

This course provides an introduction to legal research and writing, including a comprehensive working knowledge and understanding of legal research materials and tools. The course covers the traditional and basic methods of legal research, sources of applicable statutory law and case law information, including use citations and computerized legal search systems. Students will learn to develop research strategies and to write legal memoranda and briefs. (CSU)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

ENGL 101 In addition, students are expected to have a basic familiarity with computer terms, to be able to use applications such as word processing, spreadsheets, and email, and to do online research. These skills can be learned in CIS 100 Computer Literacy.

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Effectively use computerized legal search systems. (ILO1, ILO2, ILO4)
2. Research and prepare a legal brief using applicable statutory and case law and appropriate citations, and explain research strategies used to prepare the brief. (ILO1, ILO2, ILO4)
3. Discuss elements (actus reus) that must exist to be charged with having committed to a crime, the basic categories of crimes, and the various types of crimes. (ILO2, ILO2)

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Describe the basic methods of legal research using books [traditional].
2. Identify the sources for determining applicable statutory law [primary].
3. Identify the sources for obtaining case law information [primary].
4. Explain the process for checking court decisions using citations.
5. Explain how to use the uniform system of citation.
6. Prepare a legal memorandum.
7. Explain how to use a computerized citing system.
8. Demonstrate how to use a whole text retrieval system.
9. Explain how to use a computerized legal search system.
10. Describe how to use a database system for case verification and cite checking.
11. Define crime.
12. Discuss the elements [actus reus] that must exist to be charged with having committed to a crime.
13. Explain the three basic categories of crimes.
14. Describe the various types of crimes.
15. Discuss the defenses that can be raised against criminal liability.
16. Prepare the various pre-trial motions [documentation] that are filed in criminal cases.
17. Discuss pre-trial discovery [criminal case] using depositions that are in keeping with the various federal rules of

criminal procedures and state rules.

18. Discuss the legal assistant's [para-legal's] role in the jury selection process [voir dire examination].
19. Describe the criminal preparation procedures [documentation].
20. Identify the various types of witnesses that are called to testify in a criminal trial.
21. Describe special jury instructions when necessary [documentation].
22. Describe opening and closing arguments [documentation].
23. List the step-by-step post-trial proceedings when a guilty verdict is returned by a jury.
24. Demonstrate knowledge of preparing and filing [within a specified time] notice of appeal, requests with the appropriate courts for record during trial, court reporter's transcripts, copies of all motions filed, and jury instructions.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
Basic methods of legal research using books [traditional]	5.00%
Sources for determining applicable statutory law [primary]	5.00%
Sources for obtaining case law information [primary]	5.00%
Checking court decisions using citations.	5.00%
Use of uniform system of citation.	3.00%
Legal memorandum preparation.	11.00%
Use of a computerized automatic citing system.	3.00%
Use of a whole text retrieval system.	4.00%
Use of a computerized legal search system.	4.00%
Use of a database system for case verifications and cite checking.	4.00%
Definition of crime.	2.00%
Elements that must exist to be charged with having committed a crime.	2.00%
Three basic categories of crimes.	2.00%
Types of crimes.	5.00%
Defenses that can be raised against criminal liability.	4.00%
Pre-trial motions filed in criminal cases.	11.00%
Pre-trial discovery using depositions.	3.00%

Legal assistant's role in jury selection process [voir dire examination].	2.00%
Criminal preparation procedure [documentation].	2.00%
Types of witnesses.	2.00%
Special jury instructions [documentation].	2.00%
Opening and closing arguments [documentation].	2.00%
Step-by-step post trial proceedings when guilty verdict is returned.	5.00%
Preparation and filing of notice of appeal, requests for documents from courts.	7.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Problem Solving Exercise

Quizzes

Skill Demonstration

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Demonstration

Discussion

Group Activity

Individual Assistance

Lecture

Simulation/Case Study

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

Given a legal case, use legal search systems to research and prepare a legal memorandum or brief using applicable statutory and case law and appropriate citations. Be prepared to explain your research strategy.

Reading and Writing:

In an assigned group, discuss elements that must exist to be charged with having committed to a crime, the basic

categories of crimes, and the various types of crimes, and be prepared to present a summary to the class.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Hames & Ekem (2012). *Legal Research, Analysis and Writing* (4th/e). Prentice Hall.



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Behavioral/Social Science

DATE: September 03, 2009

COURSE TITLE: Introduction to Political Science

COURSE NO.: POLS 100

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

An introduction to the theories, principles and problems of modern political life and the methods of studying and acquiring political knowledge. Illustrative materials drawn primarily from the American experience.(CSU,UC)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. Identify and explain the meaning of political science, political philosophy and policy science.
2. Explain the importance of political science's methodologies and compare the major characteristics and uses of the behavioral and traditional methodologies.
3. Relate why society and the state are necessary and summarize the principles of the social contract theory.
4. Summarize Plato's views on the nature of man and the key elements of the Utopian society.
5. Explain Aristotle's ideas on the importance of constitutional forms of government, methodologies and revolution.
6. Describe the major concepts of Machiavelli concerning political rule.
7. Demonstrate a knowledge and an understanding of the political philosophies of Hobbes, Locke, Rousseau, Hegel and Mill.
8. Demonstrate a knowledge and an understanding of the ideas of Marx, Engels and Lenin concerning socialism and communism.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
The discipline of political science, political science, political philosophy and policy science.	5.00%
The significance of political science's methodologies and the major characteristics of the behavioral and traditional methodologies.	5.00%

Man and society: The need for society and the state, the social contract theory, and the ideal state.	10.00%
Plato, the Father of Political Philosophy: The nature of man and the principle elements of the Utopian society.	15.00%
Aristotle, the Father of Political Science: The significance of constitutional forms of government, methodologies, revolution, democracies and oligarchies.	10.00%
Machiavelli, the Father of Policy Science: The basic rules of politics, expediency and pragmatism, and The Prince.	10.00%
Man and the state: The political philosophies of Hobbes, Locke, Rousseau, Hegel and Mill.	30.00%
Socialism and communism: the beliefs of Marx, Engels, and Lenin	15.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

- Class Activity
- Mid-Term/Final Exam(s)
- Objective
- Problem Solving Exercise
- Quizzes
- Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

- Discussion
- Lecture
- Distance Learning
- Audio Visual
- Demonstration

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

X. TEXTBOOK(S) AND SUPPLEMENT(S):

- Golding, William (1999). *Lord of the Flies* Penguin. ISBN: -
- Grigsby, Ellen (2005). *Analyzing Politics: An Introduction to Political Science (3rd/e)*. Thomas Wadsworth Publishing. ISBN: -
- Machiavelli, Niccolo (2003). *The Prince* Penguin USA. ISBN: -

Orwell, George (1996). *Animal Farm* Signet Book. ISBN: -
Burgess, Anthony (2000). *A Clockwork Orange* Penguin Books Ltd. ISBN: -
Huxley, Aldous (2006). *Brave New World* Harper Perennial Modern Classics. ISBN: -
Malcolm X (1993). *The Autobiography of Malcolm X* Ballantine Books. ISBN: -
Moore, Thomas (2003). *Utopia* Penguin Classics. ISBN: -
Parenti, Michael (2007). *Democracy for the Few* (8th/e). Wadsworth Publishing. ISBN: -
Sargent, Lyman T. (2005). *Contemporary Political Ideologies* (13th/e). H.B.J. ISBN: -
Bradbury, Ray (1987). *Fahrenheit 451* Random House Publishing. ISBN: -
Marx, Karl (1998). *Communist Manifesto* New American Library Classics. ISBN: -
Rank, Mark Robert (2005). *One Nation, Underprivileged* Oxford University Press. ISBN: -



**IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE
COURSE OUTLINE-OF-RECORD**

DIVISION: Behavioral/Social Science

DATE: November 17, 2011

COURSE TITLE: American Government & Politics

COURSE NO.: POLS 102

UNITS: 3

LEC HRS. 54.00

LAB HRS. 0

If cross-referenced, please complete the following

COURSE NO.(s)

COURSE TITLE

I. COURSE/CATALOG DESCRIPTION:

The origin, development and operation of local, state, and national political institutions in the United States, emphasizing the contemporary operations of the American political system.(CSU, UC)

II. A. PREREQUISITES, if any:

B. COREQUISITES, if any:

C. RECOMMENDED PREPARATION, if any:

III. GRADING CRITERIA:

Letter Grade Only

IV. STUDENT LEARNING OUTCOMES:

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Develop an understanding of civic responsibility. (ILO3, ILO5).
2. Participate in activities that promote the public good (e.g., the voting process, jury duty, community service). (ILO1, ILO3, ILO5).
3. Examine the election and voting process. (ILO2, ILO4, ILO5).

V. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

Upon satisfactory completion of the course, students will be able to:

1. The significance of the Declaration of Independence concerning the American political philosophy.
2. The Articles of Confederation and the principal reasons why they were replaced by the Constitution.
3. The significant features of the Constitution and the major ways that the Constitution changes.
4. The concept of federalism and how it has changed throughout American history.
5. The significance of the Bill of Rights, and the continuing debate over civil liberties.
6. The role of public opinion and the media in the American political system.
7. The importance of the American political parties, lobbying, and interest groups.
8. The American election process, including political campaigning and voter behavior.
9. The formal structure of the Congress and the committee system, the legislative process and congressional powers.
10. The principal powers of the presidency and how they expanded dramatically in the 20th century.
11. The American bureaucracy.
12. The American judicial system and how it is affected by critical issues in American society.
13. The organizational structure, powers, and challenges confronting California's state and local governments.

VI. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

CORE CONTENT	APPROX. % OF COURSE
1. The American political system: the significance of the Declaration of Independence and the American political philosophy.	5.00%



2. The Articles of Confederation: the governmental structure, principal characteristics, and major weaknesses.	5.00%
3. The Constitution: the Constitutional Convention, the ratification, the structure, and major forms of Constitutional change.	8.00%
4. Federalism: the original concept, federalism today, the relations between the national and state and local governments.	8.00%
5. The Bill of Rights: the need for protection of civil liberties and the continuing struggle for equality.	8.00%
6. The role of public opinion and the media in the American political system.	8.00%
7. American political parties and lobby and interest groups.	8.00%
8. American elections, political campaigning, and voter behavior.	8.00%
9. The Congress: the structure of the Congress and the committee system, the legislative process and congressional powers.	8.00%
10. The presidency: delegated authority and the expansion of presidential power, the presidency and the Congress.	8.00%
11. The American bureaucracy.	8.00%
12. The federal judiciary: the organizational structure of the federal courts, the Supreme Court, and the effects of crucial economic, social and political issues upon the judicial system.	8.00%
13. California state and local government: the executive, legislative and judicial branches; the state budget, and the city and county governments.	10.00%
TOTAL	100%

VII. METHOD OF EVALUATION TO DETERMINE IF OBJECTIVES HAVE BEEN MET BY STUDENTS:

Class Activity

Essay

Mid-Term/Final Exam(s)

Objective

Oral Assignments

Quizzes

Written Assignments

VIII. INSTRUCTIONAL METHODOLOGY:

Audio Visual

Computer Assisted Instruction

Demonstration

Discussion

Group Activity

Individual Assistance

Lecture

Simulation/Case Study

Distance Learning

Two (2) hours of independent work done out of class per each hour of lecture or class work, or 3 hours lab, practicum, or the equivalent per unit is expected.

IX. ASSIGNMENTS:

Out-of-class:

Read assigned chapters, articles, and case studies and be able to discuss in class and support statements with a source.

Reading and Writing:

Read assigned chapters, articles, and case studies and submit written analyses or opinion papers.

X. TEXTBOOK(S) AND SUPPLEMENT(S):

Ambrose, Stephen E., D. Brinkley (2010). *Rise to Globalism: American Foreign Policy Since 1938* (9th/e). Penguin Group. ISBN: 0142004944

Barbour, Christine (2010). *Keeping the Republic: Power and Citizenship in American Politics, Brief Edition* (4th/e). Congressional Quarterly, Inc. . ISBN: 1608712745

Brock, David (2003). *Blinded by the Right: The Conscience of an Ex-Conservative* Crown Publishing Group. ISBN: 1400047285

Davis, Sue, Peltason, J.W. (2007). *Corwin and Peltason's Understanding the Constitution* (17/e). Cengage Learning. ISBN: 0495007544

Giventer, Lawrence L. (2007). *Governing California* (2nd/e). McGraw-Hill Companies. ISBN: 0073526339

Glassner, Barry (2010). *The Culture of Fear: Why Americans Are Afraid of the Wrong Things* Basic Books. ISBN: 0465003362

Harrison, Brigid C., J. Harris (2010). *A More Perfect Union* (1st/e). McGraw-Hill Companies. ISBN: 007352638X

Korey, John L (2008). *California Government* (5th/e). Cengage Learning. ISBN: 0547041934

Levitt, Steven D., and Stephen J. Dubner (2009). *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything* HarperCollins Publishers. ISBN: 0060731338

Oleszek, Walter (2010). *Congressional Procedures and the Policy Process* (8th/e). Congressional Quarterly, Inc.. ISBN: 1604266139

Plunkitt, George (2010). *Plunkitt of Tammany Hall: A Politician's View on Honest Graft in Politics* CreateSpace. ISBN: 1453833986

Attachment F

CIS 124 EXCEL I
Course Number 20439 OR 20961
Spring 2012, 1 semester unit
ONLINE CLASS MEETINGS: 01/20/12 – 03/06/12

CIS 124 Excel I (1 UNIT)
A beginning course in the creation and use of spreadsheet applications including templates, spreadsheets, and beginning graphic presentation. (CSU)

Instructor: Vikki Carr
Phone: 760-355-6219 or 760-310-3767

Office: Building 10, President's Office
Email: vikki.carr@imperial.edu

Text & materials:

Microsoft Office Excel 2010 (Introductory) by Elizabeth Eisner Reding and Lynn Wermers
www.myetudes.org

Email: When using email, please use the following format:

CIS124 – Your Last Name, Your First Name – Title
(Example: CIS 124 – Carr, Vikki – Question regarding DQ)

Course Description: This is an introductory course designed to teach the basic understanding and use of the Excel processing application through online lectures, materials, and hands-on experience using a computer.

- **How the class works:** Relevant Excel applications and computer topics will be discussed and hands-on exercises will be assigned. Students will be given several projects to work on, graded tests, final exam, and a final project.
- **Objectives - the student will be able to:**
 - Demonstrate knowledge of the basic concepts needed to use a spreadsheet software program.
 - Become familiar with the different elements of a spreadsheet and learn your way around the Excel program window.
 - Work in an Excel worksheet and make simple calculations.
 - Learn to work with formulas and functions, format a worksheet, work with charts, and analyze data using formulas.

STUDENT LEARNING OUTCOMES

Students will analyze information for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level.

SLO1 = communication skills; **SLO2** = critical thinking skills; **SLO4** = information literacy

NOTE: Student Learning Outcomes for other assignments in this course are being developed.

Onsite Campus Meetings

- ✓ **Class Orientation in room 901 at NOON, Friday, January 20, 2012**
- ✓ **Final Exam in room 801 from 5:00pm – 6:00 pm, Tuesday, March 6, 2012**

Grading:

4 Exams (20 points each)	80 points
Final exam	50 points
Final project	10 points
Skills Review Assignments	20 points
Discussion Questions (DQs) – answer & respond	40 points
Total	200 points

The grading scale is:

200 to 180 points = A	159 to 140 points = C
179 to 160 points = B	139 to 120 points = D

To receive full credit, work must be turned in on time, as designated by the instructor. No credit will be allowed for late work. Tests must be taken on-time; there are no make-up tests.

Interaction with the instructor and other students is an integral part of the learning process. However, you must personally use the keyboard and mouse in completing the assignments. All work submitted for grading must be your own. Cheating will result in an 'F' for the assignment or an 'F' for the course at the instructor's discretion. Also, please verify that you have enrolled in the class correctly as for a letter grade or credit/non-credit. **Final grades will not be changed for any reason because of student negligence.**

Need for Assistance: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please provide the instructor with information regarding your special needs as soon as possible so that appropriate accommodations can be made. You should also meet with DSP&S support staff and counselors. Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Students Programs and Services (DSP&S) office as soon as possible:

DSP&S
Room 2117 (Health Sciences Building)
760-355-6312

Class attendance, tardy, student conduct, and withdrawal policy follows the regulations in the IVC catalog. You may be dropped if your absences exceed the number of days a class meets per week (i.e. no participation online).

If your plans change and you decide not to continue in this class, please drop yourself through WebStar as the instructor will not do this for you.

The above schedule and procedures are subject to change in the event of extenuating circumstances.

CIS 125 EXCEI II
Course Number 20440
Spring 2012, 1 semester unit
ONLINE CLASS MEETINGS: 03/15/12 – 05/07/12

CIS 125 Excel II (1 UNIT)

A sequence to the CIS 124 course. The course develops expertise in worksheet applications, teaches use of graphic presentations, develops data base use and includes macros. (CSU)

Instructor: Vikki Carr
Phone: 760-355-6219 or 760-310-3767

Office: Building 10, President's Office
Email: vikki.carr@imperial.edu

Text & materials:

Microsoft Office Excel 2010 (Introductory) by Elizabeth Eisner Reding and Lynn Wermers
www.myetudes.org

Email: When using email, please use the following format:

CIS125 – Your Last Name, Your First Name – Title
(Example: CIS 125 – Carr, Vikki – Question regarding DQ)

Course Description: This is an introductory course designed to teach the basic understanding and use of the Excel processing application through online lectures, materials, and hands-on experience using a computer.

- **How the class works:** Relevant Excel applications and computer topics will be discussed and hands-on exercises will be assigned. Students will be given several projects to work on, graded tests, final exam, and a final project.
- **Objectives - the student will be able to:**
 - Demonstrate knowledge of the basic concepts needed to use a spreadsheet software program.
 - Become familiar with the different elements of a spreadsheet and learn your way around the Excel program window.
 - Work in an Excel worksheet and make simple calculations.
 - Learn to work with formulas and functions, format a worksheet, work with charts, and analyze data using formulas.

STUDENT LEARNING OUTCOMES

Students will analyze information for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level.

SLO1 = communication skills; **SLO2** = critical thinking skills; **SLO4** = information literacy

NOTE: Student Learning Outcomes for other assignments in this course are being developed.

Onsite Campus Meetings

- ✓ Class Orientation in room 901 from Noon-1:00 pm, Thursday, March 15, 2012
- ✓ Final Exam in room 801 from 5:00 pm-6:30 pm, Monday, May 7, 2012

Grading:

4 Exams (20 points each)	80 points
Final exam	50 points
Final project	10 points
Skills Review Assignments	20 points
Discussion Questions (DQs) – answer & respond	40 points
Total	200 points

The grading scale is:

200 to 180 points = A	159 to 140 points = C
179 to 160 points = B	139 to 120 points = D

To receive full credit, work must be turned in on time, as designated by the instructor. No credit will be allowed for late work. Tests must be taken on-time; there are no make-up tests.

Interaction with the instructor and other students is an integral part of the learning process. However, you must personally use the keyboard and mouse in completing the assignments. All work submitted for grading must be your own. Cheating will result in an 'F' for the assignment or an 'F' for the course at the instructor's discretion. Also, please verify that you have enrolled in the class correctly as for a letter grade or credit/non-credit. **Final grades will not be changed for any reason because of student negligence.**

Need for Assistance: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please provide the instructor with information regarding your special needs as soon as possible so that appropriate accommodations can be made. You should also meet with DSP&S support staff and counselors. Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Students Programs and Services (DSP&S) office as soon as possible:

DSP&S
Room 2117 (Health Sciences Building)
760-355-6312

Class attendance, tardy, student conduct, and withdrawal policy follows the regulations in the IVC catalog. You may be dropped if your absences exceed the number of days a class meets per week (i.e. no participation online).

If your plans change and you decide not to continue in this class, please drop yourself through WebStar as the instructor will not do this for you.

The above schedule and procedures are subject to change in the event of extenuating circumstances.

BUSINESS COMMUNICATIONS, BUS 260
Syllabus
Spring 2012: Monday through Thursday 12:15 – 1:40

INSTRUCTOR:	Alison Jill Brock, MSAcc, CPA (Inactive) Office: 805 Phone: 760-355-6199	
COURSE DESCRIPTION:	This course will teach the principles of effective communication applied to business letters, memos, and analytical reports. It includes the organization, writing, and presentation of business documents and incorporates the basic principles of speaking effectively for business.	
REQUIRED MATERIALS:	Business Communication: Process and Product, 7e, Guffey & Loewy, South-Western Cengage Learning 2 Scantrons, Form No. 882-E	
PREREQUISITE:	ENGL 099 (formerly ENGL 100) and word processing skills	
GRADING SCALE:	A	90% - 100%
	B	80% - 89%
	C	70% - 79%
	D	60% - 69%
	F	0% - 59%
GRADING:	Chapter quizzes	50%
	Memos/letters (4)	25%
	Resume/cover letter/job interview	15%
	Team project	<u>10%</u>
	Total	100%
ASSIGNMENTS:	Readings from the textbook are assigned after most class sessions. There is a short quiz over each reading assignment. Any assigned exercises out of the textbook should be turned in with the corresponding chapter quiz. To simulate typical business projects, a significant portion of your coursework will be completed in teams. Together you will discuss issues, plan documents and an oral presentation, critique and revise documents, perform mock job interviews, and give an oral presentation to the class. Each team member has the opportunity to evaluate your performance.	

All writing must be your own work and you must do all your own word processing. If you do not have good word processing skills, this is the time to learn. Handwritten documents are not acceptable.

ATTENDANCE:

No points are awarded for attendance. However, be aware that you lose opportunities to earn points when you are absent. Make-up quizzes are not given and you must turn in assignments on or before the due date. I do not drop students for failure to attend. If you wish to drop this class, you must perform the required procedures.

NEED FOR ASSISTANCE:

If you have any condition, such as a physical or learning disability, for which you need extra assistance, please provide me with information as soon as possible so that appropriate accommodations are made. You should also meet with the Disabled Student Programs & Services support staff and counselors.

Assignment		Points Earned	Total Possible Points
Quizzes	Chapter 1, 2		28
	Chapter 3, 4		28
	Chapter 5, 6		28
	Chapter 7, 8, 9		42
	Chapter 10, 15		28
	Chapter 16		14
	Chapter 11, 14		28
	Grammar/Mechanics		28
Business documents	1: Simple memo		28
	2: Recommendation memo		28
	3: Formal letter		28
	4: Negative message letter		28
Resume/cover letter/interview			68
Team project (document, presentation, team evaluation)			44
* Extra credit			
TOTAL			448

To earn an A, you must earn at least 360 points (400 X 90%).

To earn a B, you must earn at least 320 points (400 X 80%).

And so forth....

*****TIP: Before beginning a business document, know your purpose!*****

BUSINESS COMMUNICATIONS, BUS 260

Schedule

Week	Agenda	Assignment
1 03/12	Introductions (listen with teams in mind, networking) Chapter 1, Effective and Ethical Communication at Work	Read chapter 1
03/13	Discussion: Skills to succeed in business, CR 2, 10; CT 2; 1.6, 1.9, 1.11, 1.12 Grammar and Mechanics C.L.U.E. Review 1 & 2	*Activity 1.1, 1.14 *Grammar and Mechanics C.L.U.E. Review 3 (turn in exercises with quiz)
03/14	Chapter 2, Professionalism: Team, Meeting, Listening, Nonverbal, and Etiquette Skills	Read chapter 2
03/15	Discussion: CR 6, 7, 14, 15, CT 2 Team: 1.4, P. 45 ethics check, 2.19, 2.4 part 1, Topics 2 & 3 Grammar and Mechanics C.L.U.E. Review 4 & 5	*Activity 2.1 *Grammar and Mechanics C.L.U.E. Review 6 & 7
2 03/19	Quiz: chapters 1 & 2 Chapter 3, Intercultural Communication	Read chapter 3
03/20	Discussion: CR 4, 5; CT 1, 4; 3.1, 3.5, (3.8), 3.13, 3.15 Individual: High/low context exercise Team: Decision making Grammar and Mechanics C.L.U.E. Review 8, 9, & 10	Read appendixes
03/21	Chapter 4, Planning Business Messages	Read chapter 4
03/22	Discussion: CR 1, 2, 5, 7, 8, 9, 12; CT 2, 5; 4.1-4.4, 4.12 Plan and begin document 1	Document 1
3 03/26	Quiz: chapters 3 & 4 Chapter 5, Organizing and Writing Business Messages (Or next time? 5.1-5.4, 5.6-5.8)	Read chapter 5
03/27	Quiz: Grammar and mechanics – pass/fail Discussion: CR 7, 8; CT 5, 3 Revise and turn in document 1	Document 2
03/28	Chapter 6, Revising Business Messages	Read chapter 6
03/29	Discussion: CT 3, 4; WIE 1-9; A 6.12 Revise and turn in document 2	Document 3
4 04/02	Quiz: chapters 5 & 6 Revise and turn in document 3	
04/03	Chapter 7, Electronic Messages and Digital Media Discussion: CR 1, 3, 5, 7, 8, 10-13; CT 4, 7.1, 7.3, Topic 4, 5	Read chapter 7
04/04	Chapter 8/9, Positive and Negative Messages (ch 8: 8.28, 8.30, ch 9: CT 3, Topic 1)	Read chapters 8 & 9
04/05	Discussion: ch 8 CR 9,11; 8.1; ch 9 9.1, 9.3, 9.6-8 Write document 4	Document 4
5 04/16	Turn in document 4 Quiz: chapters 7 & 8/9 Chapter 10, Persuasive and Sales Messages (CT 1, Topic 2, 3)	Read chapter 10

04/17	Discussion: 10.30 comp to pg. 319, CR 1-4, 7; CT 2; 10.26 2nd Chance Quiz: Grammar and mechanics – pass/fail Resume worksheet	Resume worksheet
04/18	Chapter 15, The Job Search, Resumes, and Cover Letters	Read chapter 15
04/19	Discussion: CR 1-4, 7-10, 13, 15; CT 4 Write resume	Resume and cover letter
6 04/23	Bring 3 copies of resume without name, address, phone Quiz: chapters 10 & 15 Team: resume critiques (including me)	Resume and cover letter
04/24	Chapter 16, Interviewing and Follow-Up Discussion: Interview criteria; CR 4, 5, 8-11, 14; CT 4, 5; select interview questions	Read chapter 16 Prepare for interview (16.4, 16.5, 16.7)
04/25	Turn in resume and cover letter Scramble teams: interviews (16.13)	*Thank you letter to your interviewer
04/26	Interviews	
7 04/30	Quiz: chapter 16 Chapter 11, Report and Research Basics	Read chapter 11
05/01	Discussion: CR 5, 10; CT 2, 5; 11.4, 11.6, 11.16 Team: purpose statement, brainstorm, select, schedule w/responsibilities	Team project
05/02	Chapter 14, Business Presentations	Read chapter 14
05/03	Discussion: CR 1, 5, 8-10; CT 2, 4; 14.12 Team: Team project organization, visuals (14.5)	Team project
8 05/07	Quiz: chapters 11 & 14 Team: Complete team project	Team project
05/08	Rehearse team project	Practice team presentation
05/09	Team evaluations Team presentations	
05/10	Team presentation	Celebrate, you did it! :)

CIS 101 Web, Intro to Information Systems

Spring 2012, 3 semester units

Instructor: Michael Carr
email: michael@ivcomputerdoctor.com

Cell Phone: 760-330-7275

Text & materials:

Discovering Computers 2011 by Shelly, Cashman and Vermaat

Microsoft Office 2010 Essential by Shelly, Cashman and Vermaat

Course Description: This is an introductory course designed to teach the basic understanding of computer information systems, survey computer hardware and software, and give students hands-on experience using common business applications.

How the class works: Relevant computer and Microsoft Office topics will be discussed during the class lecture and hands-on exercises will be assigned. Students are required to answer all discussions questions and respond to four of their fellow classmates' postings for full credit toward class participation each week. If students do not complete all of the required postings each week, and Office 2010 assignments they will not receive 25 participation points at the end of the semester. There are 4 tests worth 20 points each. Class participation is worth a total of 25 points. Also, there is a mid-term worth 45 points and a final exam worth 50 points. **Each student needs to have their textbooks and access to a functioning computer with Microsoft Office 2010 installed no later than two weeks after the first day of class.**

Objectives - the learner will be able to:

- Understand basic components and functions of Information Systems
- Identify types of computer hardware and software and explain their function
- Use Microsoft Office suite of products within business environment
- Explore information technology career options

STUDENT LEARNING OUTCOME – WEB EVALUATION ASSIGNMENT

Student will analyze information for relevance and accuracy; and synthesize, evaluate and communicate the results, demonstrating writing competencies at the college level. The Web Evaluation Assignment meets Institutional Student Learning Outcomes listed below:

SLO1 = communication skills; **SLO2** = critical thinking skills; **SLO4** = information literacy

Onsite Campus Meetings

- ✓ Class Orientation = See Michael Carr
- ✓ Mid-Term Exam = See Michael Carr
- ✓ Final Exam = See Michael Carr

Grading:

4 Tests (20 points each)	80 points
Mid-term exam	45 points
Class participation	25 points
Final exam	50 points
Total	200 points

The grading scale is:

200 to 180 points = A	159 to 140 points = C
179 to 160 points = B	139 to 120 points = D

For extra credit students can write a 1,000 word essay worth 20 points detailing how skills learned in this class helped solve a computer related issue at home, work, or for a friend. All essays must be in APA format, contain a cover sheet and reference page.

To receive full credit, work must be turned in on time, as designated by the instructor. **No credit** will be allowed for late work. Tests must be taken on-time (or early); there are no make-up tests. **Students who miss more than three class meetings will be dropped. Students leaving class early without permission will be marked absent.** If an emergency prevents you from attending class, it is your responsibility to obtain notes and work assignments from a classmate and study them for understanding. If class notes and the text do not provide sufficient explanation, please email the instructor.

Interaction with the instructor and other students is an integral part of the learning process. However, you must personally use the keyboard and mouse in completing the assignments. All work submitted for grading must be your own. Cheating will result in an 'F' for the assignment or an 'F' for the course at the instructor's discretion. Also, please verify that you have enrolled in the class correctly as for a letter grade or credit/non-credit. **Final grades will not be changed for any reason because of student negligence.**

Need for Assistance: If you have any condition, such as a physical or learning disability, for which you need extra assistance, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made. You should also meet with DSP&S support staff and counselors. Any student with a documented

disability who may need educational accommodations should notify the instructor and the Disabled Students Programs and Services (DSP&S) office as soon as possible:

DSP&S

Room 2117 (Health Sciences Building)

760-355-6312

Class attendance, tardy, student conduct, and withdrawal policy follows the regulations in the IVC catalog. You may be dropped if your absences exceed the number of days a class meets per week. Three tardies equal one absence. Early departure is unacceptable and will be counted as an absence. If your plans change and you decide not to continue in this class, please drop yourself through WebStar; do not automatically assume the instructor will do this for you.

Please retain all of the class work returned to you during the semester until after you receive your final grade.

The above schedule and procedures are subject to change in the event of extenuating circumstances.

Rev 1/6/2012

BUS 126 – Business and the Legal Environment
Spring 2012 Code: 20433

“The only legal certainty is the certainty of legal change. What makes law, it’s study and practice, qualitatively unlike most other things that human beings do is that we can never be sure of anything.”

-Justice E. Peters, Conn. Supreme Court

“The life of the law has not been logic: it has been experience.”

-Oliver Wendell Holmes, Jr.

“Law is not justice and a trial is not a scientific inquiry into truth. A trial is the resolution of a dispute.”

-Edison Haines

Course Information

Class Hours and Location: MW 4:45-6:10p, Room 913

Instructor: Mr. Beckley; Office: 907; Phone: (760) 355-6324

Email: jeff.beckley@imperial.edu

Office Hours: M & W: 4-4:45p; T & Th: 7:50-8:35a

Text and Required Course Materials

Cross and Miller, The Legal Environment of Business, 8th edition, South-Western/Cengage Learning, 2012 (Text website: www.cengage.com/blaw/cross)

Course Description: See IVC Catalog

Course Objective: To explore the analytical processes of learning and understanding the law and the policies behind the law.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

- Evaluate and analyze three distinct legal case problems and communicate the results demonstrating writing competencies at the college level.
- Identify, define, appropriately apply and analyze the five elements of a contract in a simulated factual situation based on an actual legal case.
- Identify, define, appropriately apply and analyze the four elements of negligence in a simulated factual situation based on an actual legal case.

Evaluation

		<u>Scale</u>
Exam 1	60	A = 243-270
Exam 2	60	B = 216-242
Exam 3	60	C = 189-215
Drop Exam	-60	D = 162-188
Final Exam	80	
Take-Home Exam	30	
Case Analyses	40	
Total	270	

Note on Exams: Each student will need to provide a Scantron (100) and a # 2 pencil for each exam. Each student will need to provide a Blue Book for the Final Exam. There will be no make-up exams.

Note on Take-Home Exam: The Take-Home Exam will consist of essay questions covering Chapters 4 and 5 of the text. It will be assigned in the latter half of the course. Students will have approximately 2 weeks to complete the exam. Details to follow.

Note on Homework: Homework must be turned in on the date assigned to receive full credit. Homework may be turned in one class period late for up to one-half credit. No homework will be accepted that is more than one class period late.

Attendance Policy: Students are expected to be in class and to contribute to the learning environment. If a student is absent from class, it is the student's responsibility to obtain class notes for that day's lecture. Please see the IVC General Catalog for additional details on attendance requirements. These requirements will be followed in this class. Please turn off and put away cell phones when in class. Cheating will not be tolerated.

Note from Disabled Students Programs and Services:

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible at: DSP&S, Room 2117, Health Sciences Building, (760) 355-6312.

Tentative Course Outline

Week 1—Introduction
Week 2—Chapter 1
Week 3—Chapter 2
Week 4—Chapter 3
Week 5—Chapter 6
Week 6—Exam 1, Chapter 9
Week 7—Chapter 9
Week 8—Chapter 9, 10
Week 9—Chapter 10, 11
Week 10—Exam 2, Chapter 12
Week 11—Chapter 12
Week 12—Chapter 7
Week 13—Spring Break
Week 14—Chapter 22
Week 15—Chapter 27, 14
Week 16—Review, Exam 3
Week 17—Final Exam

Final Note

The above schedule and procedures are subject to change in the event of extenuating circumstances.

HUMAN RELATIONS IN MANAGEMENT - BUS 136
SYLLABUS
Imperial Valley College

INSTRUCTOR INFORMATION:

Name: AJ Gaddis

Contact Information: email: aj.gaddis@imperial.edu

Alternate email: ajgaddis@roadrunner.com , Mailbox available in College Dept Office.

Office Hours: Instructor can meet after class for brief assistance; appointment required for one-on-one support.

Course Title: Human Relations in Management

Credits: 3 Room: 913

Course Number: 20822 Schedule: Monday

Time: 0630 – 0940 PM

REQUIRED TEXT:

Human Relations, 8th Edition, Lussier

Gung Ho, 1st Edition, Blachard

CATALOG DESCRIPTION:

Students study Human Relations as they apply to management.

EDUCATIONAL PHILOSOPHY:

My responsibility is to ensure that students comprehend the subject matter with confidence and know how to apply concept and theory into practice as well as utilize suggestions and tools that were discussed during the course for personal and professional growth. To reinforce reading materials, students will engage in classroom activities, group projects, and research that allow them to not only understand the author's viewpoints but also question or prove how it relates to their professional and personal development.

COURSE OBJECTIVES:

Upon satisfactory completion of the course, the student should be able to demonstrate that they have the following:

1. Experienced personal growth, increased self awareness, and the development of human relations skills through classroom assignments, exercises, and projects;
2. Describe models of organizational behavior, social systems and organizational culture;
3. Demonstrate communications management techniques;
4. Explain the performance appraisal process and importance of regard systems;
5. Describe employee attitudes and their effects.
6. Explain the importance of inter, intra and leadership skills and why they are so important in an organization.
7. Engage in collaborative learning, team building, and skill-building exercises and case studies;
8. Explain the concept of Equal Employment Opportunity;
9. Discuss stress reduction and counseling techniques.

SPECIFIC COURSE LEARNING OUTCOMES:

Upon satisfactory completion of the course, students should be able to:

- Define human relations and exemplify with examples.
- Describe different employee attitudes
- Apply human relations techniques in their workplace and personal lives.
- Demonstrate use of communication skills.
- Identify types of conflict and control methods (conflict management/ resolution).
- Examine methods for successfully handling difficult people.
- Identify group roles and describe team concept.
- Examine organizational climate.
- Explain the concept of diversity.
- Identify origins of prejudice and types of discrimination.
- Define and elaborate what sexual harassment is and avoidance methods.
- Define ethics as it is applied to the business world and social responsibility.
- Demonstrate critical problem-solving skills and thinking skills.
- Describe how human relations skills influence goals and success in a future career.

ATTENDANCE POLICY

The instructor will drop a student who fails to attend the first meeting of the class. Attendance and in-class participation will have a direct bearing on your grade and assignments are very vital for this course since this is a human relations class, and much of the learning and practice will take place through peer interactions during class. Students are responsible for following up on assignments or other information if they are unable to attend class.

GRADING SYSTEM:

Grades will be determined as follows:
30% Assignments / 30% Exams / 30% Final Exam / 10% Participation.
There will be opportunities for extra credit assignments.

GRADING OUTLINE:

Students' grades are determined by several small, individual assignments or projects to help apply the materials students are learning. Students will be asked to write a journal, documenting all of their daily human relations interaction and experiences. The journal will also allow students to document how they utilize the human relation skills they learned in class and reading materials when tackling daily life experiences both at work and home. Additional points may be added for total classroom participation.

Student journals will be collected and reviewed periodically through the semester.

ATTENDANCE STATEMENT:

Attendance and in-class participation will have a direct bearing on your grade. Participation of in-class assignments are very vital for this course since this is a human relations class, and much of the learning and practice will take place through peer interactions during class. The activities and information you may miss will also have a bearing on your grade. Students are responsible for following up on assignments or other information if they are unable to attend class.

ACADEMIC HONESTY POLICY:

Students are expected to conduct themselves in an adult, ethical, honest and professional way on assignments, research papers, and exams.

CLASSROOM CONDUCT POLICY:

Students are expected to conduct themselves in a courteous, responsible, mature manner in the classroom.

JOURNAL OUTLINE

Students will be asked to keep a journal, documenting all of their daily human relations interaction and experiences. The journal will also allow students to document how they utilize the human relation skills they learned in class and reading materials when tackling daily problems both personal and professional. Students will be asked to submit their Journals a minimum of three (3) times during the semester for review.

TENTATIVE COURSE OUTLINE:

The following schedule represents a plan for the semester. Since this class involves discussion, classroom activities, and other material that may alter this schedule, it should not be interpreted as written in stone. If there are changes to assignment due dates, students will be notified in class. Students missing class are responsible for knowing this information.

Adjustments for holidays are reflected.

Course Outline/ Assignments, Time and Dates are Subject To Change

COURSE OUTLINE

Week 1 - Chapter 1: Understanding Behavior, Human Relations and Performance
Week 2 - Chapter 2: Personality, Learning, and Perception
Week 3 - Chapter 3: Attitude, Self-Concept, Values, and Ethics
Week 4 - Test on Chapters 1-3/Chapter 4 – Time and Career Management (Group Presentation)
Week 6 – Chapter 4 Presentation/Chapter 5 Interpersonal Communication
Week 7 – Chapter 7 Dealing with Conflict
Week 8 – Test Chapter 5 and 7 / Chapter 8 Leading and Trust
Week 9 – Chapter 9 Motivation Performance
Week 10 – Chapter 11 Networking and Negotiation
Week 11 – Test Chapter 8,9,11 /Chapter 12 Team Dynamics and Leadership / Chapter 13 Team & Creative Problem Solving & Decision Making – (Group Presentations).
Week 13 – Chapter 12/13 Group Presentations/Chapter 14 Organizational Change and Culture
Week 14 – Chapter 15 Valuing Diversity Globally
Week 15 – Gung Ho Group Time / Presentation
Week 16 – Final Exam

NEED ASSISTANCE:

If you have any condition, such as physical or learning disability for which you need extra assistance, reasonable accommodation, please provide me with information regarding your special needs as soon as possible so that appropriate accommodations can be made.

POLITICAL SCIENCE 100
INTRODUCTION TO POLITICAL SCIENCE

Spring 2012
SYLLABUS

Imperial Valley College

Associate Professor Kevin White, MA

Code # 20093, PS 100, TR 11:50-1:15 p.m.

Room 806 / Office Phone 355-6170

Office Hours: M-W 7:30-8:30 am, Building 200 - Room 207

Email: kevin.white@imperial.edu

TEXTBOOKS

- All textbooks are on reserve in the Library

Analyzing Politics: An Introduction to Political Science, 5th ed., by Ellen Grigsby (Required)

- Text online store: www.cengagebrain.com
- ISBN: 978-1-111-34277-7

The Autobiography of Malcolm X, by Malcolm X and Alex Haley (Required)

- Text Website: www.ballantinebooks.com
- ISBN: 0-345-35068-5

Newspapers (Required reading)

COURSE DESCRIPTION

This survey course is designed to provide a broad introduction to the field of political science by examining the historical development and processes of political ideologies. Students will acquire a basic familiarity with political theories, principles, concepts, and definitions. Students will examine contemporary national and international issues that influence their lives and develop critical thinking skills that stimulate an appreciation of politics and human rights.

STUDENT LEARNING OUTCOME (SLO)

Institutional Student Learning Outcome: ISLO – **Global Awareness**: Upon completion of POLS 104, students will develop critical thinking skills that stimulate an appreciation for human rights and the world community.

COURSE STANDARDS

1. Students will understand the significance and impact of the Universal Declaration of Human Rights.
2. Students will understand the distribution of power in the international community.
3. Students will understand the role of the United Nations in international affairs.
4. Students will understand the responsibilities of national government in international relations.

POLITICAL SCIENCE 100

INTRODUCTION TO POLITICAL SCIENCE

OBJECTIVES FOR THE COURSE

1. Students will demonstrate an understanding of the operations of a nation-state;
2. Students will demonstrate an understanding of the terms used in comparative politics;
3. Students will demonstrate an understanding of how domestic issues affect international issues;
4. Students will demonstrate an understanding of the challenges poised to the world's environment;
5. Students will demonstrate an understanding of the different types of governments around the world;
6. Students will demonstrate an understanding of the various types of economic systems in the world;
7. Students will demonstrate an understanding of how technology has changed global interactions;
8. Students will demonstrate an understanding of the differences between industrialized and less developed countries
9. Students will demonstrate an understanding of international issues impact nation-states; and
10. Students will demonstrate an understanding of how countries can be compared to one another.

CLASS LEARNING FORMAT

This course will focus on *collaborative learning*. The lecture-discussion format will be emphasized along with the group activities. Videos, group projects, trips to campus support systems, community events, guest lectures, out of class assignments, and other challenging activities may be added to enrich the learning environment. *The mutual sharing of ideas and respect for diversity of opinion will be encouraged and safeguarded.*

Students are expected to arrive promptly at each class session having completed the assigned readings. Out of class assignments will include the required newspaper reading and/or projects assigned by the instructor. *Students are advised to take notes from lectures as lecture material is stressed on graded assignments. Student study groups are also encouraged.*

OFFICE HOURS / PHONE INFO

My office hours are: **Mondays through Wednesdays' 7:30-8:30 am** in Building 200 - Room 207. *Additional office hours are available by appointment.* Students are encouraged to contact the instructor at any time during the semester by office phone at 355-6170, by email at kevin.white@imperial.edu or by leaving a message in the Behavioral and Social Sciences Division office in Room 807. The Division phone number is 355-6443.

Important dates:

- Deadline to drop full-term classes without owing fees and/or be eligible for refund – 1/28
- Deadline to drop class without course appearing on transcript (without receiving) – 1/29. Note: fees will be charged and no refunds given for courses dropped on January 29.
- Deadline to drop full-term classes – **April 7th. No drops accepted after this date.**

DISABLED STUDENT PROGRAMS AND SERVICES

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Service (DSP&S) office as soon as possible. Visit or call DSP&S, the office is located in Room 2117 of the Mel Wendrick Access Center. The phone number is 760-355-6312.

POLITICAL SCIENCE 100

INTRODUCTION TO POLITICAL SCIENCE

COURSE EVALUATION

The final grade will be the total score of all graded course assignments. The graded assignments will consist of 3 out-of-class assignments, 5 group activities, an individual presentation, three quizzes, a final exam, and participation/attendance. The quizzes, midterm, and final may include any combination of *objective* (T/F, multiple choice, or fill-in questions), short answer (definition/identifications) and/or essay questions. Students will be responsible for providing their own test materials including pencils, scantrons and small blue books. **A study guide will be provided for exams. The specific requirements of all assignments will be discussed in class and/or by handout.** All out of class assignments must be typed or word-processed and stapled. You may consult the instructor at any time concerning your status (total points) in the class. *Students should consult with the instructor before dropping the course.*

Graded Assignments	Points Possible	Assignment Due Dates
• Quizzes (3 x 30 pts.)	90	2/2, 2/23, and 3/8
• Assignments (3x20)	60	2/9, 3/1, and 3/22
• Group Projects (5x10)	50	In-class as assigned
• Individual Presentations	50	Weeks 10-14
• Final	100	May 8 th
• Participation/Attendance	<u>50</u>	As assessed and recorded
	Total 400	

- **Extra Credit:** Opportunities for extra credit will be announced during the course (10 point max). All extra credit assignments must be submitted by the deadline of *April 5th*.

360 - 400 = A
320 - 359 = B
280 - 219 = C
240 - 279 = D
239 or below = F

General Grading Rubric for Assignments	
A	Focused and clearly organized. Contains advanced critical thinking and content analysis. Convincing evidence is provided to support conclusions. Language is precise and ideas are clearly communicated. Clearly meets or exceeds assignment requirements.
B	Generally focused and contains some development of ideas, but the writing may be simplistic or repetitive. Evidence is provided to support conclusions. May have occasional grammatical errors. Meets assignment requirements.
C	May be somewhat unfocused, underdeveloped, or rambling, but it does have some coherence. Some evidence is provided which supports conclusions. May have several grammatical errors. Meets minimum assignment requirements.
D	Unfocused, underdeveloped, and/or rambling. Minimal evidence is used to support conclusions. May contain serious grammatical errors that prevent an overall understanding. Does not respond appropriately to the assignment.
F	Minimal effort by student. Unfocused, underdeveloped, and/or rambling. May be too short or brief. Evidence is not used to support conclusions. May contain serious grammatical error that blocks overall understanding. Does not meet assignment requirements.

POLITICAL SCIENCE 100

INTRODUCTION TO POLITICAL SCIENCE

Attendance: Students are expected to attend all sessions of the classes for which they are registered. It is the student's responsibility to contact the instructor regarding any absence. *Absences attributed to representation of the college at officially approved conferences and contests and field trips will not be counted as absences.* Students whose absences exceed the number of hours a class meets per week *may* be dropped by the instructor. Three (3) late arrivals to class are the equivalent of one (1) class absence. **Remember, dropping after the deadline to drop is not possible.**

Conduct: Students are expected to conduct themselves in a manner befitting a college. All electronic devices or phones **must** be turned off or set on silent/vibration mode during class. It is the student's responsibility to pay all fees, process add codes and manage drops.

Late Assignments and Make-up Examinations: (1) It is up to the discretion of the instructor to allow for make-up exams or late assignments. (2) **No** make-up assignments or examinations will be granted **unless** the student can demonstrate legitimate reasons *and only* if the instructor is **immediately** notified. Make-up assignments or exams may not be the same as those given at the scheduled time and the instructor retains the right to deduct or disallow points. Students should be prepared to make-up work at the next class session in the event the instructor allows make-up work.

ACADEMIC HONESTY

Cheating and plagiarism are violations of academic honesty and **will not** be tolerated. A student handing in work other than his/her own will receive no-credit on that assignment, may fail the course, and may be charged with student misconduct. Disciplinary action can result in academic probation, suspension, or expulsion according to District policy. *Student may not turn in work previously submitted in other classes.*

Plagiarism is to use the writings of others as your own, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials.

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question, such as:

- Copying or attempting to copy from others during an examination or on an assignment;
- Communicating test information with another person during an examination;
- Allowing others to do an assignment or portion of an assignment, including the use of a commercial term paper service.

Basically, you cannot copy anything directly from any source, including your textbooks or the Internet, **unless** you are using a quotation. You must cite the book or article or website and page number from the source of your quote.

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to experience a positive learning environment. Faculty and students have a right to due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available-online at www.imperial.edu.

POLITICAL SCIENCE 100

INTRODUCTION TO POLITICAL SCIENCE

ACCESSIBILITY

Every effort has been made to ensure that this course is accessible to all students, including students with disabilities. If you encounter a problem accessing any portion of this course, please contact the instructor immediately.

COURSE OUTLINE AND REQUIRED READINGS

The following schedule is subject to change as the instructor deems necessary in order to more fully integrate the objectives of the course, and to accommodate the scheduling of lectures, guest speakers, class trips to campus support systems, student presentations and videos.

- Week 1 ***Course Overview and Introductions***
January 17th and 19th
Group Activity #1 – Introductions
- Week 2 ***Scientific Methods***
January 24th and 26th
Reading: Grigsby, Chapters 1-2 (pages iv-41)
Five (5) Themes in Political Science and Change and Political Spectrums
Quiz #1 Study Guide
- Week 3 ***Key Concepts***
January 31st and February 2nd
Reading: Grigsby, Chapter 3 (pages 42-73)
Quiz #1 - Grigsby, Chapters 1-3 on 2/2
- Week 4 ***Political Theory***
February 7th and 9th
Reading: Grigsby, Chapter 4 (pages 74-94)
Assignment #1 due on 2/9
- Week 5 ***Political Ideologies I***
February 14th and 16th
Reading: Grigsby, Chapter 5 (pages 95-123)
Quiz #2 Study Guide
Group Activity #2
- Week 6 ***Political Ideologies II & III***
February 21st and 23rd
Reading: Grigsby, Chapters 6-7 (pages 124-161)
Quiz #2 - Grigsby, Chapters 4-6

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INTRODUCTION TO POLITICAL SCIENCE

- Week 7 ***Comparative Politics I & II***
February 28th and March 1st
Reading: Grigsby, Chapters 8-9 (pages 162-227)
Quiz #3 Study Guide
Assignment #2 due on 3/1
- Week 8 ***Comparative Politics III***
March 6th and 8th
Reading: Grigsby, Chapter 10 (pages 228-247)
Quiz #3 - Grigsby, Chapters 7-10 on 3/8
- Week 9 ***International Relations I***
March 13th and 15th
Reading: Grigsby, Chapter 11 (pages 248-270)
Group Activity #3
- Week 10 ***International Relations II***
March 20th and 22nd
Reading: Grigsby, Chapter 12 (pages 271-287)
Assignment #3 due on 3/22
Individual Presentations
- Week 11 ***International Relations***
March 27th and 29th
Reading: handouts
Group Activity #4
Individual Presentations
- Week 12 ***Malcolm X***
April 3rd and 5th
Reading: X, Chapters 1-8 (foreword-136)
Political Cinema: ***Make It Plain***
Individual Presentations
Deadline to submit Extra Credit 4/5
- Spring Break: April 9 – 14**
- Week 13 ***Malcolm X***
April 17th and 19th
Reading: X, Chapters 9-15 (pages 137-293)
Political Cinema: ***Make It Plain***
Individual Presentations

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- Week 14 ***Malcolm X***
April 24th and 26th
Reading: X, Chapters 16-end (pages 294-466)
Final Exam Study Guide
Individual Presentations
- Week 15 ***Malcolm X***
May 1st and 3rd
Final Exam review
- Week 16 **Final Exam**
May 8th and 10th
Final Exam on the 8th
Grade Consultations on 10th
Final Exam: Grigsby, Chapters 11-12, lectures, and Auto. of Malcolm X

IMPERIAL VALLEY COLLEGE
Political Science 102 Online – Spring 2012

POLS 102: American Government & Politics
Spring 2012 – 3.0 Units
Online CRN 20099 and 20100

Instructor: Gaylla A. Finnell, MPA
Office #808
Office Telephone: 760-355-6511
Email: gaylla.finnell@imperial.edu

COURSE DESCRIPTION

This course will examine the origin, development and operation of local, state and national political institutions within the United States, emphasizing the contemporary operations of the American political system. Students will gain an understanding of important American documents, the rights and powers provided therein, and the structure of the American system of government.

The goal of this course is to foster informed, responsible participation in public life. Knowing how to be a good citizen is essential to the preservation and improvement of the United States democracy. Upon completion of this course, the student will understand the major ideas, protections, privileges, and structures that affect the life of a citizen in the United States political system.

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion."

~Thomas Jefferson (1820)

STUDENT LEARNING OUTCOMES (SLOs)

Course SLOs: Course Student Learning Outcomes (SLOs) are written statements that represent faculty and departmental learning goals for students. During this course, students will:

Outcome 1:	Develop an understanding of civic responsibility.
Outcome 2:	Participate in activities that promote the public good (e.g., the voting process, jury duty, community service).
Outcome 3:	Examine the election and voting process.

Institutional Learning Outcomes: Institutional Learning Outcomes (ILOs) are areas of learning that students, faculty, staff, and administrators work toward and assess on a regular basis. After successful completion of a program or degree at Imperial Valley College, students are expected to have measurable improvement in the following areas: **ILO1** - Communication Skills, **ILO2** - Critical Thinking Skills, **ILO3** - Personal Responsibility, **ILO4** - Information Literacy, and **ILO5** - Global Awareness.

POLS 102 American Government & Politics will provide students with learning opportunities to improve in all five of the Institutional Learning Outcomes.

OBJECTIVES FOR THE COURSE

Upon successful completion of this course, students will be able to demonstrate an understanding of the following course objectives:

Objective 1	The Articles of Confederation and the principal reasons why they were replaced by the Constitution.
Objective 2	The significance of the Declaration of Independence concerning the American political philosophy.
Objective 3	The significant features of the Constitution and the major ways that the Constitution changes.
Objective 4	The concept of federalism and how it has changed throughout American history.
Objective 5	The significance of the Bill of Rights, and the continuing debate over civil liberties.
Objective 6	The role of public opinion and the media in the American political system.
Objective 7	The importance of the American political parties, lobbying, and interest groups.
Objective 8	The American election process, including political campaigning and voter behavior.
Objective 9	The formal structure of the Congress and the committee system, the legislative process and congressional powers.
Objective 10	The principal powers of the presidency and how they expanded dramatically in the 20th century.
Objective 11	The American bureaucracy.
Objective 12	The American judicial system and how it is affected by critical issues in American society.
Objective 13	The organizational structure, powers, and challenges confronting California's state and local governments.

IMPERIAL VALLEY COLLEGE DISTANCE EDUCATION

This course is presented in an online format, available through the Imperial Valley College Distance Education program. Students are required to attend one campus meeting during the Spring Semester (orientation). For more information regarding IVC Distance Education, and for instructions on logging into your online course, go to <http://de.imperial.edu/>.

COURSE FORMAT

This class is divided into 14 modules. Each module contains various activities and tasks. All of the modules will be accessible from the Course Menu under "Modules," with due dates listed. You can read explanations of each module once you click on the link.

On the due date of each module, the quizzes, assignments, and discussions required in that module will close and cease to be accessible, so don't get behind. You will still be able to see the modules throughout the semester for review. This strict schedule is necessary to keep you on track in the course. Students who get behind in their coursework often end up failing the course as a result.

EXAMPLE OF MODULE REQUIREMENTS	
Module	Readings: <u>Harrison</u> : Chapter assignment re Federal system <u>Giventer</u> : Chapter assignment re State and Local systems Video: Viewing of video to enhance reading material
Quiz	Quiz over readings (10 points)
Assignment	Written assignment based on material presented in module (20 points)
Discussion	Discussion question based on material presented in module (10 points)

TEXTBOOKS

The following two textbooks are required for this course:

1. **Harrison**: A More Perfect Union, First Edition, McGraw-Hill Publishing, 2010.
Authors: Harrison and Harris.
ISBN #978-0-07-352638-6.

This is your main textbook for the course. The questions contained in both the quizzes and the exams will come from this book (and the **Giventer** book), so read and study it carefully. This textbook takes an in-depth look at the American federal system of government.

The **Harrison** textbook companion website has many helpful tools to enhance your learning experience. You should bookmark the following website for easy access:
http://highered.mcgraw-hill.com/sites/007352638x/student_view0/.

2. **Giventer**: Governing California, 2nd Edition, McGraw-Hill Publishing, 2008.
Author: Giventer, Lawrence.
ISBN #978-0-07-352633-1.

This is the required textbook for California state and local government. The questions contained in both the quizzes and the exams will come from this book (and the **Harrison** book), so read and study it carefully. This textbook takes an in-depth look at the issues facing California state and local governments.

The **Giventer** textbook companion website has many helpful tools to enhance your learning experience. You should bookmark the following website for easy access:
http://highered.mcgraw-hill.com/sites/0073526339/student_view0/.

COURSE RESOURCES

Resources and links are posted under the Resources tool to assist you in learning the course material and in preparing for exams.

MODULES

The Modules are where you will find the "lecture" for each session. It is important to start each session by going to the Module and completing each section, in the order listed. Each module will have required readings, a video, a quiz, an assignment, and a discussion.

QUIZZES

After completing the module readings and video, students are to take the required Module Quiz in the test center accessible through the Course Map and/or the Assignments, Tests & Surveys tool. The quizzes consist of ten questions and are worth 10 points. Be sure to submit your quiz before the posted deadline. *No late submissions are accepted.*

WRITTEN ASSIGNMENTS

After completing the module requirements, students will go to the Course Map and/or the Assignments, Tests & Surveys tool and prepare a written assignment in accordance with the instructions. Each written assignment is worth 20 points. It is the quality of what you write versus the quantity that will be graded, but each entry must be as long as necessary to answer the question(s).

Grading of Assignments: The most common problem students experience is not being detailed enough in their answers. Always be as specific as you can and use examples from your readings. Make sure to answer all questions. Points will be deducted for inadequate responses. The following grading rubric is used when grading assignments:

Grading Rubric for Module Assignments		
A	Focused and clearly organized. Contains advanced critical thinking and content analysis. Convincing evidence is provided to support conclusions. Language is precise and ideas are clearly communicated. Clearly meets or exceeds assignment requirements.	18-20
B	Generally focused and contains some development of ideas, but the discussion may be simplistic or repetitive. Evidence is provided which supports conclusions. May have occasional grammatical errors. Meets assignment requirements.	16-17
C	May be somewhat unfocused, underdeveloped, or rambling, but it does have some coherence. Some evidence is provided which supports conclusions. May have several grammatical errors. Meets minimum assignment requirements.	14-15
D	Unfocused, underdeveloped, and/or rambling. Minimal evidence is used to support conclusions. May contain serious grammatical errors that impede overall understanding. Does not respond appropriately to the assignment.	12-13
F	Minimal effort by student. Unfocused, underdeveloped, and/or rambling. May be unduly brief. Evidence is not used to support conclusions. May contain serious grammatical errors that block overall understanding. Does not meet assignment requirements.	0-11

All the assignments will be answered using the Assignments, Tests & Surveys tool. You can prepare your assignment in the box provided (make sure you paragraph and format), or type it in a word processing program, save it on your computer, and then either cut and paste it or attach it as a document. All essays should be double-spaced and prepared with a 12-point font.

You also need to check the Honor Pledge box or the system will not let you submit the assignment. Checking this box means that you did your own work and did not plagiarize or cheat on the assignment. A two-day grace period will be given before closing off submittals, but assignments will be deemed late and lose points if submitted after the due date for that module. If for some reason Etudes does not let you submit your assignment, it should be sent to the instructor by private message or email to insure proper credit. (Be sure to put "POLS 102 Online" in the subject area of your message.)

DISCUSSIONS

All class discussions will take place in the Discussion tool of Etudes. These discussions will be worth 10 points each. Discussions will center on a question posed by your instructor in the Discussion forum for a particular module. These questions will primarily ask for your opinion and there will probably not be a "right or wrong" answer.

Grading of Discussions: Your discussion response will be graded on whether it is a well thought-out response. It must be clear from your response that you did the reading, and that your opinion is based on evidence from your readings.

Discussion also means interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. You do not have to respond to everyone, or even respond to other students in every forum. You should respond when you have something to say and don't be afraid to engage in a debate. Political opinions can be very controversial, since we each have our own values, traditions and beliefs. Just remember that you need to be respectful of all students. We each have the right to our own opinions, even if others don't agree.

At the end of the course, 20 extra credit points will be given to any student that responded to other students with meaningful replies at least 5 times in the Discussions throughout the course.

For the most part, the instructor will not be participating in these discussions (although she will be reading them and get involved if she has something to add). Feel free to engage in a conversation with your fellow students without fear that your instructor will be critiquing everything you write. Basically, *go for it!* However, remember to be respectful of your fellow classmates. If any student uses inappropriate language or is disrespectful of another student, that student will lose points and need to have a personal conversation with the instructor. Remember, this is a college course and the discussion should be academic in nature.

Obviously you will be writing throughout this class, either through the written assignments or in the group discussions. Remember, this is a college course and you should take care to present polished work. This includes checking your spelling and grammar. (Remember, spell check alone is not enough. You must also proofread since spell check does not catch all errors.) If your assignments contain several spelling and/or grammatical errors, points will be deducted.

COMMUNITY SERVICE PROJECT "OPERATION EASTER BUNNY"

Students are required to participate in a class community service project, worth 100 points. This semester, students will participate in "Operation Easter Bunny" which provides letters and candy to our service members deployed overseas. Students can earn 100 points by participating in *any or all* of the following activities:



- 1. Letters to the Soldiers (5 points each):** Collect **handwritten** letters addressed to our soldiers. The letters should be at least one page in length and can include artwork. The following guidelines should be followed:
 - a. Address the letter "Dear Soldier" or "Dear Service Member".
 - b. Thank the service member for his/her service to our nation. Do not make political statements about our country or military operations. Our service members do not make policy; they are serving our nation and following the policies established by our elected leaders. We need to let them know that we remember them and appreciate their service and sacrifice on behalf of our nation.
 - c. Share information about life in the United States. They like hearing about home and enjoy humorous stories.
 - d. Questions can be asked about their life and duty assignments.
 - e. The letters must be signed by the person writing the letter. Email addresses and/or mailing addresses can be given to the soldiers, but are not required.
 - f. You may turn in as many letters as you wish. You will receive 5 points for each letter, **not to exceed 100 points**.
 - g. **IMPORTANT:** Students can only personally write one letter to the soldiers for 5 points. Additional letters must be solicited from other people. You are encouraged to get letters from people of all ages.
 - h. **IMPORTANT:** Letters **MUST** be **HANDWRITTEN**. Typed letters will not receive points.
- 2. Candy Donations (5 points each bag or pound):** Collect candy for the soldiers. The following guidelines should be followed:
 - a. Use the **Donation Request Letter** to solicit donations. The letter is available in the "Operation Easter Bunny" Service Project forum in Discussions and Private Messages.
 - b. The candy should be individually wrapped.

- c. Please ask for **NON-CHOCOLATE** donations. Chocolate melts and is not suitable for this project since the candy may be shipped to warm regions of the world.
 - d. You may turn in as many bags as you wish. You will receive 5 points for each bag or pound of candy, **not to exceed 100 points.**
 - e. **IMPORTANT:** Students cannot submit candy for points. All candy must be solicited from other people.
 - f. **IMPORTANT:** You must keep a record of the names of the people and/or organizations/companies which donate the candy, and how many bags they donate. If possible, get their contact information so that thank you letters/donation receipts can be mailed to them.
3. **Postage Donations** (5 points for each \$5 donation): Solicit donations for postage (it costs approximately \$1,000 to ship the packages). The following guidelines should be followed:
- a. Use the **Donation Request Letter** to solicit donations. The letter is available in the "Operation Easter Bunny" Service Project forum in Discussions and Private Messages.
 - b. Checks should be made payable to "IVC-SPA", with a notation on the check that it is for "Operation Easter Bunny." IVC is a non-profit organization and all donations for this project are tax-deductible.
 - c. Donations may be as large as the donor wishes. You will receive 5 points for each \$5 donated, **not to exceed 100 points.**
 - d. **IMPORTANT:** Students cannot submit postage donations for points. All donations must be solicited from other people and/or organizations.
 - e. **IMPORTANT:** You must keep a record of the names of the people and/or organizations/companies which make donations, and how much they donate. Make sure to get their contact information so that thank you letters/donation receipts can be mailed to them.
4. **Package Candy** (20 points): The candy and letters will be packaged on **Saturday, March 31st from 10am-2pm**, location TBA. Volunteers will package the candy and letters, and prepare/address the boxes for mailing. Students will receive 20 points for participating in this activity.

All donations and letters should be received prior to Saturday, March 31st. If you reside in Imperial County, please deliver your donations/letters to Elvia Camillo in Room 807 (she is the Division Secretary), or contact your instructor to make other arrangements. If you reside outside Imperial County, please mail your donations/letters to Gaylla Finnell at Imperial Valley College, P.O. Box 158, Imperial, CA 92251. Make sure donations/letters are mailed in enough time to be received prior to March 31st.

IMPORTANT: When submitting your donations/letters, please complete and include the **Donation/Letter Submission Form** provided in the "Operation Easter Bunny" Service Project forum in Discussions and Private Messages. This form will provide the information necessary to insure proper processing of the donations/letters, and to assign project points.

If you have questions about the project, please ask them at any time throughout the course.

LATE ASSIGNMENTS

All tasks for each module are to be completed and submitted by the due date indicated for that module. If you miss a deadline for a written assignment, please submit it as soon as possible. Late written assignments will be accepted for two days following the due date, but will be assessed a penalty of **5 points per day** they are late. Quizzes cannot be accessed after the due date and must be completed on time. Discussions must be completed on time; otherwise, it isn't a discussion as other students have moved on. *There are no exceptions to this late assignment policy.*

EXAMS

There are two exams for this course, the midterm exam and the final exam, each worth 75 points. The exams must be taken as scheduled unless *prior* approval has been obtained from the instructor. The exams will be given as follows:

SCHEDULE OF EXAMS	
Midterm Exam (Modules 1-7)	ONLINE: Saturday, 03/10/12 @8am through Sunday, 03/11/12 @11:45pm ▶ Access under Course Map and/or Assignments, Tests and Surveys ◀
Final Exam (Modules 8-14)	ONLINE: Wednesday, 05/09/12 @8am through Thursday, 05/10/12 @11:45pm ▶ Access under Course Map and/or Assignments, Tests and Surveys ◀

GRADES

How much you learn in the course, as well as your final grade, depends on the effort you put into the readings and assignments. There are a total of 14 modules, with a total of **810 points** available. Grades will be assigned on the basis of the following weights:

POSSIBLE POINTS		FINAL GRADES
Assignments.....	280 points	729 – 810 points = A 648 – 728 points = B 567 – 647 points = C 486 – 566 points = D Zero – 485 points = F
Quizzes.....	140 points	
Discussions.....	140 points	
Community Service Project	100 points	
Exams.....	<u>150 points</u>	
Total	810 points	

EXTRA CREDIT

The following two options are the only options available for extra credit throughout the course:

1. **NAFEC Tour:** Students can earn 20 extra-credit points by attending a tour of the Naval Air Facility El Centro on **Friday, April 6th or May 4th (date being confirmed), from 8:30am-1pm.** To register for the tour, students must complete the **NAFEC Tour Sign-up Survey** accessible under Course Map and/or Assignments, Tests and Surveys, which will be available one month prior to the tour.
2. **Discussions:** Students can earn 20 extra-credit points by replying to other students in the Discussions forum at least 5 times throughout the course, with meaningful responses.

PLAGIARISM and CHEATING

Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials.

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question, such as:

- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment, including the use of a commercial term paper service.

Basically, you cannot copy anything directly from any source, including your textbooks or the Internet, unless you are using a quotation. You must note the book or article or website and page number from the source of your quote. If you paraphrase something, you must also cite the source of your information. *If cheating or plagiarism is discovered, the assignment will be given "0" points. Repeated violations will be reported to IVC Administration.*

WITHDRAWAL FROM THE COURSE

It is the responsibility of the student to officially withdraw from the course through the Office of Admissions and Records. If you stop actively participating in the course, it does not mean the instructor will drop you, *but she can at her discretion.* The last day to drop the course with a "W" is **April 7, 2012.** *You must officially drop the course yourself before the deadline or you will receive a grade on your official transcript.*

IMPORTANT: You must be an active participant in the course. If you do not turn in any assignments for two weeks without contacting the instructor, you may be dropped from the course.

AUDITING THE COURSE

If you register and pay for the course and fail to complete any assignments during the first two weeks of the course, the instructor may drop you and deny you further access to Etudes. Imperial Valley College explicitly prohibits auditing of classes; therefore, you may not register and review the course without turning in any assignments.

DOWNLOADS

In order to view certain multimedia elements on the Web, you need multimedia players. The most popular players are Acrobat, QuickTime, Real, Flash, and Shockwave, and they are all freely downloadable.

- [Get Adobe Acrobat Reader](#)
- [Get the QuickTime player](#)
- [Get RealPlayer](#)
- [Get Flash Player](#)
- [Get Shockwave](#)

QUESTIONS AND NETIQUETTE

Students should refer to the [IVC Distance Education](#) website, especially the [Help Desk](#), to look for answers to their questions regarding the Etudes system. Questions regarding the course should be posted in the Discussions area topic called "Student Questions," or in the Chat Room. Additionally, students can private message questions to the instructor.

Netiquette, as you probably know, is a combination of the words "network" and "etiquette." Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in a classroom environment. Here are some examples:

- Don't capitalize all letters while posting a thought or emailing someone. THIS IS CONSIDERED SHOUTING, AND IT IMPLIES THAT YOU ARE ANGRY. Capitalize words only to highlight an important point or to distinguish a title or heading.
- Never use profanity or make hurtful comments toward someone or when referring to someone's work. This is considered flaming.
- Be careful when using humor or sarcasm; you never know how someone else will interpret it.
- Be respectful of diverse opinions.

Learn more about Netiquette by viewing the [Core Rules of Netiquette](#), as excerpted from the book "Netiquette" by Virginia Shea. Also, you can test your knowledge by taking the [Netiquette Quiz](#).

Overall, please be courteous to the instructor and to your fellow classmates. Working within a safe and friendly learning environment will be beneficial to everyone. If you see postings that are inappropriate, please bring them to the instructor's attention. If a problem occurs, you should be aware of the IVC Student Conduct and Complaint policy, accessible on pages 22-24 of the [IVC General Catalog](#).

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to experience a positive learning environment; students who disrupt that environment can be asked to leave the course. Faculty and students also have the right of due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog.

DISABLED STUDENT PROGRAMS AND SERVICES

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Room 2117, telephone 760-355-6312.

ACCESSIBILITY

Every effort has been made to ensure that this course is accessible to all students, including students with disabilities. If you encounter a problem accessing any portion of this course, please contact the instructor immediately.

OFFICE HOURS

The instructor is available during the following office hours:

- Tuesday: 11:30am-12:30pm – Etudes Chat Room
- Wednesday: 12:00pm-1:00pm – Room 808 at IVC
- Thursday: 11:30am-12:30pm – Etudes Chat Room

Students may contact the instructor at any time during the semester via private message, email at gaylla.finnell@imperial.edu, or by telephone at 760-355-6511 (office) or 760-336-0015 (home).

SCHEDULE OF MODULES / TASKS / ACTIVITIES

Listed on Pages 12-13

SCHEDULE OF MODULES / TASKS / ACTIVITIES	
Orientation	Friday, January 20, 2012, at Imperial Valley College 6:00pm-8:00pm, Room 2131 (Health Sciences Building)
Module 1 Due 01/29/12 @ 11:45pm	Introduction to Course Readings: Course Syllabus Video: Freedom to Fascism
Module 2 Due 01/29/12 @ 11:45pm	People, Politics, and Participation Readings: <u>Harrison</u> : Chapter 1 <u>Giventer</u> : Chapter 1 Video: State of the Union Address
Module 3 Due 02/05/12 @ 11:45pm	The Constitution Readings: <u>Harrison</u> : Chapter 2 <u>Giventer</u> : Chapter 2 Video: Constitutional Foundations: Impeaching the President
Module 4 Due 02/12/12 @ 11:45pm	Federalism Readings: <u>Harrison</u> : Chapter 3 Video: Federalism: Deciding Who Decides
Module 5 Due 02/19/12 @ 11:45pm	Civil Liberties Readings: <u>Harrison</u> : Chapter 4 Video: Civil Liberties: Gun Control and the Second Amendment
Module 6 Due 02/26/12 @ 11:45pm	Civil Rights Readings: <u>Harrison</u> : Chapter 5 <u>Giventer</u> : Chapter 7 Video: Civil Rights: Affirmative Action in Higher Education
Module 7 Due 03/04/12 @ 11:45pm	Political Socialization, Public Opinion and Interest Groups Readings: <u>Harrison</u> : Chapters 6 and 7 Video: Public Opinion and Socialization: Measuring Public Opinion
Midterm Exam (Modules 1-7)	ONLINE : Saturday, 03/10/12 @ 8am through Sunday, 03/11/12 @ 11:45pm ▶ Accessible under Course Map and/or Assignments, Tests and Surveys ◀
Module 8 Due 03/18/12 @ 11:45pm	Political Parties Readings: <u>Harrison</u> : Chapter 8 Video: Political Parties: The National Convention
Module 9 Due 03/25/12 @ 11:45pm	Elections, Campaigns and Voting Readings: <u>Harrison</u> : Chapter 9 <u>Giventer</u> : Chapter 3 Video: Campaigns and Elections: Close Calls in Presidential Contests
Community Service Project	Package "Operation Easter Bunny" : Saturday, 03/31/12 @ 10am-2pm, Location TBA. ▶ Letters to Soldiers, Candy, and Donations due by this date. ◀
Community Service Survey	ONLINE : Sunday, 04/01/12 @ 8am through Friday, 04/06/12 @ 11:45pm ▶ Accessible under Course Map and/or Assignments, Tests and Surveys ◀

SCHEDULE OF MODULES / TASKS / ACTIVITIES

Module 10 Due 04/01/12 @ 11:45pm	The Media Readings: <u>Harrison</u> : Chapter 10 Video: Control Room
► Last Day to withdraw from the course with a "W" is 04/07/12 ◀	
Tour of NAFEC Extra-Credit Option	TOUR OF NAFEC: Friday, 04/06 or 05/04 @8:30am-1pm ► Students must have pre-registered to participate in this Tour ◀
Module 11 Due 04/15/12 @ 11:45pm	Congress Readings: <u>Harrison</u> : Chapter 11 <u>Giventer</u> : Chapter 4 Video: Congress: The Cost of Campaigning
Module 12 Due 04/22/12 @ 11:45pm	The Presidency Readings: <u>Harrison</u> : Chapter 12 <u>Giventer</u> : Chapter 5 Video: The Presidency: Presidential Style
Module 13 Due 04/29/12 @ 11:45pm	The Bureaucracy Readings: <u>Harrison</u> : Chapter 13 <u>Giventer</u> : Chapter 8 Video: The Bureaucracy: The Power of Rule-Making
Module 14 Due 05/06/12 @ 11:45pm	The Judiciary Readings: <u>Harrison</u> : Chapter 14 <u>Giventer</u> : Chapter 6 Video: The Judiciary: Appointments to the Bench
Final Exam (Modules 8-14)	ONLINE: Wednesday, 05/09/12 @8am through Thursday, 05/10/12 @ 11:45pm ► Accessible under Course Map and/or Assignments, Tests and Surveys ◀
Student Evaluation Survey	ONLINE: Wednesday, 05/09/12 @8am through Thursday, 05/10/12 @11:45pm ► Accessible under Course Map and/or Assignments, Tests and Surveys ◀



SPRING SEMESTER 2012 IMPORTANT DATES AND DEADLINES

NOTE: The deadlines below are for full-term classes. Deadlines for short-term classes vary with the length of the class. Most deadlines are mandated in the C.A Code of Regulations and are a percentage of the length of the class.

January 17	Classes begin. Beginning on first day each class meets, add authorization code from instructor required to register for that class, filled or open.
January 17 - 26	Late Registration. Beginning on first day each class meets, add an authorization code from instructor required to register for that class, filled or open.
<u>**January 28**</u>	Deadline to register for full-term courses Deadline to drop full-term classes without owing fees and/or be eligible for refund. Deadline to select P/NP grading option for courses with that option (see section on Change Grading Options). Does not pertain to Non-credit Program courses.
January 29	Deadline to drop without course appearing on transcript (without receiving W). Note: fees will be charged and no refunds given for courses dropped on January 29. See January 26.
January 30	Start taking orders for cap and gowns for this year's commencement ceremony.
February 15	Deadline to apply for a AA-T or AS-T degree for graduation Spring 2012
January 30	Ticketing for parking violations in student spaces on main campus begins. Note: tickets are issued for reserved (faculty/staff), disabled, metered, 15-minute, and no-parking spaces year around.
February 25	Deadline to make up incomplete grade (I) granted Fall 2011.
March 23	Financial Aid Return to Title IV drop deadline
<u>**March 14**</u>	Deadline to submit Petition for Graduation for degree to be awarded Spring 2012. ** Deadline to apply for Certificates. ** **(Completed petition must be received in Admissions & Records Office by this date. Students must meet with a Counselor and have an evaluation completed and petition signed before this date). ☐ Last Day to order cap and gowns with a discounted fee.
April 9 - 14	College closed for spring recess. No classes.
<u>**April 7**</u>	Deadline to drop full-term classes
☐ May 7-9	☐ Distribute Cap and Gowns
May 7 - 11	Final Examinations
May 12, 2012	Graduation Ceremony

Administration of Justice

Spring 2012

SYLLABUS

Mr. Marcuson

Introduction to the Administration of Justice

Adm Jus 100

Monday/Wednesday 10:15-11:40am.

Rm. 203

Office#: 812

Telephone #: 355-6485

E-mail: bruce.marcuson@kpioperia.edu

Office Hours: M/W 7:05am-8:35am

T/TH 7:05am-8:35am

COURSE DESCRIPTION

The course will cover the philosophy of Administration of Justice in America and identify its various subsystems. It will examine the roles and role expectations of criminal justice agents and their interrelationship in society. The concepts of crime, punishment, and rehabilitation are introduced. The basic course provides a better understanding of the criminal justice system and orients the student to career opportunities. Ethics, education and training for professionalism in the system are discussed.

Required Textbook:

Schmallegger, Frank Criminal Justice, Today, 11th Edition 2011.

Evaluations Methodology

Your grade in this course is based on the accumulation of percentage points generated from the following:

There will be three major tests and a final exam. Each test will be worth 25% of your grade.

Student Learning Outcomes:

Upon completion of this course, the student will be able to:

- 1st Outcome... Identify the objectives of the justice system, and the role expectations of criminal justice personnel.
- 2nd Outcome... Describe the laws of arrest and arrestable offenses involving misdemeanor and felony crimes.
- 3rd Outcome... Identify the roles, history, and organizations of police in the U.S. and their British roots.
- 4th Outcome... Identify the cause of crime and victimization theories and patterns. Compare and contrast various systems for measuring and reporting crime in the U.S.

Grades will be based on the following percentages:

90-100% = A

80-89% = B

70-79% = C

60-69% = D

00-59% = F

Attendance:

The IVC Catalog states that a student may be dropped from a course when their absences exceed the number of class hours which the class meets per week.

Test Make-Up Policy:

If a test is missed no make up is allowed, however, your score on the final exam will be substituted for the missed test. This can be done for only one missed test. If all tests are taken the lowest score will be dropped. The final exam must be taken and the score on the final will not be dropped.

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Students Programs and Services (DSP & S) office as soon as possible.

DSP&S

Room 2117

Health Sciences Building

(760) 355-6312

CLASS TIME-LINE

Week	Beginning:	Class Assignment:
1	1-16-12	Introduction Chapter 1
2	1-23-12	Chapter 2
3	1-30-12	Chapter 3-4
4	2-6-12	Test Chapters 1-4
5	2-13-12	Chapter 5
6	2-20-12	Chapters 6-7
7	2-27-12	Chapter 8
8	3-5-12	Test Chapters 1-8
9	3-12-12	Chapter 9
10	3-19-12	Chapters 10-11
11	3-26-12	Test Chapters 9-11
12	4-2-12	Chapter 12-13
13	4-9-12	SPRING BREAK
14	4-16-12	Chapter 14
15	4-23-12	Chapter 15
16	4-30-12	Review for Final
17	5-7-12	Final Chapters 1-15

All assignments and test dates are subject to change

Welcome to AJ 102-Concepts of Criminal Law

Imperial Valley College Course Information: AJ 102, Course Code No. 20126, Etudes Gateway website: <https://myetudes.org>. Please bookmark this site.

Hello, I am Jeff Beckley, your instructor. Congratulations on enrolling in this online course. I hope you will find this course intellectually challenging, informative, interactive, and fun.

If you are adding the course, you must use the add authorization number I gave you and add immediately in order to have access to Etudes. It should take no more than 24 hours for you to be able to log on. You cannot afford to get behind in this class on the modules, so the sooner the better. No adds will be accepted after January 28, 2012.

Please print out this page and all other documents in the Syllabus tool for future reference.

COURSE DESCRIPTION AND OBJECTIVES

AJ 102 is an introductory criminal law course. The course covers the historical development of law and constitutional provisions; definitions and the classification of crime and their application to the system of administration of justice; legal research, study of case law, methodology, and concepts of law as a social force are presented. Crimes against persons, property, government, and organized crime are discussed. Recommended Preparation: Completion of ENGL 101 and ENGL 111 with a grade of "C" or better. (Same as CSI 102) (CSU, UC)

Expected Outcomes: This course will explore the analytical processes of learning and understanding the criminal law and the policies behind the criminal law. At the completion of this course students will have a broad understanding of the most important ideas of criminal law and how criminal law fits into the operation of modern governments and society. Students will also gain skills in analytical thinking, reading and writing.

Student Learning Outcomes: Upon completion of this course, the student will be able to: (1) Identify the historical sources of United States criminal laws. (2) Demonstrate knowledge of the United States Constitution and other key documents of the criminal justice system. (3) Analyze and explain criminal appellate cases. (4) Compare and contrast the classifications of criminal law.

WARNING: If this is your first online course, I want to dispel first thing any notion you might have that this class will be easier than if you took an on-campus course. You will be earning the same number of units as an on-campus course and you will therefore be required to complete the same amount of work. Specifically, this class will require from 6 to 10 hours of your time each week, including the reading,

writing, and online activities required. If you are not prepared to spend the proper amount of time on the course, you might want to rethink taking this course. I am not trying to scare you away, only to prepare you for what lay ahead. You will need to be very disciplined and keep up on the work because the module assignments will be due on a certain date and you won't be able to submit work after the deadline, and if you get behind, you will be in trouble. In addition, working on your assignments at the last minute will not allow you to do your best work and that will affect your grade.

If you are unsure if you are ready for a distance education course, it would be a good idea if you went first to the [Imperial Valley College Distance Education homepage](#), and thoroughly read the information it contains about online learning, computer requirements, communication skills, and logging in to Etudes.

Etudes Help

IVC Distance Education Support: Please seek help from the [Distance Education Help Desk](#) online or call the Help Desk at 760-355-6121 if you are having problems logging into your courses or can't get a technical function inside Etudes to work before contacting your instructor. If you want information about your grades or an explanation about an assignment in the class, contact your instructor.

There is also additional help available at the [Student Support](#) link of the IVC Distance Education website.

If you are a disabled student and need special accommodations, please let me know. I have made every effort to ensure that this course is accessible to all students, including students with disabilities. If you encounter a problem accessing any portion of this course, please contact me immediately.

"Materials used in connection with this course might be subject to copyright protection. Learn more about copyright at the U.S. Copyright Office web site at <http://icweb.loc.gov/copyright>."

And one more thing, as a courtesy, I'm letting you know that there might be others, such as guest speakers and college technical support people, who would have access to this class from time to time.

Contact Information

Name: Jeff Beckley

Phone and Voice Mail: (760) 355-6324

Email: jeff.beckley@imperial.edu

Note: expect a response to questions within 24-48 hours except on weekends.

On-campus office hours: Building 900, Room 907

Office Hours: Mon & Wed: 4:00-4:45 p.m; Tues. & Thurs.: 7:50-8:35 a.m.

The fastest way to reach me will be by email or via private message through the course website. It is also important for you to go into Etudes and put your email address into the system, under account information in the My Workspace area, so that I can reach you if necessary and so you receive notice of important announcements. If you do not have an email address in the Etudes system, I cannot be responsible for you not getting information.

If you email me, please put "AJ 102 Online" in the subject line of the email. Don't forget to put your name inside the email, especially since many of your email addresses do not identify who you are. If you would like to talk with me over the phone, please make sure to speak slowly, loudly, and clearly, and make sure you give me your name and phone number so I can call you back.

Required Textbooks

***Criminal Law*, Tenth Edition, Joel Samaha, Wadsworth Cengage Learning, 2011.**

Lecture Notes and Study Guides-- Available in the Modules tool of Etudes. These materials will be useful in making your reading more focused and studying for exams.

Course Format

Modules

This class is divided into 13 modules. Each module contains various activities and tasks. All of the modules will be accessible from the Course Menu under "Modules." Each module lasts approximately one week. You should start each module by reading the material contained in the Module tool.

On the due date of each module, the assignments, discussions, quizzes, and/or any other materials required in that module will close and cease to be accessible, so don't get behind. If appropriate, you will still be able to see the modules throughout the semester for review. This strict schedule is necessary to keep you on track in the course. Students who get behind in their coursework often end up failing the course as a result.

Written Assignments

Assignments: A series of questions will be posed throughout the modules that you will respond to by reading, thinking, and sometimes doing other research. The questions will help you focus on the most important issues in each module. They will also help you prepare for the exams. There will be an assignment for each module,

except module 1. Each assignment will be worth 20 points each. It is the quality of what you write versus the quantity that will be graded but each entry must be as long as necessary to answer the question. These questions will appear in each module with introductory lecture material. It is a good idea to start with reading the module materials before reading your textbook and know what question you have to answer so that you can be looking for material to answer the question while you are reading your books, documents, etc. Then go to the Assignments, Tests and Surveys tool and answer the assignment questions. Write your answer in the box entitled "Answer." When you've completed your answer, click "Finish" and follow the steps to complete the process. Most questions I ask cannot be answered by looking at one paragraph or even one page in the book. Sometimes, the information necessary to answer the question is not all in the textbook. Occasionally, students will be asked to brief a criminal case as part of an assignment.

Grading: In my experience, the most common problem students experience is not being detailed enough in their answers. Always be as specific as you can and use examples from your readings. Make sure to answer all parts of the question. If you use material from outside sources (like websites), make sure to cite your source in your assignment response. Most assignment questions should be primarily answered using your textbooks first, or you could lose points if you only use websites for information. Points will be deducted for inadequate responses. I will give you feedback on these assignments in the instructor's comment section of the Assignments, Tests and Surveys tool, and hopefully you will improve your writing as you proceed through the course.

All the assignment questions will be answered using the Assignments, Tests and Surveys tool in Etudes. **Suggestion:** Type all your assignments in a word processing program, save them on your computer, and then cut and paste into the Assignments, Tests and Surveys tool. You can save your work in the Assignments, Tests and Surveys tool as a draft, if you are not ready to submit it yet, BUT you must remember to go back and click the finish button before the deadline or you will not be able to submit it at all. You will also have to check the Honor pledge box or the system will not let you submit the assignment. Checking this box means that you did your own work and did not plagiarize or cheat on the assignment. If for some reason Etudes does not let you submit your assignment, please email it to me **ON TIME**, so you get proper credit. Once you submit an assignment, you cannot change it, so make sure you are finished with it before submitting it.

Discussions: All class discussions will take place in the Discussion and Private Messages tool of Etudes. There will be a discussion for each module. These discussions will be worth 10 points each and the points you earn on each discussion will be added to the GradeBook. Discussions will center around a question posed by your instructor in the Discussion forum for a particular module. These questions will primarily ask for your opinion and there will probably not be a "right or wrong" answer.

Each student is responsible for writing at least one discussion posting for each module addressing the main Discussion topic. It must be 10 sentences minimum, be based on the readings (text and/or modules) and include a reference to the readings. You may also consider responding to posts by your colleagues.

Your discussion response will be graded on whether it is a well thought out response, that it is clear from your response that you did the reading, and that your opinion is based on evidence from your readings. Don't try to respond to a discussion question if you haven't done the reading, because it will be very obvious and you will not get credit for that discussion.

Discussion also means interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. You do not have to respond to everyone, or even respond to other students in every forum. You should respond when you have something to say and don't be afraid to engage in an argument, just remember that you need to be respectful to all students.

At the end of the course, I will give 25 extra credit points to any student that responded to other students with meaningful replies in at least 5 different discussion forums.

For the most part, I will not be participating in these discussions, although I will be reading them and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT!!! (with respect.) If any student uses inappropriate language or is disrespectful to another student, that student will lose points and need to have a personal conversation with the instructor. Remember, this is a college class and the discussion should be academic in nature, so don't get off topic or you will also lose points.

Obviously you will be writing throughout this class, either through the assignments or in the group discussions. Remember, this is a college class and you should take care to present polished, college-level work. This includes checking your spelling and grammar. (By the way, spell check alone is not enough. You must also proofread because spell check cannot catch many different types of errors.) If your writings contain a lot of grammar and spelling mistakes, points will be deducted.

Quizzes: Along with completing the module readings, PowerPoint presentation, Assignment and Discussion, students are required to take a Quiz for each module (except module 1). Each quiz consists of fifteen randomly selected multiple choice questions and is worth 15 points. Each quiz may be taken up to two times and only the highest score will be counted. There is no time limit for the quizzes, but the quiz

must be submitted before the posted deadline.

Grading, Exams

Modules: There is a total of 13 modules. The total points available for all the modules is 550 points. Each exam will cover approximately the same number of chapters. The only extra credit available in this class is through the Discussion forum, so don't count on it to help your grade much.

Assignments: Each assignment is worth 20 points.

Discussions: Each discussion will be worth 10 points. After the due date of the Module, the discussion forum for that module will be locked. You will still be able to read the Discussion but you won't be able to post a response.

Quizzes: Each quiz is worth 15 points. Each quiz may be taken up to two times and only the highest score will be counted.

Exams: (160 points) Each exam is worth 80 points. Exams will take place on campus in a location to be determined. The dates and times for each exam are listed below. A scantron (100), a No. 2 pencil, and a Photo ID must be brought to each exam. (Scantrons can be purchased in the college bookstore.)

There are no make-up exams, unless you have a very good reason and make arrangements with the instructor before the exam. Any uncoordinated, unexcused, missed exam will result in a score of "0" for that exam. All students must take the final exam.

Exam study guides will be provided the week before each exam. Exams will consist of multiple-choice and essay questions. Study groups are highly recommended and may help alleviate the isolation that sometimes occurs in an online course. Discussion forums can be set up in the Discussion area for this purpose.

Mid-term Exam	March 9, 2012 3:00 to 4:00 p.m. Room TBD	Text: Chapters 1 - 6; Modules: 2 - 7
Final Exam	May 11, 2012 3:00 to 4:00 p.m. Room TBD	Text: Chapters 7 - 12; Modules: 8 - 13

Course Grade: The course grade is based on total points accumulated during the semester. There is a total of 710 points available. Grades are determined by dividing the total points you earn by the total points available (710) to get your percentage. I will use the Gradebook in Etudes to keep track of grades but it is always a good idea to keep your own records to compare with your instructor's records. The Etudes Gradebook has its limitations and doesn't always show the correct total. If you want to verify your point total at any time during the course, please email me. I keep a hard copy of all grades. Final grade is based on the following percentages:

90-100% = A, 80-89% = B, 70-79% = C, 60-69% = D, below 60% = F

PLAGIARISM AND CHEATING:

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials which are prohibited or inappropriate in the context of the academic assignment in question, such as:

- **copying or attempting to copy from others during an examination or on an assignment;**
- **communicating test information with another person during an examination;**
- **allowing others to do an assignment or portion of an assignment, including the use of a commercial term paper service.**

Plagiarism includes the deliberate misrepresentation of someone else's works and ideas, as one's own, as well as paraphrasing without footnoting the source.

The bottom line is you cannot copy anything directly from any source including your textbooks or the Internet, unless you are using a quotation and you must note the book or article or website, and page number from the source of your quote. If you paraphrase something, you must also cite the source of your information. I will be using a program called Turnitin.com to check for plagiarism. I put all my students work through Turnitin, so if you try to use the work of another student from a previous semester or something from an Internet site, it will show up. BE FOREWARNED.

Anyone whom I determine to have cheated will receive a zero score on the exam or assignment and a letter outlining the cheating will be sent to the Division Chairman for review and possible hearing. Acts of cheating may lead to an "F" for the final course grade and/or college administrative disciplinary action. For a complete discussion of disciplinary procedures for academic dishonesty or other student misconduct, please refer to the current IVC General School Catalog.

WITHDRAWAL FROM THE CLASS:

It is the responsibility of the student to officially withdraw from the class through the Office of Admissions and Records. If you stop actively participating in the class, it does not mean I will drop you from the class, but I can drop you at my discretion. The deadline to drop the course without owing fees is January 28, 2012. The last day to drop the course without the course appearing on your transcript is January 29, 2012. The last day to drop the course with a "W" is April 7, 2012.

YOU MUST OFFICIALLY DROP THE COURSE YOURSELF before the deadline or you will receive an "F" for the course if you have not completed the coursework.

Auditing: If you register and pay for this class and fail to complete any assignments during the first week of the course, the instructor may drop you and deny you further access to ETUDES. Imperial Valley College explicitly prohibits auditing of classes, therefore you may not register and then just review the class without turning in any assignments.

You must be an active participant in the class or you will be denied further access to the course without further notice. This means if you do not turn in any assignments for two weeks without contacting me to let me know what the problem is, you will most likely be dropped. If you do not understand this, please contact the instructor for further clarification.

Downloads

In order to view certain multimedia elements on the Web, you need multimedia players. The most popular players are QuickTime, Real, Flash, and Shockwave, and they are all freely downloadable.

- Get Adobe Acrobat Reader
- Get the QuickTime player
- Get RealPlayer
- Get Flash player
- Get Shockwave

Questions, Netiquette

<http://www.imperial.edu/de/>

Students should refer to the IVC Distance Education website, especially the Help Desk and Student Support links, to look for answers to their technical questions before e-mailing me or posting a question to the class. If you want to post questions regarding the class itself, do so in the Discussions area topic called "Questions" or email me.

Netiquette, as you probably know, is a combination of the words "network" and "etiquette". Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in a classroom environment. Here are some examples:

- **Don't capitalize all letters while posting a thought or e-mailing someone. THIS IS CONSIDERED SHOUTING, AND IT IMPLIES THAT YOU ARE ANGRY. Capitalize words only to highlight an important point or to distinguish a title or heading.**
- **Never use profanity or make hurtful comments toward someone or when referring to someone's work. This is considered flaming.**
- **Be careful when using humor or sarcasm; you never know how someone else will interpret it.**
- **Be respectful of diverse opinions.**

Overall, please be courteous to me and to your classmates. Working within a safe, friendly learning environment will be beneficial to everyone. If you see postings that are inappropriate, please bring them to my attention, and I will deal with the situation. Obviously, nobody wants things to get out of hand, but should such a situation occur, you should be aware of the IVC Student Conduct and Complaint policy.

This course ends on May 11, 2012 at 11:30 p.m. You will not be able to enter the site after this deadline.

AJ 102 Course Orientation (16 pages) (<https://myetudes.org>) (jeff.beckley@imperial.edu)

AJ 102 Orientation – Add to your favorites: <https://myetudes.org>
Dr. Jeffrey Beckley: jeff.beckley@imperial.edu

1. Announcements – Mandatory Orientation

a. "Very Important Please Read Now" -- To stay in the course you must do these four things by Monday, January 30 at 10:00 p.m. or you will be dropped:

- Complete your first Discussion (entitled "Class Introductions") to the criteria in the Syllabus and in this document. Go into the Discussion and Private Messages tool in Etudes to access the Discussion. Also see Module 1.1.
- Complete your second Discussion (entitled "Criminal Law & Criminal Punishments"). (See above.) Also see Module 2.5.
- Complete your first Assignment (entitled "Module 2 Assignment"). Basic instructions for all Assignments are in the Syllabus and Course Orientation documents. See the Module 2 Assignment for specific instructions for this Assignment. Write your answer in the box entitled "Answer." When you've completed your answer, click "Finish" and follow the steps to finish the Assignment.
- Complete your first Quiz (entitled "Module 2 Quiz"). Access the Quiz through the Assignments,

Tests and Surveys tool in Etudes. Answer the 15 questions on the Quiz. When you've answered the questions, click "Finish" and follow the steps to finish the Quiz.

2. Syllabus – Print a copy of the Course Syllabus from the Syllabus tool in Etudes. You are responsible for knowing EVERYTHING in it.

3. Modules

a. The class is set up in parts, referred to as modules in Etudes. We will move very quickly; you will read approximately a chapter a week.

4. Assignments—Assignments, Tests and Surveys

a. You will access course Assignments in the Assignments, Tests and Surveys tool in Etudes. This is where you turn in Assignments by writing your answer in the “Answer” box. When you’ve completed your answer, click “Finish” and follow the steps to complete the process.

b. Assignment Due Dates are here. Discussion Due Dates are in the Discussion tool of Etudes. All Due Dates are also listed in the appropriate modules.

c. Instructions for most written assignments can also be found here.

d. Generally, I will read and grade your assignments within 1 week of the due date – check back to the Assignment section to read my comments.

5. Discussions

a. Student Lounge – a place for the students

b. Questions – the place for you to ask course questions to the instructor. Please, please, use this spot for course content questions and “Private Messages” for private matters. “Private Messages” are at the top of the Discussion. Do NOT leave phone messages or private emails.

c. Discussions—you are responsible for writing at least one discussion posting for each module addressing the main Discussion topic. It must be 10 sentences minimum, be based on the readings (text and/or modules) and include a reference to the readings. You may also consider responding to posts by your colleagues.

6. Gradebook. Discussion, Assignment, Quiz, and Exam points will be found here.

7. Be adventurous! Look around. Familiarize yourself with the course site.

8. Make a study plan – use a calendar – know when assignments are due.

9. Suggestion: Make it a point to read each assigned chapter and all of the readings in the modules prior to Thursday each week. Make your Discussion postings by their due dates—they are not accepted late. Not completing discussions on time or to the high quality standards (listed in the syllabus) will get you dropped from the course. This is one of the ways I take attendance.

10. Be committed to your education!!!!

11. Some advice from others familiar with online courses: **1)** Right away: Clear your Cache; **2)** Make sure your computer has the requirements to take this class or plan to use an IVC computer – always have a backup computer and internet plan; **3)** **IN THE BEGINNING** spend extra time using the course system and understanding how it works; and **4)** Keep a calendar so you don't get forget what is due.

12. I will be with you out in Cyberspace and will see you again in physical form at the Mid-term and Final Exams. **You MUST be at IVC at the scheduled time to take the mid-term (March 9 from 3:00-4:00 pm) and the Final (May 11 from 3:00-4:00 pm). Bring a Scantron (100), a No. 2 pencil and a photo ID to each exam.** The exams are expected to be in Room 5.

13. Clear your Cache. More info on IVC DE website:

<http://www.imperial.edu/index.php?pid=53>

14. Need tech help? Go to:

<http://www.imperial.edu/de>

IMPERIAL VALLEY COLLEGE
Principles and Procedures of the Justice System 106 Online – Spring 2012

AJ 106: Principles and Procedures of the Justice System

Instructor: Kathy Rodriguez
Spring 2012 – 3.0 Units
Online CRN 20128

Telephone: 760-353-1242
Email: kat3269@hotmail.com

COURSE DESCRIPTION

The course will cover the philosophy of Administration of Justice in America and identify its various sub-systems. It will examine the roles and role expectation of the criminal justice agents and their interrelationship in society. The concepts of crime causation, punishment and rehabilitation are introduced. This basic course provides a better understanding of the criminal justice system.

STUDENT LEARNING OUTCOMES (SLOs)

Course SLOs: Course Student Learning Outcomes (SLOs) are written statements that represent faculty and departmental learning goals for students. During this course, students will:

Outcome 1:	Create table of court procedure understanding the different phases of the court system when a crime is being charged.
Outcome 2:	Explain the historical development of law and establishment of the American Criminal Justice System and demonstrate an understanding of the Constitutional rights and due process afforded by the U.S. Constitution
Outcome 3:	Identify and explain the role of a judge, attorneys, and other participants in the trial setting to include the importance court procedure and integrity

Institutional SLOs: Institutional Student Learning Outcomes (ISLOs) are areas of learning that students, faculty, staff, and administrators work toward and assess on a regular basis. After successful completion of a program or degree at Imperial Valley College, students are expected to have measurable improvement in the following areas: ISLO1 - Communication Skills, ISLO2 - Critical Thinking Skills, ISLO3 - Personal Responsibility, ISLO4 - Information Literacy, and ISLO5 - Global Awareness.

AJ 106 Principles and Procedures of the Justice System will provide students with learning opportunities to improve in all five of the Institutional Student Learning Outcomes.

OBJECTIVES FOR THE COURSE

Upon successful completion of this course, students will be able to demonstrate an understanding of the following course objectives:

Objective 1	Synthesize the historical development of the law and philosophy of the law.
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Objective 2	Demonstrate knowledge of the United States Constitution and legal issues through assigned writings and case studies
Objective 3	Restate and explain basic legal definitions and concepts
Objective 4	Formulate an appreciation for the value of case study and legal research as a means of interpreting court decisions in relation to written statute.
Objective 5	Demonstrate a basic knowledge and application of specific criminal violations
Objective 6	Identify, create, critique, and refute oral and written arguments.
Objective 7	Identify and distinguish the requirements of lawful arrest and applicable procedures for both misdemeanor and felony crimes.
IMPERIAL VALLEY COLLEGE DISTANCE EDUCATION	

This course is presented in an online format, available through the Imperial Valley College Distance Education program. Students are required to attend three face-to-face meetings during the Spring Semester (orientation, midterm exam, and final exam). For more information regarding IVC Distance Education go to <http://de.imperial.edu/>. For instructions on logging into your online course, go to http://de.imperial.edu/index.php?option=com_content&view=article&id=35&Itemid=83.

COURSE FORMAT

This class is divided into 17 modules. Each module contains various activities and tasks. All of the modules will be accessible from the Course Menu under "Modules," with due dates listed. You can read explanations of each module once you click on it. On the due date of each module, the quizzes, assignments, and discussions required in that module will close and cease to be accessible, so don't get behind. You will still be able to see the modules throughout the semester for review. This strict schedule is necessary to keep you on track in the course. Students who get behind in their coursework often end up failing the course as a result.

EXAMPLE OF MODULE REQUIREMENTS	
Module	Readings: <u>Roberson</u> : Chapter 1, assignment re Federal system
Quiz	Quiz over readings (10 points)
Assignment	Written assignment based on material presented in module (20 points)
Discussion	Discussion question based on material presented in module (10 points)

TEXTBOOKS

The following textbooks is required for this course:

1. Procedures in the Justice System, 9th Ed.; Roberson, Wallace, Stuckey

This is your main textbook for the course. The questions contained in both the quizzes and the exams will come from this book so read and study it carefully. This textbook takes an in-depth look at the procedures of the justice system of government.

COURSE RESOURCES

Resources and links are posted under the Resources tool to assist you in learning the course material. Study guides for exams will be posted to assist students in preparation for exams.

MODULES

The Modules are where you will find the "lecture" for each session. It is important to start each session by going to the Module and completing each section, in the order listed. Each module will have required readings, a quiz, an assignment, and a discussion.

QUIZZES

After completing the module readings, students are to take the required Module Quiz in the test center accessible through the Assignments, Tests & Surveys tool. The quizzes consist of ten questions and are worth 10 points. Be sure to submit your quiz before the posted deadline. *No late submissions are accepted.*

WRITTEN ASSIGNMENTS

After completing the module requirements, students will go to the Assignments, Tests & Surveys tool and prepare a written assignment in accordance with the instructions. Each written assignment is worth 20 points. It is the quality of what you write versus the quantity that will be graded, but each entry must be as long as necessary to answer the question(s).

Grading of Assignments: The most common problem students experience is not being detailed enough in their answers. Always be as specific as you can and use examples from your readings. Make sure to answer all questions. Points will be deducted for inadequate responses. The following grading rubric is used when grading assignments:

Grading Rubric for Module Assignments

A	Focused and clearly organized. Contains advanced critical thinking and content analysis. Convincing evidence is provided to support conclusions. Language is precise and ideas are clearly communicated. Clearly meets or exceeds assignment requirements.	18-20
B	Generally focused and contains some development of ideas, but the discussion may be simplistic or repetitive. Evidence is provided which supports conclusions. May have occasional grammatical errors. Meets assignment requirements.	16-17
C	May be somewhat unfocused, underdeveloped, or rambling, but it does have some coherence. Some evidence is provided which supports conclusions. May have several grammatical errors. Meets minimum assignment requirements.	14-15
D	Unfocused, underdeveloped, and/or rambling. Minimal evidence is used to support conclusions. May contain serious grammatical errors that impede overall understanding. Does not respond appropriately to the assignment.	12-13
F	Minimal effort by student. Unfocused, underdeveloped, and/or rambling. May be unduly brief. Evidence is not used to support conclusions. May contain serious grammatical errors that block overall understanding. Does not meet assignment requirements.	0-11

All the assignments will be answered using the Assignments, Tests & Surveys tool. You can prepare your assignment in the box provided (make sure you paragraph and format), or type it in a word processing program, save it on your computer, and then either cut and paste it or attach it as a document. All essays should be double-spaced and prepared with a 12-point font.

You also need to check the Honor Pledge box or the system will not let you submit the assignment. Checking this box means that you did your own work and did not plagiarize or cheat on the assignment. A two-day grace period will be given before closing off submittals, but assignments will be deemed late and lose points if submitted after the due date for that module. If for some reason Etudes does not let you submit your assignment, it should be sent to the instructor by private message or email to insure proper credit. (Be sure to put "AJ 106 Online" in the subject area of your message.)

DISCUSSIONS

All class discussions will take place in the Discussion tool of Etudes. These discussions will be worth 10 points each. Discussions will center on a question posed by your instructor in the Discussion forum for a particular module. These questions will primarily ask for your opinion and there will probably not be a "right or wrong" answer.

Grading of Discussions: Your discussion response will be graded on whether it is a well thought-out response. It must be clear from your response that you did the reading, and that your opinion is based on evidence from your readings.

Discussion also means interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. You do not have to respond to everyone, or even respond to other students in every forum. You should respond when you have something to say and don't be afraid to engage in an argument. Political opinions can be very controversial, since we each have our own values, traditions and beliefs. Just remember that you need to be respectful of all students. We each have the right to our own opinions, even if others don't agree.

At the end of the course, 10 extra credit points will be given to any student that responded to other students with meaningful replies at least 5 times in the Discussions throughout the course.

For the most part, the instructor will not be participating in these discussions (although she will be reading them and get involved if she has something to add). Feel free to engage in a conversation with your fellow students without fear that your instructor will be critiquing everything you write. Basically, *go for it!* However, remember to be respectful of your fellow classmates. If any student uses inappropriate language or is disrespectful of another student, that student will lose points and need to have a personal conversation with the instructor. Remember, this is a college course and the discussion should be academic in nature. Don't get off topic or you will also lose points. Obviously you will be writing throughout this class, either through the written assignments or in the group discussions. Remember, this is a college course and you should take care to present polished work. This includes checking your spelling and grammar. (Remember, spell check alone is not enough. You must also proofread since spell check does not catch all errors.) If your assignments contain several spelling and/or grammatical errors, points will be deducted.

LATE ASSIGNMENTS

- allowing others to do an assignment or portion of an assignment, including the use of a commercial term paper service.

Basically, you cannot copy anything directly from any source, including your textbooks or the Internet, unless you are using a quotation. You must note the book or article or website and page number from the source of your quote. If you paraphrase something, you must also cite the source of your information. *If cheating or plagiarism is discovered, the assignment will be given "0" points. Repeated violations will be reported to IVC Administration.*

WITHDRAWAL FROM THE COURSE

It is the responsibility of the student to officially withdraw from the course through the Office of Admissions and Records. If you stop actively participating in the course, it does not mean the instructor will drop you, *but she can at her discretion.* The last day to drop the course with a "W" is January 29, 2012. *You must officially drop the course yourself before the deadline or you will receive a grade on your official transcript.*

IMPORTANT: You must be an active participant in the course. **If you do not turn in any assignments for two weeks without contacting the instructor, you may be dropped from the course.**

AUDITING THE COURSE

If you register and pay for the course and fail to complete any assignments during the first two weeks of the course, the instructor may drop you and deny you further access to Etudes. Imperial Valley College explicitly prohibits auditing of classes; therefore, you may not register and review the course without turning in any assignments.

DOWNLOADS

In order to view certain multimedia elements on the Web, you need multimedia players. The most popular players are Acrobat, QuickTime, Real, Flash, and Shockwave, and they are all freely downloadable.

- Get Adobe Acrobat Reader
- Get the QuickTime player
- Get RealPlayer
- Get Flash Player
- Get Shockwave

QUESTIONS AND NETIQUETTE

Students should refer to the IVC Distance Education website, especially the *Help Desk*, to look for answers to their questions regarding the Etudes system. Questions regarding the course should be posted in the Discussions area topic called "Student Questions," or in the Chat Room. Additionally, students can private message questions to the instructor.

Netiquette, as you probably know, is a combination of the words "network" and "etiquette." Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in a classroom environment. Here are some examples:

- Don't capitalize all letters while posting a thought or emailing someone. **THIS IS CONSIDERED SHOUTING, AND IT IMPLIES THAT YOU ARE ANGRY.** Capitalize words only to highlight an important point or to distinguish a title or heading.
- Never use profanity or make hurtful comments toward someone or when referring to someone's work. This is considered flaming.
- Be careful when using humor or sarcasm; you never know how someone else will interpret it.
- Be respectful of diverse opinions.

Learn more about Netiquette by viewing the [Core Rules of Netiquette](#), as excerpted from the book "Netiquette" by Virginia Shea. Also, you can test your knowledge by taking the [Netiquette Quiz](#).

Overall, please be courteous to the instructor and to your fellow classmates. Working within a safe and friendly learning environment will be beneficial to everyone. If you see postings that are inappropriate, please bring them to the instructor's attention. If a problem occurs, you should be aware of the IVC Student Conduct and Complaint policy, accessible on page 88 of the [IVC General Catalog](#).

STUDENT RIGHTS AND RESPONSIBILITIES

Students have the right to experience a positive learning environment; students who disrupt that environment can be asked to leave the course. Faculty and students also have the right of due process. For further information regarding student rights and responsibilities please refer to the [IVC General Catalog](#).

DISABLED STUDENT PROGRAMS AND SERVICES

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Room 2117, telephone 760-355-6312.

ACCESSIBILITY

Every effort has been made to ensure that this course is accessible to all students, including students with disabilities. If you encounter a problem accessing any portion of this course, please contact the instructor immediately.

SCHEDULE OF ORIENTATION

Orientation	Monday, January 23, 2012, at Imperial Valley College, @1:00 PM, room 303B
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Attachment G

Court Services Specialist Certificate Program Time line

Oct/Nov 2005	Meeting was held with Human Resources staff of Imperial County, Superior Court management, and VP of Academic Service from IVC to discuss professional development needs for court employee's to improve skills & leadership abilities.
Feb/March 2006	Several meetings were held between faculty, lead counselor, & VP of Academic Services to formulate a certificate program to address the needs of court employees and additional labor pool wishing to pursue a career in the legal field and/ or court system.
April/May 2006	Imperial Valley College staff met with Superior Court managers & supervisors to review the proposed Court Services Specialist Program. It took several sessions to acquire a consensus.
June 1, 2006	The certificate program was officially introduced to the Curriculum & Instruction Committee.
August 31, 2006	Certificate program was official approved by Curriculum & Instruction for the 2007-2008 catalog year.
October 18, 2006	Academic Senate approved the Court Services Specialist Certificate program.
March 21, 2007	Court Services Specialist certificate program approved by Imperial Valley Board of Trustees.

Attachment H

**IMPERIAL VALLEY COLLEGE
CURRICULUM AND INSTRUCTION COMMITTEE MEETING
ADOPTED MINUTES
REGULAR MEETING
Thursday, August 31, 2006
3:05 p.m. – Board Room**

PRESENT:	Krista Byrd Melani Guinn Carol Lee Lianna Zhao	Gary Rodgers David Zielinski Robin Ying Val Rodgers	Victor Jaime Ted Ceasar Gonzalo Huerta
ABSENT:	David Drury	Kathy Berry	ASG Representative
CONSULTANTS:	Kathie Westerfield Frances Beope	Norma Nunez	Efrain Silva
VISITORS:	Michael Heumann	Tom Paine	Dennis Carnes
RECORDER:	Linda Amidon		

I. Opening of the Meeting

A. Call to Order

Carol Lee, Co-Chair, called the regular meeting of the Imperial Valley College Curriculum and Instruction Committee to order at 3:07 p.m. on Thursday, August 31, 2006.

B. Approval of Minutes

M/S/C Jaime/Zhao to approve the minutes of June 1, 2006, as presented. The motion carried.

II. Action Items

A. New Certificate – Court Services Specialist

Frances Beope recommended that CIS 121 and CIS 125 be added as required courses for the certificate.

M/S/C Rodgers/Ceasar to approve the new certificate, Court Services Specialist, to commence 2007 – 2008, as modified to include CIS 121 and CIS 125 as required courses for the certificate. The motion carried.

B. Revision to Course Number for 2006 – 2007 Academic Year

1. CIS 198 – Object Oriented Programming Using Java (4.0)

2. CHEM 198 – Integrated Chemistry (4.0)

Carol Lee explained that the current course numbering created a system database problem with ASSIST and the University of California Office of the President, so the UCOP requested that the courses be converted to their true numbers.

M/S/C Lee/Zhao to approve the renumbering of CS 198, Object Oriented Programming Using Java, and CHEM 198, Integrated Chemistry, to their official numbers, CS 210 and CHEM 140, respectively, for the 2006 – 2007 academic year, as per the request of the UC Office of the President. The motion carried.

C. New Courses

1. CS 198A – Data Structures Using Java (4.0)

2. CS 198B – Assembly Language and Machine Organization (4.0)

M/S/WITHDRAWN Zhao/Jaime to approve the new courses of CS 198A, Data Structures Using Java, and CS 198B, Assembly Language and Machine Organization, in compliance with the Title 5 2 + 2 Grant, to commence Spring 2007, as presented. The motion was withdrawn. Concern was expressed regarding the SAM code (it appeared to be incorrect; Gonzalo Huerta believed the code should be "E") and the TOP code, which was missing.

3. CS 260 – Data Structures Using Java (4.0)

4. CS 280 – Assembly Language and Machine Organization (4.0)

M/S/C Zhao/Jaime to approve the new courses of CS 260, Data Structures Using Java, and CS 280, Assembly Language and Machine Organization, in compliance with the Title 5 2+2 Grant, to commence Spring 2007, as presented. Discussion ensued during which the lecture and lab ratio was questioned, and concern regarding consistency was raised. The motion carried.

III. Discussion Items

A. General Education – Associate Degree

Carol Lee distributed IVC's graduation requirements for the 2006 – 2007 academic year. She explained that general education requirements are mandated by Title 5, and IVC updates its requirements annually. However, there is a need to include general education requirements in IVC's student learning outcomes. Carol informed the committee that six courses were missing from IVC's general education requirements (BIOL 140, which was never submitted, and five History courses). She stated these courses are also omitted from the majors and certificates list. Members discussed ways to indicate that text changes are also required when submitting course proposals. It was suggested that the course proposal form (Form 1) include a box to indicate the areas of the catalog that would be affected by the proposal. Carol indicated it would be necessary for the committee to vote on the courses missing from the general education requirements, and that the divisions should submit the proposals for the next C&I meeting.

B. Submission Deadline Calendar for 2006 – 2007

Members received and reviewed the submission deadlines. Carol stated that a submission deadlines schedule was attempted last year, but it was unsuccessful.

C. IVC and Grossmont College Collaboration – Speech-Language Pathology Assistant (SLPA) Major

Carol Lee provided a brief description of the Speech-Language Pathology Assistant Associate Degree Program. She stated that a maximum of 45 units are available at IVC, and the degree is awarded by Grossmont College.

IV. Information Items

A. Higher Education Week I, September 25 – 28, Area High Schools

Carol stated that the event would target all area high schools, with 28 representatives from four-year institutions and four IVC counselors participating.

B. College & University Day, Monday, October 9, 9:00 a.m. to 12:00 noon

Three thousand are expected to attend the event, which includes a Career Fair. Approximately 30 four-year institutions will participate in College & University Day, and 20 to 25 additional employers will participate in the Career Fair.

- V. **Next Meeting** – The next regular meeting will take place on September 7, 2006, at 3:05 p.m. in the Board Room.
- VI. **Adjournment**
The meeting was adjourned at 3:40 p.m.

IVC Academic Senate

Approved Minutes

October 18, 2006

- I. The meeting was called to order at 1:34 pm by President Carnes.
Present: Olga Artech, Dennis Carnes, Suzanne Gretz, Melani Guinn, Cesar Guzman, Carol Lee, Mary Lofgren, Bobbie McClain, Barbara Nilson, Norma Nunez, Thomas Paine, Curt Riesberg, Bruce Seivertson, Mariaelena Thibodeaux, Cathy Zazueta, Victor Zazueta, David Zielinski, Sherry Zobell, Randy Andrade, James Patterson, Gary Rodgers
- Excused: Lianna Zhao
- Absent: Dave Drury, Armando Mendez
- Visitors: Eric Jacobson, Paul Pai, Frances Beope, Maria Neely
- II. **Visitor Comments**
1. James Patterson – as the Student Equity Coordinator reported that data were collected and will be presented to the Student Services Council.
- III. **Information/Correspondence**
1. President's comments- none
2. Correspondence from the State Academic Senate – received a booklet describing some of the resolutions being presented at the Plenary AS Meeting.
- IV. **Consent Agenda**
M/S/C (Nilson/Nunez) to approve the minutes of October 4, 2006 as corrected.
- V. **Academic and Professional Matters**
1. Election Bylaws amendment was approved by the senate (attached). The election will be held Oct. 31.
2. M/S/C (Seivertson/Lee) to accept the following actions taken by the Curricular and Instruction Committee
- a. Journalism Major revision
 - b. New Certificate – Court Services Specialist
 - c. New Courses
 - i. Chem 140, Integrated Chemistry
 - ii. CS 210, Object Oriented Programming Using Java
 - iii. CS 260, Data Structures Using Java
 - iv. CS 280, Assembly Language & Machine Organization
 - d. Add to IVC GE Requirements, Section B, Natural Sciences, BIOL 140, General Botany
- Cathy Zazueta suggested that when new courses are added to your division, convey this information to the library staff so they can have the books, AV material and technology that will support these courses.

3. Accreditation Update – G. Rodgers – all standards have been submitted except the standard on human resources. Hopefully by Oct 30 everything will be submitted to the editor.

VI **Discussion**

1. Ethics Statement – Carnes – there will be brief workshops for the next few meetings on this topic. A worksheet was given with items gleaned from codes of ethics from other schools. Dennis reminded us that we are composing this for faculty, full and part-time, teaching and non-teaching only. Dr. Pai encouraged the Academic Senate to formalize a code of ethics. A lively dialogue ensued. Dennis asked that each senator read the various ethics items on the worksheet, note whether they agreed or disagreed and rank them as to importance before our next meeting.
2. Campus Student Housing – Seivertson – Bruce would like the college to pursue the possibility of providing student housing on campus. Background was given on other schools that have done this. A short discussion took place. Dennis said this can be brought up at Administrative Council. Curt would like to see solar panels be included in all buildings.
3. Unfreezing of positions – Carnes – are we ready to stop the freeze and if so, what should the criteria be? Items discussed included, how much is frozen, headcount, looking at the entire campus, not just faculty, and full time temp positions. We were informed that the Instructional Council has been working on this topic. It was recommended that College Council look into the thaw for all areas.

VII. **Committees**

1. Budget and Planning - Carnes
2. C&I
3. College Council – C. Zazueta
4. Equivalency – Nilson – no meeting
5. Instructional Council – G. Rodgers
6. Policies and Procedures Review – Carnes
7. Administrative Council – Carnes

- VIII. The meeting was adjourned at 3:06 pm

Imperial Valley Academic Senate
Amendments to the By-Laws
Voting date: October 31, 2006
Voting place: Faculty Lounge
Article VII - The Bylaws may be amended by a majority vote of those full-time faculty members who vote. Since the compressed calendar used at Imperial Valley College does not coordinate with the smooth transition of newly elected President and at-large senators to office, the following change in the bylaws concerning the election times for these offices is proposed:
Present Wording
<p>Section I. Nomination and Elections of Senate Members under Article IV</p> <p>A. The full-time faculty at large shall elect the Academic Senate President and senators in February of each year.</p> <p>B. For terms that expire on May 31st of that year, the secretary shall issue to each qualified member of the faculty a notice of vacancy and a blank declaration of candidacy.</p> <p>Section III. Terms of Office of Senators under Article IV</p> <p>A. For each member of the Academic Senate, with the exception of the president, shall serve three-year staggered terms, beginning June 1st, with one-third of the members being elected each year.</p> <p>B. The Academic Senate President shall serve a term of one year, including summer, effective June 1 through May 31 of the following year. The president may be re-elected for one term, but shall serve no more than three consecutive one-year terms.</p>
Proposed Wording
<p>Section I. Nomination and Elections of Senate Members under Article IV</p> <p>A. The full-time faculty at large shall elect the Academic Senate President and senators during the first 6 weeks of spring semester of each year.</p> <p>B. For terms that expire on the last day of the spring semester of that year, the secretary shall issue to each qualified member of the faculty a notice of vacancy and a blank declaration of candidacy.</p> <p>Section III. Terms of Office of Senators under Article IV</p> <p>A. Each member of the Academic Senate, with the exception of the president, shall</p>

serve three-year staggered terms, **beginning on the last day of spring semester**, with one-third of the members being elected each year.

- B. The Academic Senate President shall serve a term of one year, including summer, effective the **first day after spring semester ends to the end of spring semester** of the following year. The president may be re-elected ~~for one term~~^{*}, but shall serve no more than three consecutive one-year terms.

* Please note that there is a proposed deletion of the words "for one term" to clarify the meaning of the sentence.

CONSENT AGENDA – EDUCATIONAL SERVICES

M/S/C Cardenas/Acuña

Resolution No. 13778: Major, Certificate, Course Additions, Revisions and Deletions

WHEREAS, programs and courses within the programs have been approved by the Curriculum and Instruction Committee and instructional administration, and satisfy all applicable requirements of Title 5 regulations. All provisions of Title 5, Section 55130(b) have been considered. All factors, taken as a whole, support the establishment and maintenance of the proposed instructional program.

BE IT RESOLVED that the Board approves the recommendation of the Curriculum and Instruction Committee (8/31/06, 11/2/06, 11/30/06, 3/1/07) and the Academic Senate (10/18/06, 3/7/07), with the consent of the Superintendent/President, as follows:

New Majors/Certificates

Court Services Specialist
History Associate of Arts

Revised Majors/Certificates

Building Construction Project Management Certificate

New Credit Courses

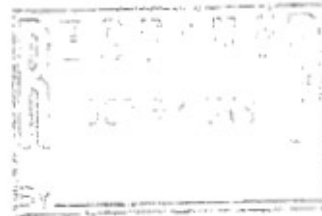
BIOL 150 - Human Genetics (3.0)
BIOL 180 - General Biology: Molecules, Cells, and Genetics (4.0)
BIOL 182 - General Biology: Principles of Organismal Biology (4.0)
BLDC 201- Construction Planning and Management (3.0)
CHEM 140 – Integrated Chemistry (4.0)
CS 210 – Object Oriented Programming Using Java (4.0)
CS 260 – Data Structures Using Java (4.0)
CS 280 – Assembly Language & Machine Organization (4.0)
ENGL 040 – Communication Skills for Healthcare (5.0)
PE 143 - Advanced Basketball – Men (1.0)
PE 144 - Advanced Basketball – Women (1.0)

Revised Credit Courses

CHEM 100 – Introduction to Chemistry
CHEM 198 – Integrated Chemistry
CIS 198 – Object Oriented Programming Using Java
CS 260 – Data Structures Using Java
CS 280 – Assembly Language and Machine Organization
ENGL 101 - Reading and Composition - Description Content Upgrade
ENGL 111 - Reading IV: Analytical and Critical Reading
EWIR 110 - Electrical Wiring Principles and Circuit Protection
FREN 100 - Elementary French I
FREN 110 - Elementary French II
FREN 200 - Intermediate French I
FREN 210 - Intermediate French II
FREN 220 - Intermediate French Reading & Writing
FREN 230 - Intermediate Conversational French I
FREN 232 - Intermediate Conversational French II
FREN 297 - French-Honors
HIST 110 - Early Western Civilization
HIST 111 - Modern Western Civilization

**CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE**

1102 Q STREET
SACRAMENTO, CA 95811-6549
(916) 445-8752
<http://www.cccco.edu>



September 2, 2009

Kathy Berry, Vice President
Academic Services
Imperial Valley College
380 East Aten Road
Imperial, CA 92251-0158

Dear Dr. Berry:

The Chancellor's Office hereby approves Imperial Valley College's Certificate of Achievement in **Court Services Specialist**. This 17-unit certificate has been entered into the Inventory of Approved Programs under T.O.P. code 0514.10, with career technical education status, and with unique program code **19490**.

The California Postsecondary Education Commission (CPEC) has authorized the Chancellor's Office to proceed to final approval, without its review, on many new community college programs, except programs of certain types that are of special interest to CPEC. This program is not a type that has been reserved for individual CPEC review and concurrence. Therefore, our approval is effective with this letter.

Good luck with this new program. If there are any questions about our action, please contact me at (916) 322-6888, fax (916) 445-6268, or e-mail to lows@ccco.edu.

Sincerely,

A handwritten signature in cursive script that reads 'S. Low'.

Stephanie Low
Acting Dean, Academic Affairs Division

Cc: Valerie Rodgers, Business Division

Attachment I

**Imperial Valley College
Business Division
Review of Court Services Specialist Program
January, 2010**

This program is intended to provide an opportunity for court employees and others interested in the justice process to enhance their professional and personal skills.

In compliance with Division 7, Part 48, Chapter 1, Article 1, 78016 of the California Education Code to ensure that the Court Services Specialist program, as demonstrated by the California Occupational Information System, including the State-Local Cooperative Labor Market Information Program established in Section 10533 of the Unemployment Insurance Code, or if this program is not available in the labor market area, other available sources of labor market information, does all of the following:

(1) Meets a documented labor market demand.

During the fall of 2006, IVC was approached by human resources staff from the Superior Court of California, County of Imperial to request the creation of a Court Services Specialist program for court employees who wanted to improve their skills and leadership abilities. As the project developed, the program was expanded to include non-court employees who wanted to pursue a career in the legal field or were just interested in the subjects required for the certificate.

The *Court Services Specialist* program prepares students to enter the field of Court, Municipal, and License Clerks (434031). In addition to an existing labor pool of 40 individuals, EDD LMI projections show employment potential for an additional 40 employees in the next 5 years. Employment data from EDD tends to be conservative in its numbers and is not reactive to current economic and growth patterns.

(2) Does not represent unnecessary duplication of other manpower training programs in the area.

Imperial Valley College is the only community college serving the Imperial County. No other community college is within commuting distance; the closest is the College of the Desert, which is 90 miles away. San Diego State University, Imperial Valley Campus, offers upper division coursework only.

(3) Is of demonstrated effectiveness as measured by the employment and completion success of its students.

After implementation of the program, three court supervisors have recently completed the IVC requirements and applied to IVC for their certificates. In communication from Imperial County, it was noted that upon completion, the Court requires graduates of the plan to write a summary of their educational experience. They all report that the classes improved their leadership abilities; the communication class was instrumental in improving their delegation skills; the computer classes brought them all up to date on Word and Excel. The legal education classes especially helped the newer employees learn more about court business.

It was also indicated by the Court that employees who have completed the plan indicate that this venture has encouraged them to pursue further education by obtaining AA and BA degrees.

In addition, it was reported that there are several other course staff employees working toward the certificate.

- (4) The review process required by the section shall include the review and comments by the local Private Industry Council established pursuant to Division 8 (commencing with Section 15000) of the Unemployment Insurance Code, which review and comments shall occur prior to any decision by the appropriate governing body.**

The review by the local Workforce Investment Board will take place in March. Comments will be provided by Dean of Applied Science.

Attachment J

Economic and Workforce Development Division

