

## Regular Board of Education Meeting

Thursday, December 21, 2023 5:00 PM

Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846

### A. PLEDGE

### B. APPROVAL OF AGENDA with the following amendments:

1. Additional certified and classified personnel actions for consideration, Items C.3.a.i and C.3.b.i
2. Additional Item #C.4.b, Consent Agenda, The Board of Education is asked to consider and approve an agreement with ProActive Solutions to install and migrate Nutanix equipment for disaster recovery.

### C. CONSENT AGENDA

1. Minutes
  - a. Minutes of the December 4, 2023 Regular Board Meeting
  - b. Minutes of the December 5, 2023 Special Board Meeting
2. Accounts Payable totaling \$8,583,088.14 noting that all major accounts contain adequate balances to meet current obligations.
3. Personnel
  - a. Certified
    - i. Certified Addendum
  - b. Classified
    - i. Classified Addendum
4. Other
  - a. Curriculum Council Items
    - i. GCCC EMT Course: The Board of Education is asked to consider and approve a credit change at GCHS that changes the GCCC EMT course from a 1 credit course to a 2 credit course that will be indexed.
    - ii. GCCC Intro to Mass Communication: The Board of Education is asked to consider and approve a change of course name to align to the index code for GCCC for 0.5 credit for one semester.
    - iii. GCCC Automated Systems and Robotics: The Board of Education is asked to consider and approve a new course offering for GCCC Automated Systems and Robotics that will count as 0.5 credit.
    - iv. Edgenuity Career and Technical Education Courses: The Board of Education is asked to consider and approve 77 new Career and Technical Education Edgenuity courses for the Virtual School.
    - v. Computer Literacy Elective: The Board of Education is asked to consider and approve a credit change at GCHS that will allow the Edgenuity Computer Literacy course to count as a .50 computer elective as well as the current general elective.
  - b. The Board of Education is asked to consider and approve an agreement with ProActive Solutions to install and migrate Nutanix equipment for disaster recovery.

### D. NEXT BOARD MEETING - The next meeting of the Board of Education will take place on Monday, January 8, 2024, at 6:00 p.m. in the Board Meeting Room at the Educational Support Center, 1205 Fleming Street, Garden City, Kansas.

### E. ACCOUNTS PAYABLE REVIEW: Jackie Gigot and John Wiese

### F. EXECUTIVE SESSION

1. Matters relating to actions adversely or favorably affecting a person as a student, patient or resident of a public institution, except that any such person shall have the right to a public

hearing if requested by that person.

G. **ADJOURNMENT**

BOARD OF EDUCATION

**Certified Personnel Actions**

December 21, 2023

**RETIREMENT:**

Melinda Sterling-Stewart, principal at Jennie Wilson Elementary School, is submitting her letter of intent to retire through KPERS effective May 31, 2024.

**APPOINTMENTS:**

Teresa Arvizu, Garden City, Kansas, is recommended for an English language arts position at Horace Good Middle School effective January 4, 2024. She is a first year teacher.

Rosa Claro-Gonzalez, Garden City, Kansas, is recommended for a second grade position at Buffalo Jones Elementary School effective January 4, 2024. She is a first year teacher.

Romela Dizon, Pasig City, Philippines, is recommended for a fifth grade social studies/science position at Charles Stones Intermediate Center effective January 4, 2024. She has fifteen years’ experience.

Tyrone Gil Jr., Leyte, Philippines, is recommended for an adaptive/interrelated position at Garden City High School effective January 4, 2024. He has five years’ experience.

Joshua Johnson, Dighton, Kansas, is recommended for an English language arts position at Garden City High School effective January 4, 2024. He has nine years’ experience.

Shelby Ketterling, Garden City, Kansas, is recommended for a second grade position at Gertrude Walker Elementary School effective January 4, 2024. She is a first year teacher.

Wilfredo Ramirez, Santa Rita, Philippines, is recommended for a sixth grade communications position at Charles Stones Intermediate Center effective January 4, 2024.

Arely Rico, Garden City, Kansas, is recommended for a first grade position at Alta Brown Elementary School effective January 4, 2024. She is a first year teacher.

Angelica Selvas, Garden City, Kansas, is recommended for a first grade position at Georgia Matthews Elementary School effective January 4, 2024. She is a first year teacher.

Ana Urrutia, Garden City, Kansas, is recommended for a preschool position at Garfield Early Childhood Center effective January 4, 2024. She has sixteen years’ experience and is a former USD 457 teacher.

**TRANSFER:**

Kelsi Shannon – from behavior specialist position at the Therapeutic Education Program to school counselor position at Gertrude Walker Elementary School effective January 4, 2024.

**SUPPLEMENTAL ADDENDUM CONTRACTS:**

Dustin Algrim	KH	Sponsor AVID
Lance Allred	HG	Boys Basektball A/C
Valeria Arambula Rascon	KH	Boys Basketball A/C
Darci Nelson	VO	Supplemental SPED
Amber Potts	HG	Sponsor Stuco

**OTHER:**

Notice of personnel action for the following rule 10 coach assignments:

Dillon Rojas                      KH      Track A/C

**TUITION REIMBURSEMENT AGREEMENT:**

Brett Cady – Master's Degree

BOARD OF EDUCATION

**Addendum to Certified Personnel Actions**

December 21, 2023

**RETIREMENT:**

Roger Syng, principal at Garden City High School, is submitting his letter of intent to retire through KPERS effective June 14, 2024.

**APPOINTMENT:**

Laura Ibarra, Garden City, Kansas, is recommended for an ESL newcomers' position at Charles Stones Intermediate Center effective January 4, 2024. She is a first year teacher.

**TRANSFER:**

Casey Wise – from 205-day instructional technology coordinator position to a 260-day instructional technology coordinator position at the Educational Support Center effective January 4, 2024.

**BOARD OF EDUCATION**  
**Classified Personnel Actions**

December 21, 2023

<b>TERMINATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Amanda Easterberg	.5 Paraprofessional .5 SYSOP	Juvenile Detention Center	12/7/23
<b>RESIGNATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Candace Ahrens-Galindo	Special Education Paraprofessional	Victor Ornelas Elementary School	12/4/23
Vilma Banuelos Cabral	Nutrition Assistant	Horace Good Middle School	12/13/23
Evelin Cabrera	Special Education Paraprofessional	Horace Good Middle School	12/12/23
Alondra Mena	Library Paraprofessional	Gertrude Walker Elementary School	11/27/23
Ivelin Ortiz Rascon	Administrative Secretary-Technology	Educational Support Center	12/21/23
Lisset Ramirez-Salvador	.5 Special Education Paraprofessional	Garfield Early Childhood Center	12/20/23
Diana Sanchez	Bus Driver	Transportation	12/20/23
William Witzke	Special Education Paraprofessional	Garfield Early Childhood Center	12/20/23
<b>ASSIGNMENTS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Jasmin Carrillo	Intervention Paraprofessional	Edith Scheuerman Elementary School	12/4/23
Eva Chairez	Software Support Specialist	Educational Support Center	12/6/23
Juliana Gonzalez	Special Education Paraprofessional	Garden City Achieve	1/8/24
Rachel Norton	Special Education Paraprofessional	Garden City High School	1/8/24
George Ross II	Maintenance	Plant Facilities	12/6/23
Ana Tena-Avalos	Deputy Board Clerk	Educational Support Center	12/12/23
Jacynda Vargas	Special Education Paraprofessional	Garden City Achieve	1/8/24
Kelton Younkman	Special Education Paraprofessional	Garden City Achieve	1/8/24

<b>TRANSFERS</b>	<b>FROM</b>	<b>TO</b>	<b>DATE</b>
Maria McCulloch	Special Education Paraprofessional II Garden City High School	Special Education Paraprofessional I – Vocational Garden City High School	1/8/24
Kailee McDowell	Nutrition Assistant Charles Stones Intermediate Center	Library Paraprofessional Gertrude Walker Elementary School	1/8/24
Aaron Riojas	Office Assistant II-Career & Tech Ed - Garden City High School	Office Assistant II-Main Office - Garden City High School	1/2/24

#### OTHER

Gina Galpin, Director of Special Education requests to move one open special education paraprofessional position from Florence Wilson Elementary School to Horace Good Middle School as a Para II.

**BOARD OF EDUCATION**  
**Classified Personnel Actions Addendum**

December 21, 2023

<b>RESIGNATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Zahidullah Mamond	Translator	Educational Support Center	12/20/23

<b>ASSIGNMENTS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Liliana De Luna De La Rosa	Special Education Paraprofessional	Plymell Elementary School	1/8/24
Patricia Diaz-Vergara	Special Education Paraprofessional	Victor Ornelas Elementary School	1/8/24
Brooklyn Gossman	Special Education Paraprofessional	Victor Ornelas Elementary School	1/8/24

**OTHER:**

Julie Koeperich, Principal at Alta Brown Elementary School is requesting to change a current opening of a full-time Para II position to a Para I Resource position. This position will be filled by Yenifer Acosta Pineda who is currently a .5 Para I. The position she vacates would change to a .5 Para II position.

Shane Faurot, Director of Plant Facilities is requesting to change the position previously held by Manuel Avila from a Custodian I to a Custodian II. This position would be filled by Shakira Ruiz.

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby, Plymell Principal/Curriculum Council Chair  
**DATE:** 12/18/23  
**RE:** GCCC EMT Course Credit Change

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**ISSUE:** The Board of Education is asked to consider and approve a credit change at GCHS that changes the GCCC EMT course from a 1 credit course to a 2 credit course that will be indexed.

**BACKGROUND:** The GCCC EMT course is currently a one credit, elective course at GCHS. The amount of hours for the course increased to 12 hours at the community college which now transfers to 2 credit hours at GCHS. It is listed in Skyward as #9618 and the Kansas course code is 14055. This course will be staffed by GCCC.

### **ALTERNATIVES:**

1. Approve the course as presented for a 2 credit course.
2. Do not approve the course and it will continue as a 1 credit course.

### **RECOMMENDATION:**

It is recommended that the Board of Education approve the class as presented.

### **FISCAL NOTE:**

Not applicable

### **ATTACHMENTS:**

Application for Major Revision

Course put in system 7-1-15

# Should be indexed grade

KS Course Code  
14055  
(attached)

Garden City USD 457

**APPLICATION FOR  
NEW COURSE OFFERING / MAJOR REVISION**

1. Name of course to be offered: Garden City Comm College Emergency Medical Technician  
Please complete the following for Skyward purposes:

- Short description of course  
(15 characters)

ECCE EMT

short description prints on transcripts

- Long description of course (30 characters)

ECCE Emergency Medical Technician

Course Code:

2. Description of course (attach additional sheets if

See attached ECCE syllabus

3. Name of course to be deleted: N/A

4. Course objective: See attached ECCE syllabus

5. Required Course: NA

Elective Course: YES

6. How many credits will be offered? 12 credit = 2.0 ECCEs

7. Full Semester: One semester only

Two Semesters: One semester

8. Start-up Cost: none to 457

9. Prerequisites: None; instructors will review with students based on scheduling and credit needs. This is a 3 hr block

10. How will this course be staffed? ECCE staff

11. Requested by: Emily Hamlin DeLoach

Date: 11/04/2023

Print Name

[Signature]


Signature

CC 12/12/23  
BOE

**Part II**

12. Reviewed by Principal -

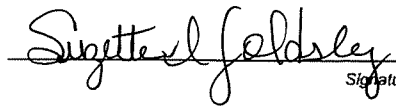
Action taken:  Recommended  Not Recommended

  
\_\_\_\_\_  
Signature

Date: 11-6-23

13. Submitted to the Curriculum Council -

Action taken:  Recommended  Not Recommended

  
\_\_\_\_\_  
Signature

Date: 12-12-23

14. Submitted to the Instruction Office Administrator -

Action taken:  Recommended  Not Recommended

  
\_\_\_\_\_  
Signature

Date: 12/18/2023

15. Submitted to the Board of Education -

Action taken:  Recommended  Not Recommended

\_\_\_\_\_  
Signature

Date: \_\_\_\_\_

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

## State Course Codes

### High School

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#### Subject Area 14: Health Care Sciences (secondary)

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##### Therapeutic Services

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###### **14054 - Dental Science**

Dental Science courses expose students to the tools, terminology, and procedures necessary for a career in the dental industry. Course content covers a wide range of topics and typically includes dental anatomy and terminology; the identification and use of dental equipment; dental pathologies and procedures; asepsis; dental laboratory procedures; emergency first aid; and the ethical and legal responsibilities of dental care workers. These courses often explore dental specialties and career options.

###### **14055 - Emergency Medical Technology - Fundamentals of Emergency Services**

Emergency Medical Technology courses place a special emphasis on the knowledge and skills needed in medical emergencies. Topics typically include clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, and responding to cardiac arrest. The courses may also cover the legal and ethical responsibilities involved in dealing with medical emergencies.

###### **14056 - Surgical Technology**

Surgical Technology courses emphasize the care and needs of patients undergoing surgery while covering general health care topics (i.e., patient care, anatomy and physiology, medical terminology, hygiene and disease prevention, first aid and CPR, and laboratory procedures). In keeping with that focus, topics may include operation room materials, tools, and procedures; aseptic surgical techniques; preparation and handling of surgical instruments; efficiency in the operating room; and the roles of various medical personnel who are present during surgery.

###### **14057 - Vision Care**

Vision Care courses expose students to the tools, terminology, and procedures necessary for a career in the optometric or optic field. Vision Care courses typically include the physics of light and refraction; the anatomy, physiology, and terminology associated with the eyes; identification and use of optometric and/or optical equipment; optical procedures; human relations; and the ethical and legal responsibilities of vision care workers.

###### **14058 - Optometrics**

Optometrics courses provide students with the knowledge, ability, and experiences to prepare, assemble, and/or fit corrective lenses prescribed by a physician or optometrist. Topics covered may include layout and marking, cutting and chipping, edging and beveling, inspection, alignment, dispensing, and selection of eyewear.

###### **14059 - Gerontology**

Gerontology courses provide students with knowledge and understanding of the processes of adult development and aging. Topics covered may include the study of the biological, economic, psychological, social, and health/fitness aspects of the aging process.

# Course Syllabus

 [Edit](#)

Fall  
**23** Emergency Medical Technician

12 Credit Hours

## Course Information

**Course Number-Section: 108-90**

**Final Exam: 12/07/2023 6pm**

**Start/End Date: 8/17/2023-12/07/2023**

## Instructor Information and Communication Expectations

Instructor Information:

**Instructor: Gloria Jolliff NRP**

**Phone:620-275-3202**

**E-mail: gloria.jolliff@gcccks.edu**

**Office Location: JCVT 1310**

Contacting Instructor:

Via email

E-mail Response Time:


Daily during business hours

## Course Description

**Description: EMIC-108**

**Prerequisites: Have a valid driver's license**

## Textbook Information

 [Key Action Items](#)

## ☰ Student Learning Outcomes

Students will be able to

- Demonstrate an understanding of basic human anatomy and physiology and the rationale and fundamentals of the pre-hospital care and treatment of the sick and injured.
- Perform an initial, focused, detailed, and ongoing assessment.
- Understand, recognize and provide appropriate care for both life threatening and non- life threatening emergencies.
- Learn and demonstrate correct application and utilization of BLS equipment in the pre-hospital setting.
- File a standardized "state run form" of occurrences for the use of the receiving hospital as well as a permanent record for state and local use.
- Transmit necessary information from the scene and/or ambulance to the appropriate facilities in an orderly manner using mobile and/or portable radio equipment.
- Understand the rationale of patient safety and care while in your care.

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents

## ✍ Course Type

**HYBRID COURSE:** A hybrid course is a blend of online or independent work and campus-based instruction. A hybrid course offers the benefit of face-to-face instruction and the flexibility and convenience of online or independent work. Each individual course provides specific classroom dates and times while online or independent instruction uses any combination of various methods: video, audio, document files, discussion boards, and written assignments.

**FACE TO FACE COURSE:** Face-to-face courses are campus-based classes that meet in-person at an established time and place. While instructional technologies (like Canvas) may be used to support the course, instruction takes place fully in-person. Students will still be expected to use campus technologies like email and Canvas.

## 🕒 Time Commitment

Taking time to study has been directly correlated with academic success. The recommendation is at 1-3 hours per hour of class time a week (i.e. class is 3 hours a week, study time should be 3-9 hours per week) Other recommendations are as follows;

- Attend all classes
- Do not be tardy
- Plan ahead and bring all class materials
- Time management – meet assignments deadlines
- If you fall behind – talk with the instructor

If there is a problem with the Canvas system, notify your instructor and Canvas support (877) 259-3991 (or email [distancelearning@gcccks.edu](mailto:distancelearning@gcccks.edu) (<mailto:distancelearning@gcccks.edu>)).

## Classroom Decorum

Netiquette is online etiquette. It is important that all participants in online courses be aware of the proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language
- The field of EMS is one that is very much in the public eye and because of this, your appearance is very important as we feel that professionalism starts in the classroom. The following attire is required
  - Classroom - No Hats, uniform shirts, **BUTTONED UP AND TUCKED IN**, are to be worn for all class/lab periods. For the pants - jeans, black BDU's, slacks can be worn but must be neat, not torn and clean. Shorts can also be worn **BUT** will need to be longer than the student's distal fingers as they are standing with their arms to their side - it is suggested that dresses and/or skirts not be worn as there will be much time working with equipment on the floor.  
**UNDERGARMETS ARE TO BE WORN AND ARE NOT TO BE VISABLE AT ANYTIME!**
  - Clinicals/FI - No Hats, casual slacks or black BDU's (no shorts, jeans or jean material), uniform shirt, no open toed shoes, name tag, hair off of shoulders.

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### **CELL PHONE POLICY**

The use of cellular phones or any other electronic communication devices for any purposes other than current class work is not permitted during class times. If you are in need to use your device for emergency contact purposes, please inform the instructor. Use during an exam is prohibited

Remember that the College values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see *The Core Rules for Netiquette* (<http://www.albion.com/netiquette/corerules.html>) by Victoria Shea. (<http://www.albion.com/netiquette/corerules.html> (Links%20to%20an%20external%20site.)Links%20to%20an

## Attendance

### **GUIDELINES:**

1. Attendance at GCCC is highly recommended.
2. The student is responsible for contacting each instructor regarding an absence.
3. GCCC supports the right of instructors to recommend withdrawal prior to the published withdrawal date or to fail any student whose absences are excessive in the instructor's opinion.

### **GUIDELINES:**

Since this class pertains to care of the sick and injured, your attendance is very important. The volume of material to be covered is such that absenteeism will seriously hinder the student. There will not be any "excused" absences. After 4 absences the instructor has the option of dropping you from the class after reviewing grades and performances. All material missed will be the responsibility of the student to make up. All classes, labs and clinical situations will start as per the enclosed class schedule. You are expected to be in place before the start time and ready to participate.

Since this class pertains to care of the sick and injured, your attendance is very important. The volume of material to be covered is such that absenteeism will seriously hinder the student. There will not be any "excused" absences. After 4 absences the instructor has the option of dropping you from the class after reviewing grades and performances. **EMST Instructor require 90% attendance to scheduled classes.** All material missed will be the responsibility of the student to make up. All classes, labs and clinical situations will start as per the enclosed class schedule. You are expected to be in place before the start time and ready to participate.

- Attendance at GCCC is mandatory.
- The student is responsible for contacting each of his or her instructors regarding an extended absence from the online classroom.
- GCCC supports the right of instructors to recommend withdrawal prior to the published withdrawal date or to fail any student whose absences and/or lack of participation are excessive in the opinion of that instructor.

### **ZOOM or Remote Attendance**

This will be a conditional option taken on a case by case process as determined by the instructor

### **COLLEGE-SPONSORED ACTIVITY ABSENCE POLICY:**

1. The student must notify the instructor prior to the absence.

2. The student must obtain assignments prior to the absence.
3. The student and instructor must establish a due date.
4. The student must submit completed assignments by the due date.
5. Coaches or sponsors will provide a list of participants to instructors prior to the activity.

If these criteria are met, coursework will be accepted

## Assessment

### Tests

**UNIT EXAMS** – On the section exams, you will have to have a 72 or better to move on in class. **IF 71% or lower, You will be required to complete exam corrections to increase your grade no higher than a 72%. You will have one week from when the exam grades have been opened up.**

**All students will be required to do test corrections for a 10% increase in their exam grade (unless they fall in the above category).**

In the event you have missed an exam, you will receive a zero (0). If I am contacted prior to the exam, you will have 24 hours to complete the exam. If unable, you will receive a zero (0)

### **FIELD EVALUATIONS/CONTRIVED EXPERIENCES**

On the "Satisfactory FI evaluations", I have to have all of the preceptor evaluations to gain the points on this. If there is any unsatisfactory scoring with comments, you will be required to go back through that area. Any evaluations missing will count as ALL missing so no points will be given.

If contrived experiences are used, a completed simulation worksheet, scoring rubric and a run sheet will constitute one call. There will need to be at least 2 of these experiences completed to meet this requirement.

You will not be allowed to challenge the national exam if you have not successfully completed your FI rotation(s) or contrived experience prior to the end of class.

To participate in field experience, you will have to have completed the following. If these items are not done, you will not be able to participate and will not be able to continue in the class.

All required paperwork done -

- Immunization records
- HIPPA forms completed
- ICS and HazMat certificates

### **SUCCESSFUL COMPLETION OF THIS INITIAL COURSE OF INSTRUCTION**

- \*Maintain a "C" as defined within this syllabus
- \*Demonstrate all practical skills to the satisfaction of the I/C

- \*Successful completion of the following skills;
  - Patient Assessment both Trauma and Medical
  - Medication Treatment
- Pass both of the finals with a 72% or better
- Successfully completing your Field Internship with all evaluations completed and turned in (contrived experiences maybe substituted)

The \*item mentioned above is a regulation from the Kansas Administrative Regulations of the Board of EMS, 109-11-8. So basically, this means if you do not meet any of these sections, you will receive the grade you receive AND will not be granted permission to challenge the certification exams.

### **FEES**

- Garden City Community College 12 credit hours at \$112.00/hr = \$1344.00
- Instructional fees to cover uniforms, equipment, insurance, etc - \$249.00
- Practical testing \$125.00 – is paid with your class fees
- National Written Exam Fee \$98.00, is paid with your class fees
- \*\*State Fee: \$50.00
- \*\*KBI Background check and fingerprints (if not currently EMS certified) \$50.00
- In addition to the above fees, the student will be required to purchase or have available the following:
  - Internet access with printing capability
  - Stethoscope
  - Spiral notebook

\*\* - These are required after successful completion of the student NREMT cognitive and State Psychomotor

### Homework

Weekly as per the schedule. Your homework will be due on the dates given. If not received on those dates, then it will receive a zero (0). If a problem arises, let me know and we can possibly work it out. They will open up on Friday at 0300 and close a week later on Sunday at 0000. They will be worth the same as a unit exam.

### Make-up/Late Work Policies

Online assignments will open up on Friday morning and will close 9 days later on the following Sunday at 2359. If the assignment is not completed prior to the close date, the late assignment will be forfeited of any points accrued.

Any classroom activities can be made up in extra lab opportunities and/or written assignments

### Extra Credit Policy

## No Extra Credit

### Attendance

Required, must have 90% attendance in class.

### Final Exam

After your numerical grade has been calculated, your letter grade will be determined as follows:

### Grading Scale

After your numerical grade has been calculated, your letter grade will be determined as follows:

92 - 100% = A

81 - 91% = B

72 - 80% = C

60 - 71% = D

below 59% = F

### Computation of Grades

Homework = 15%

Attendance/participation = 5%

Tests = 25%

Final Exam = 45% (Written 25%, Practical 20%)

Satisfactory Clinical/FI Evaluations = 10%

No call, no show results in (0 pts.) for any student work assigned. No exceptions

## College Policies, updated 08/03/23

### GCCC's General Education Outcomes

Students will develop the Essential or Employability Skills based on their credential. Essential skills include written communication, oral communication, and critical thinking as well as awareness of cultural diversity and social responsibility. Employability skills include communication, problem-solving, and work ethic. These outcomes align with the college's commitment to engaging students in the collection, analysis, and communication of information.

### Cell Phone Policy

Use of cellular phones or any other electronic communication devices for any purpose during a class or exam session is prohibited by Garden City Community College, unless expressly permitted by the instructor.

## ADA/Equal Access

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Students who wish to receive accommodations must work with the Accommodations Coordinator and notify the instructor during the first week of class of any accommodations needed for the course. Garden City Community College is complying with the Americans with Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns, or who need special accommodations, should contact the Accommodations Coordinator, Garden City Community College, 801 Campus Drive, Garden City, KS 67846, 620-276-9638 and/or at the email address [accommodations@gcccks.edu](mailto:accommodations@gcccks.edu) (<mailto:accommodations@gcccks.edu>).

## Equal Opportunity

Garden City Community College does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, sex, age, height, weight, marital status, sexual orientation, or other non-merit reasons, or handicap nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities. Those concerned about the above should contact the Human Resources office at Garden City Community College, 801 Campus Drive, Garden City, KS 67846 620-276-9574.

## Copyright Disclaimer

Content provided in this course may be copyrighted and protected under U.S. Copyright laws. Access to materials provided as part of this course is for educational purposes only and limited to the duration of your enrollment in this course. You may not copy, download, upload, or otherwise redistribute and of the films, images, music, articles, or other content provided as part of this course. Any such reproduction or distribution is illegal and punishable under U.S. Copyright law (U.S.C. 17).

***For all other concerns, please refer to the Garden City Community College Catalog, College Policy Manual and Student Handbook.***

*The instructor reserves the right to modify the syllabus.*

## Tentative Schedule

EMT Schedule 6-8:55pm

Week	Class Dates	DOT ES	Chapters/Topics	Lab	Lecture Hrs	Lab Hrs	Presenter
1	14- Aug						
	15- Aug						
	16- Aug						
1	17- Aug	PR1-3	Ch. 1 & 2 Well Being of the EMT	Intro to trauma equip (cot, straps, c-collar..)	1	2	Jolliff & Staff
	21- Aug	PR12	Ch.3 Lifting and moving patients/Overview of public health	Intro to medical equip (jumpbag, vital signs, syringes)	1	2	Jolliff & Staff
2	22- Aug	PR7	Ch. 4 Medical Legal, and Ethical Issues	Review of intros	2	1	Jolliff & Staff
	23- Aug	PR9	Ch. 5 Medical Terminology	Go over equipment	2	1	Jolliff & Staff
	24- Aug		Exam 1/Conferences		1.5	1.5	Jolliff & Staff
3	28- Aug	PR8	Ch. 6 Anatomy and Physiology	A&P lab cell, build cell city	2	1	Jolliff & Staff
	29- Aug	PR9	Cont. Med Term/A&P	A&P lab tissue, tissue function Anatomy Table	2	1	Jolliff & Staff
	30- Aug	PR10	Ch. 7 Principles of Pathophysiology	A&P lab organs, cow lungs, sheep hearts, Anatomy Table	1	2	Jolliff & Staff
	31- Aug	PR11	Ch. 8 Life Span Development	A&P lab organs, krebs cycle intro, medications	1	2	Jolliff & Staff
	4- Sep		No School				
4	5- Sep	AM1	Ch. 9 Airway Management	Review of A&P	2	1	Jolliff & Staff
	6- Sep	AM2,3	Ch. 10 Respiration and Artificial Ventilation	Airway Lab (Supraglottic,NPA,OPA,BVM..) Anatomy table	1	2	Jolliff & Staff
	7- Sep		Exam 2/Conferences		1.5	1.5	Jolliff & Staff

5	11-Sep	PA1	Ch. 11 Scene Size Up	Body Mechanics	1	2	Jolliff & Staff
	12-Sep	PA2	Ch. 12 Primary Assessment	Medical Assessment	1	2	Jolliff & Staff
	13-Sep	PA5	Ch. 13 Vital Signs and Monitoring	Medical Assessment	1	2	Jolliff & Staff
	14-Sep	PA3	Ch. 14 Principles of Assessment	Medications	1	2	Jolliff & Staff
	18-Sep	PA4	Ch. 15 Secondary Assessment	Medication administration	1	2	Jolliff & Staff
6	19-Sep	PA6	Ch. 16 Reassessment	Scenario/Skills Test	1	2	Jolliff & Staff
	20-Sep	PR4, 5,6	Ch. 17 Communication and Documentation	Documentation, radio communication, therapeutic communication	2	1	Jolliff & Staff
	21-Sep		Exam 3/conferences		1.5	1.5	Jolliff & Staff
7	25-Sep	MT10	Ch. 19 Respiratory Emerencies	Lung lab	2	1	Jolliff & Staff
	26-Sep	MT8	Ch. 20 Cardiac Emergencies	4/12 lead placement	2	1	Jolliff & Staff
	27-Sep	ST1	Ch. 21 Resuscitation	4/12 lead placement	2	1	Jolliff & Staff
	28-Sep	ST1	AHA CPR		2	1	Jolliff & Staff
	2-Oct	PR13	Ch. 18 General Pharmacology	Review Medications, Scenario	2	1	Jolliff & Staff
8	3-Oct	PR13,14,15	Pharmacology cont.	Review Med Admin. Scenario	1	2	Jolliff & Staff
	4-Oct	MT6	Ch. 22 Diabetic Emergencies and Altered Mental Status	Medical Assessment/ study guide review	2	1	Jolliff & Staff
	5-Oct		Exam 4/Conferences		1.5	1.5	Jolliff & Staff
9	9-Oct	MT4, 15	Ch. 23 Allergic Reaction/ Eyes, ear, nose, throat	Scenario	2	1	Jolliff & Staff

	10- Oct	MT5	Ch. 24 Infectious Diseases and Sepsis	Scenario/Dist. Shock/Skills Exam	1	2	Jolliff & Staff
	11- Oct	MT9	Ch. 25 Poisoning and Overdose Emergencies	Narcan/Activated Charcoal/ Scenario	2	1	Jolliff & Staff
	12- Oct	MT9	Overdose Emergency Cont.	Review Medical Asses.	1	2	Jolliff & Staff
	16- Oct	MT3	Ch. 26 Abdominal Emergencies	Review medications, Scenario	2	1	Jolliff & Staff
10	17- Oct	MT7,PR 6	Ch. 27 Behavioural and Psychiatric Emergencies	Compass Speaker	3	0	Jolliff & Staff
	18- Oct	MT2, 7,PR 6	Neurology/Behavioural Cont.	Review Medical Asses./Scenario	1	2	Jolliff & Staff
	19- Oct		Exam 5/Conferences		1.5	1.5	Jolliff & Staff
	23- Oct	MT11, 12	Ch. 28 Hematologic and Renal Emergencies	Trauma Assessment	1	2	Jolliff & Staff
11	24- Oct	MT1, 11, 12	Hemo/Renal Emergency Cont.	Kidney Injury Dialysis speaker	2	1	Jolliff & Staff
	25- Oct	ST3	Ch. 29 Bleeding and Shock	Stop the Bleed	2	1	Jolliff & Staff
	26- Oct	MT14, ST7	Ch. 30 Soft-Tissue Non-Trauma and Trauma	Bandaging	2	1	Jolliff & Staff
	30- Oct	ST4, 5	Ch. 31 Chest and Abdominal Trauma	Shock	2	1	Jolliff & Staff
	31- Oct		No School				
12	1- Nov	ST6	Ch. 32 Musculoskeletal Trauma	Splinting Techniques	1	2	Jolliff & Staff
	2- Nov		Exam 6/Conferences		1.5	1.5	Jolliff & Staff
13	6- Nov	ST8, ST10	Ch. 33 Trauma to the Head, Neck, Spine and Nervous system	Shock/Scenario	1	2	Jolliff & Staff

	7- Nov	ST2, ST11, ST13	Ch. 34 Multisystem Trauma and Special Considerations	Review Shock/Scenario	1	2	Jolliff & Staff
	8- Nov		No School				
	9- Nov	OP1,2,3,7	ICS 100, 200, 700	Scenario	2	1	Jolliff & Staff
	13- Nov	ST12	Ch. 35 Environmental Emergencies	Scenario	2	1	Jolliff & Staff
	14- Nov		Trauma Cont.	Scenario	2	1	Jolliff & Staff
14	15- Nov	MT13,SP1	Ch. 36 Obstretic and Gynecologyc Emergencies	OB RN come speak	2	1	Jolliff & Staff
	16- Nov		Exam 7/Conferences		1.5	1.5	Jolliff & Staff
	20- Nov		Fall Break	No School			
	21- Nov		Fall Break	No School			
15	22- Nov		Fall Break	No School			
	23- Nov		Fall Break	No School			
	27- Nov	SP3, 5	Ch. 37 Emergencies for Patients with Special Challenges, pediatrics		2	1	Jolliff & Staff
16	28- Nov	MT13, SP2	OB/GYN Cont/Neonate	OB/GYN Delivery	0	3	Jolliff & Staff
	29- Nov	OP1	Ch. 38 EMS Operations	Start Triage	2	1	Jolliff & Staff
	30- Nov	OP2, 3, 6	Ch. 39 Hazardous Materials, MCI and Incident Managemnt	Start Triage	2	1	Jolliff & Staff
17	4- Dec	OP4, 5	Ch. 40 Highway Safety and Vehicle Extrication	Medical Assessment Scenario	1	2	Jolliff & Staff









5- Dec	OP7, 8	Ch. 41 EMS Response and Terrorism and Evidence Preservation	Trauma Assessment Scenario	1	2	Jolliff & Staff
6- Dec		Written Exam	Review for state	2	1	Jolliff & Staff
7- Dec		Practical Scenario Exam	Review for state	2	1	Jolliff & Staff
			Total Hours	90.5	83.5	

Lead Instructor Brad Sisk RN/Medic

Co-Instructor Gloria Jolliff NRP

Lab Assistants TBD


## Course Summary:

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/401535">Canvas Resources and Policies Pre-Course Quiz</a> (https://gardencitycc.instructure.com/courses/14559/assignments/401535)	
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/410757">Ch 10: Chapter Test</a> (https://gardencitycc.instructure.com/courses/14559/assignments/410757)	
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/410735">Ch 10: Homework</a> (https://gardencitycc.instructure.com/courses/14559/assignments/410735)	
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/410732">Ch 10: Post Test</a> (https://gardencitycc.instructure.com/courses/14559/assignments/410732)	
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/410741">Ch 10: PreTest</a> (https://gardencitycc.instructure.com/courses/14559/assignments/410741)	
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/410744">Ch 10: Reading</a> (https://gardencitycc.instructure.com/courses/14559/assignments/410744)	
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/410766">Ch 11: Chapter Test</a> (https://gardencitycc.instructure.com/courses/14559/assignments/410766)	
	 <a href="https://gardencitycc.instructure.com/courses/14559/assignments/410765">Ch 11: Homework</a> (https://gardencitycc.instructure.com/courses/14559/assignments/410765)	


Date

Details


Due

 [Ch 11: Post Test](#)

(<https://gardencitycc.instructure.com/courses/14559/assignments/410754>)

 [Ch 11: PreTest](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410818>)

 [Ch 11: Reading](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410758>)

 [Ch 12: Chapter Test](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410776>)

 [Ch 12: Homework](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410773>)

 [Ch 12: Post Test](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410750>)

 [Ch 12: PreTest](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410740>)

 [Ch 12: Reading](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410786>)

 [Ch 13: Chapter Test](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410830>)

 [Ch 13: Homework](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410734>)

 [Ch 13: Post Test](#)


(<https://gardencitycc.instructure.com/courses/14559/assignments/410775>)

 [Ch 13: PreTest](#)

(<https://gardencitycc.instructure.com/courses/14559/assignments/410759>)

 [Ch 13: Reading](#)

(<https://gardencitycc.instructure.com/courses/14559/assignments/410784>)

 [Ch 14: Chapter Test](#)

(<https://gardencitycc.instructure.com/courses/14559/assignments/410756>)

Date

Details

Due

 Ch 14: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410834>)

 Ch 14: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410733>)

 Ch 14: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410855>)

 Ch 14: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410764>)


 Ch 15: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410781>)

 Ch 15: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410739>)

 Ch 15: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410849>)


 Ch 15: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410780>)

 Ch 15: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410815>)

 Ch 16: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410854>)

 Ch 16: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410767>)

 Ch 16: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410779>)


 Ch 16: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410755>)

 Ch 16: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410762>)

Date

Details

Due

 [Ch 17: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410738)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410738>)

 [Ch 17: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410752)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410752>)

 [Ch 17: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410745)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410745>)

 [Ch 17: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410841)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410841>)

 [Ch 17: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410736)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410736>)

 [Ch 18: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410814)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410814>)

 [Ch 18: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410768)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410768>)

 [Ch 18: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410753)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410753>)

 [Ch 18: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410817)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410817>)

 [Ch 18: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410816)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410816>)

 [Ch 19: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410769)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410769>)

 [Ch 19: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410846)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410846>)

 [Ch 19: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410821)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410821>)

 [Ch 19: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410747)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410747>)

Date

Details

Due

 Ch 19: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410751>)

 Ch 1: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410851>)

 Ch 1: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410845>)

 Ch 1: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410844>)

 Ch 1: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410822>)

 Ch 1: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410770>)

 Ch 20: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410771>)

 Ch 20: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410748>)

 Ch 20: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410819>)

 Ch 20: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410790>)

 Ch 20: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410842>)

 Ch 21: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410760>)

 Ch 21: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410763>)

 Ch 21: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410742>)

Date

Details

Due

 [Ch 21: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410848)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410848>)

 [Ch 21: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410782)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410782>)

 [Ch 22: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410788)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410788>)

 [Ch 22: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410783)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410783>)

 [Ch 22: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410835)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410835>)

 [Ch 22: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410837)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410837>)

 [Ch 22: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410824)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410824>)

 [Ch 23: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410833)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410833>)

 [Ch 23: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410836)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410836>)

 [Ch 23: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410772)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410772>)

 [Ch 23: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410774)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410774>)

 [Ch 23: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410777)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410777>)

 [Ch 24: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410785)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410785>)

 [Ch 24: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410840)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410840>)

Date

Details

Due

 [Ch 24: Post Test](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410838>)

 [Ch 24: PreTest](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410789>)

 [Ch 24: Reading](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410829>)

 [Ch 25: Chapter Test](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410850>)

 [Ch 25: Homework](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410778>)

 [Ch 25: Post Test](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410761>)

 [Ch 25: PreTest](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410813>)

 [Ch 25: Reading](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410823>)

 [Ch 26: Chapter Test](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410743>)

 [Ch 26: Homework](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410746>)

 [Ch 26: Post Test](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410826>)

 [Ch 26: PreTest](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410737>)

 [Ch 26: Reading](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410820>)


 [Ch 27: Chapter Test](#)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410831>)


Date


Details

Due

 Ch 27: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410832>)

 Ch 27: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410828>)

 Ch 27: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410749>)

 Ch 27: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410843>)

 Ch 28: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410787>)

 Ch 28: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410839>)

 Ch 28: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410827>)

 Ch 28: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410825>)

 Ch 28: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410847>)

 Ch 29: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410852>)

 Ch 29: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410888>)

 Ch 29: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410857>)

 Ch 29: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410869>)

 Ch 29: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410889>)


Date

Details

Due

 Ch 2: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410891>)

 Ch 2: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410890>)

 Ch 2: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410887>)

 Ch 2: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410876>)

 Ch 2: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410879>)

 Ch 30: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410858>)

 Ch 30: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410929>)

 Ch 30: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410861>)

 Ch 30: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410798>)

 Ch 30: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410935>)

 Ch 31: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410953>)

 Ch 31: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410943>)

 Ch 31: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410792>)

 Ch 31: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410900>)

Date


Details


Due

 Ch 31: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410962>)

 Ch 32: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410870>)

 Ch 32: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410794>)

 Ch 32: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410791>)


 Ch 32: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410948>)

 Ch 32: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410947>)


 Ch 33: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410875>)

 Ch 33: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410893>)

 Ch 33: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410917>)

 Ch 33: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410805>)

 Ch 33: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410864>)

 Ch 34: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410896>)

 Ch 34: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410967>)

 Ch 34: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410924>)

Date

Details

Due

 Ch 34: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410863>)


 Ch 34: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410922>)

 Ch 35: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410932>)

 Ch 35: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410862>)

 Ch 35: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410873>)

 Ch 35: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410808>)

 Ch 35: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410868>)

 Ch 36: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410961>)

 Ch 36: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410866>)

 Ch 36: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410950>)

 Ch 36: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410853>)

 Ch 36: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410966>)

 Ch 37: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410904>)

 Ch 37: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410907>)

Date

Details

Due

 [Ch 37: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410865)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410865>)

 [Ch 37: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410872)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410872>)

 [Ch 37: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410811)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410811>)

 [Ch 38: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410956)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410956>)

 [Ch 38: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410895)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410895>)

 [Ch 38: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410965)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410965>)

 [Ch 38: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410810)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410810>)

 [Ch 38: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410860)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410860>)

 [Ch 39: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410806)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410806>)

 [Ch 39: Homework](https://gardencitycc.instructure.com/courses/14559/assignments/410802)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410802>)

 [Ch 39: Post Test](https://gardencitycc.instructure.com/courses/14559/assignments/410936)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410936>)

 [Ch 39: PreTest](https://gardencitycc.instructure.com/courses/14559/assignments/410945)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410945>)

 [Ch 39: Reading](https://gardencitycc.instructure.com/courses/14559/assignments/410913)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410913>)

 [Ch 3: Chapter Test](https://gardencitycc.instructure.com/courses/14559/assignments/410804)  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410804>)

Date

Details

Due

 Ch 3: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410877>)

 Ch 3: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410944>)

 Ch 3: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410878>)

 Ch 3: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410880>)

 Ch 40: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410881>)

 Ch 40: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410952>)

 Ch 40: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410930>)

 Ch 40: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410897>)

 Ch 40: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410908>)

 Ch 41: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410903>)

 Ch 41: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410955>)

 Ch 41: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410899>)

 Ch 41: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410892>)

 Ch 41: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410925>)


Date

Details

Due

 Ch 4: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410871>)

 Ch 4: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410959>)


 Ch 4: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410882>)

 Ch 4: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410958>)

 Ch 4: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410927>)

 Ch 5: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410796>)


 Ch 5: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410803>)


 Ch 5: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410883>)

 Ch 5: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410884>)

 Ch 5: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410926>)

 Ch 6: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410960>)

 Ch 6: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410911>)

 Ch 6: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410934>)

 Ch 6: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410938>)

Date

Details

Due

 Ch 6: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410933>)

 Ch 7: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410859>)

 Ch 7: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410898>)

 Ch 7: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410910>)

 Ch 7: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410867>)

 Ch 7: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410856>)

 Ch 8: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410923>)

 Ch 8: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410809>)

 Ch 8: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410941>)

 Ch 8: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410928>)

 Ch 8: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410874>)

 Ch 9: Chapter Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410921>)

 Ch 9: Homework  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410939>)

 Ch 9: Post Test  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410920>)

Date

Details

Due

 Ch 9: PreTest  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410949>)

 Ch 9: Reading  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410901>)


 Decision Making Case -  
Confused Patient  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410909>)

 Decision Making Case -  
Geriatric Patient  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410812>)

 Decision Making Case -  
Hemodynamically Unstable  
Unconscious Patient  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410795>)

 Decision Making Case -  
Patient With Acute Abdomen Pain  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410946>)

 Decision Making Case -  
Patient with Chest Pain  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410937>)

 Decision Making Case -  
Patient with Difficulty Breathing  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410793>)

 Decision Making Case -  
Patient with Difficulty Speaking  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410885>)

 Decision Making Case -  
Patient with Gunshot Wounds  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410797>)

 Decision Making Case -  
Patient With Heat Emergency  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410905>)


Date

Details

Due

 Decision Making Case - Patient with Incomplete Spinal Cord Injury  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410931>)

 Decision Making Case - Patient with Intrapartum Obstetric Emergency 1  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410963>)

 Decision Making Case - Patient with Intrapartum Obstetric Emergency 2  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410964>)


 Decision Making Case - Patient with Neonatal Care  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410912>)


 Decision Making Case - Patient with Neonatal Resuscitation  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410914>)

 Decision Making Case - Patient with Psychiatric Emergency  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410954>)

 Decision Making Case - Patient with Respiratory Distress  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410902>)

 Decision Making Case - Patient with Sepsis  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410918>)


 Decision Making Case - Patient with Shortness of Breath  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410800>)

 Decision Making Case - Unconscious Patient  
(<https://gardencitycc.instructure.com/courses/14559/assignments/410807>)


Date

Details


Due

 Hand out 1-2 The Call First on Scene

(<https://gardencitycc.instructure.com/courses/14559/assignments/410332>)

 NREMT: Airway, respiration, and ventilation

(<https://gardencitycc.instructure.com/courses/14559/assignments/410799>)

 NREMT: Cardiology and resuscitation

(<https://gardencitycc.instructure.com/courses/14559/assignments/410906>)

 NREMT: EMS Operations

(<https://gardencitycc.instructure.com/courses/14559/assignments/410919>)

 NREMT: Medical/Obstetrics/Gynecology


(<https://gardencitycc.instructure.com/courses/14559/assignments/410894>)

 NREMT: Trauma


(<https://gardencitycc.instructure.com/courses/14559/assignments/410940>)

 Street Scene: Diabetic Male


(<https://gardencitycc.instructure.com/courses/14559/assignments/410916>)

 Street Scene: Elderly Gentleman


(<https://gardencitycc.instructure.com/courses/14559/assignments/410801>)

 Street Scene: Hospital Transport


(<https://gardencitycc.instructure.com/courses/14559/assignments/410951>)

 Street Scene: Overdose

(<https://gardencitycc.instructure.com/courses/14559/assignments/410942>)

 Street Scene: Overdose Male in Liquor Store

(<https://gardencitycc.instructure.com/courses/14559/assignments/410957>)


 Street Scene: Overdose Male Resisting

**Date**

**Details**

**Due**

<https://gardencitycc.instructure.com/courses/14559/assignments/410915>

 **Street Scene: Patient Assist**

<https://gardencitycc.instructure.com/courses/14559/assignments/410886>

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby, Plymell Principal/Curriculum Council Chair  
**DATE:** 12/18/23  
**RE:** GCCC Intro to Mass Communication Memo

---

**ISSUE:** The Board of Education is asked to consider and approve a change of course name to align to the index code for GCCC for 0.5 credit for one semester.

**BACKGROUND:** GCCC has changed the Media Free Society course to Intro to Mass Communications. The course has been previously approved, but it did not get indexed.

### **ALTERNATIVES:**

1. Approve the course name change as presented as Intro to Mass Communications.
2. Do not approve the course and it will not be offered for dual credit.

### **RECOMMENDATION:**

It is recommended that the Board of Education approve the class name change as presented.

### **FISCAL NOTE:**

None

### **ATTACHMENTS:**

Application for Name Change

Should be checked

Lisa Davis - Registrar

\*7-1-2020 - Created Curr. Skyward course code

Name change only

Garden City USD 457

APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

Name change: 9674 GCCC

1. Name of course to be offered:

Media Free Society

Please complete the following for Skyward purposes:

Already mapped

- Short description of course (15 characters)

GCCC Mass Comm

to GCCC Intro to

short description prints on transcripts

MASS

- Long description of course (30 characters)

Course Code: Intro to Mass Communication

COMMUNICAL

2. Description of course (attach additional sheets if

See attached; Stacey Carr email about how GCCC changed name of GCCC Media in a Free to Intro to Mass Communication

3. Name of course to be deleted:

Name but not Skyward course code

4. Course objective:

L7 GCCC Media FS

5. Required Course: NO

Elective Course: yes

6. How many credits will be offered? 1 sem - 0.5

7. Full Semester: X

Two Semesters: \_\_\_\_\_

8. Start-up Cost: N/A

9. Prerequisites: N/A

GCC Media Free Society  
Brought to CC - 11/12/19  
4 approved  
BOE - Approved - 12-10-19  
Skyward Created 7-1-20

GCCC instructor

Deloach

Date: \_\_\_\_\_

Print Name

[Signature]

Signature

CC 12/12/19  
BOE

**Part II**

12. Reviewed by Principal -

Action taken:     Recommended     Not Recommended

\_\_\_\_\_ Date: \_\_\_\_\_  
*Signature*

13. Submitted to the Curriculum Council -

Action taken:     Recommended     Not Recommended

\_\_\_\_\_ Date: 12/12/23  
*Signature*

14. Submitted to the Instruction Office Administrator -

Action taken:     Recommended     Not Recommended

\_\_\_\_\_ Date: 12/18/2023  
*Signature*

15. Submitted to the Board of Education -

Action taken:     Recommended     Not Recommended

\_\_\_\_\_ Date: \_\_\_\_\_  
*Signature*

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

## RE: COMM-120-55 Intro to Mass Communications

Stacey Carr <stacey.carr@gcccks.edu>

Wed 11/29/2023 12:52 PM

To: Hamlin DeLoach, Emily <ehamlin@gckschools.com>

Cc: Dawn Tucker <dawn.tucker@gcccks.edu>

 1 attachments (52 KB)

COMM120-01FA23CARR.docx;

THIS MESSAGE ORIGINATES FROM OUTSIDE USD-457

Here is the syllabus, but this course used to be called Media in a Free Society (JRNL 110). Due to transfer reasons and the development of the Communication program a few years ago, we changed the course name. I believe Media in a Free Society is one that is already approved through the HS and the name/course code just needs to be updated. Let me know if you need anything else.

Stacey

-----Original Message-----

From: Hamlin DeLoach, Emily <ehamlin@gckschools.com>

Sent: Wednesday, November 29, 2023 12:31 PM

To: Dawn Tucker <dawn.tucker@gcccks.edu>; Stacey Carr <stacey.carr@gcccks.edu>

Subject: COMM-120-55 Intro to Mass Communications

Hi,

USD 457/ GCHS does not have COMM 120 mapped to where it can be dual-credit; it hasn't been to the Curriculum Council for approval. We only have Interpersonal Communications.

If it is to be permitted as dual-credit, it will have to go through Curriculum Council; I will need a copy of the syllabus to take to the group.

GARDEN CITY COMMUNITY COLLEGE

**COMM 120 Introduction to Mass Communication 23FA**

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**COURSE INFORMATION**

**Course Number-Section:** COMM 120-01

**Final Exam:** December 7, 2023 (Thursday)

**Start/End Date:** 8/14/23-12/7/23

**INSTRUCTOR INFORMATION**

**Instructor** Stacey Carr

**Phone:** 620-276-0466

**Email:** Stacey.carr@gcccks.edu

**Office Location:** JCVT 1022

**CONTACTING INSTRUCTOR**

Please contact me through Canvas email or my office phone.

Office Hours: M: 8:30-9:30, 1:30-3:00

T: 1:15-3:00

W: 8:30-9:30, 1:30-3:00

TH: 1:15-3:00

F 9:00-9:30

**EMAIL RESPONSE TIME**

I check email throughout the day, I will respond within 24hrs during the week and 48hrs on the weekend.

**COURSE DESCRIPTION**

**DESCRIPTION:** This course is designed to provide students with a comprehensive understanding of the field of mass communication and its various applications in contemporary society. The course includes an overview of the field and a discussion of the mass media industries and the consequences of media messages on individuals, society, and culture.

**PREREQUISITES:** None

**GCCC'S GENERAL EDUCATION OUTCOMES**

Students will develop the Essential or Employability Skills based on their credential. Essential skills include written communication, oral communication, and critical thinking as well as awareness of cultural diversity and social responsibility. Employability skills include communication, problem solving, and work ethic. These outcomes align with the college's commitment to engaging students in the collection, analysis, and communication of information.

**TEXTBOOK INFORMATION**

The text for the course is \* **Media/Impact: An Introduction to Mass Media, Edition 12\*** by Shirley Biagi ISBN1305580982, 9781305580985

GARDEN CITY COMMUNITY COLLEGE  
**COMM 120 Introduction to Mass Communication 23FA**

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The college currently has a connection with the textbook publishing company, Cengage. Students have access to Cengage Unlimited and access their textbooks through their Canvas classes. As portions of student fees already cover this access, students should use their GCCC student e-mail when signing into Cengage for the first time. In addition, students should not need to purchase texts through Cengage.

The textbook can be accessed either by clicking on a link to the textbook identified in the Canvas Modules or by clicking on individual assignments or readings that connect to the textbook. When signing into Cengage or setting up a Cengage Unlimited account, make sure that you are using your GCCC student e-mail.

**STUDENT LEARNER OUTCOMES**

Students will be able to

Media Literacy:

- Demonstrate the ability to access, analyze, and evaluate information in a variety of media

Impact of Media on Society:

- Demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society

History of Media:

- Demonstrate an understanding of the history and current state of mass communications

Social Responsibility:

- Identify social, ethical, and legal issues in the media

KRSN Course COM 1030

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents

**COURSE TYPE**

**FACE TO FACE COURSE:** Face-to-face courses are campus-based classes that meet in-person at an established time and place. While instructional technologies (like Canvas) may be used to support the course, instruction takes place fully in-person. Students will still be expected to use campus technologies like email and Canvas.

**TIME COMMITMENT**

A course is measured in credit hours. Each credit hour requires about 45 hours of work. It is expected that for each hour spent during class, a student will spend 1 to 3 hours outside of class for that course.

**CLASSROOM DECORUM**

-Students are expected to arrive on time and prepared for class.

-At all times, please give the speaker the same degree of respect you expect to receive when

GARDEN CITY COMMUNITY COLLEGE

**COMM 120 Introduction to Mass Communication 23FA**

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you are speaking.

-STUDENTS ARE EXPECTED TO TAKE NOTES DURING CLASS!!!

- All assigned reading should be read prior to attending class.

- Respect is always expected. Respect for other classmates, instructor, and self.

Netiquette is online etiquette. It is important that all participants in online courses be aware of the proper online behavior and respect each other.

Use appropriate language for an educational environment:

- Use complete sentences
- Use proper spelling and grammar
- Avoid slang and uncommon abbreviations
- Do not use obscene or threatening language

Remember that the College values diversity and encourages discourse. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see *The Core Rules for Netiquette* (<http://www.albion.com/netiquette/corerules.html>) (Links to an external site.) by Virginia Shea.

**CELL PHONE POLICY**

Use of cellular phones or any other electronic communication devices for any purpose during a class or exam session is prohibited by Garden City Community College, unless expressly permitted by the instructor.

**ATTENDANCE**

GUIDELINES:

1. Attendance at GCCC is highly recommended.
2. The student is responsible for contacting each instructor regarding an absence.
3. GCCC supports the right of instructors to recommend withdrawal prior to the published withdrawal date or to fail any student whose absences are excessive in the instructor's opinion.

GUIDELINES:

Online attendance is highly encouraged to be successful in this class. Attendance online is defined as a learner who logs into the classroom and completes at least two activities in the course each week. Students are required to complete an assignment the first week of the class to maintain their enrollment in the course.

COLLEGE-SPONSORED ACTIVITY ABSENCE POLICY:

1. The student must notify the instructor prior to the absence.
2. The student must obtain assignments prior to the absence.
3. The student and instructor must establish a due date.
4. The student must submit completed assignments by the due date.
5. Coaches or sponsors will provide a list of participants to instructors prior to the activity.
6. If these criteria are met, coursework will be accepted.
7. Dual credit students will follow the same criteria.

GARDEN CITY COMMUNITY COLLEGE  
**COMM 120 Introduction to Mass Communication 23FA**

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**ASSESSMENT**

**TESTS**

All of your work is assessed through written measures, video discussions, presentations and quizzes.

**HOMEWORK**

Homework is due the date it is called for.

**MAKE-UP/LATE WORK POLICIES**

Late work will not be accepted.

**EXTRA CREDIT POLICY**

There is no extra credit.

**ATTENDANCE**

Attendance is expected of you. You will need to comment on other student's discussion posts and actively participate. If for some reason something comes up and you are not able to complete your assignments on time, you need to contact me prior to the assignment due dates, or the assignment being graded to make other arrangements. If you don't do this, you will receive a zero for those assignments.

**FINAL EXAM**

Final exam is a case study and all information for the case study will be given prior to the final.

**GRADING SCALE**

After your numerical grade has been calculated, your letter grade will be determined as follows:

90 - 100% = A

80 - 89% = B

70 - 79% = C

60 - 69% = D

below 60% = F

**COMPUTATION OF GRADES**

Computation of Grade	Points Worth	Your Points
Chapter Activities 32 x 10pts	320	
Chapter Quizzes 16 x 15pts	240	
Mandatory Intro Assignment	10	

GARDEN CITY COMMUNITY COLLEGE  
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Current Events 13 x 10pts	130	
Video Discussions 7 x 20pts	140	
Writing Assignment	50	
Final	100	
<b>Total</b>	<b>990</b>	

**ADA/EQUAL ACCESS**

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Students who wish to receive accommodations must work with the Accommodations Coordinator and notify the instructor during the first week of class of any accommodations needed for the course. Garden City Community College is complying with the Americans with Disabilities Act, and is committed to equal and reasonable access to facilities and programs for all employees, students and visitors. Those with ADA concerns, or who need special accommodations, should contact the Accommodations Coordinator, Garden City Community College, 801 Campus Drive, Garden City, KS 67846, 620-276-9638 and/or at the email address [accommodations@gcccks.edu](mailto:accommodations@gcccks.edu).

**EQUAL OPPORTUNITY**

Garden City Community College does not discriminate against applicants, employees or students on the basis of race, religion, color, national origin, sex, age, height, weight, marital status, sexual orientation, or other non-merit reasons, or handicap nor will sexual harassment be tolerated, in its employment practices and/or educational programs or activities. Those concerned about the above should contact the Human Resources office at Garden City Community College, 801 Campus Drive, Garden City, KS 67846 620-276-9574.

**COPYRIGHT DISCLAIMER**

Content provided in this course may be copyrighted and protected under U.S. Copyright laws. Access to materials provided as part of this course is for educational purposes only and limited to the duration of your enrollment in this course. You may not copy, download, upload, or otherwise redistribute and of the films, images, music, articles, or other content provided as part of this course. Any such reproduction or distribution is illegal and punishable under U.S. Copyright law (U.S.C. 17).

***For all other concerns, please refer to the Garden City Community College Catalog, College Policy Manual and Student Handbook.***

*Instructor reserves the right to modify the syllabus.*

**TENTATIVE CLASS SCHEDULE**

**Week 1**

**Part 1**

GARDEN CITY COMMUNITY COLLEGE  
**COMM 120 Introduction to Mass Communication 23FA**

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Week 2  
CH 3

Week 3  
CH 4

Week 4  
CH 5

Week 5  
CH 6

Week 6  
CH 7

Week 7  
CH 8

Week 8  
CH 9

Week 9  
CH 10 & 11

Week 10  
PR Assignment

Week 11  
PR Assignment

Week 12  
CH 12 & 13

Week 13  
CH 14 & 15

Week 14  
CH 16

Week 15  
Thanksgiving Break

Week 16  
Final Case Study Prep

Week 17  
FINALS

ECCE Media PS to be changed to, ECCE Intro to MASS Communication

Index Class Change

Current Status: (Circle one)

Currently Indexed

Currently Not Indexed

Rubric Ratings (Circle each descriptor that applies)

	2	1	0	Score
<b>Depth</b>	Course syllabus indicates that the depth at which the content is taught far exceeds regular class depth.	Course syllabus indicates that the depth at which the content is taught exceeds regular class depth at times.	Course syllabus indicates that the depth at which the content is taught is at or below regular class depth.	
<b>Breadth</b>	Course syllabus indicates that the course covers at least one-third more concepts than regular class.	Course syllabus indicates that the course covers at least one-tenth more concepts than regular class.	Course syllabus indicates that the course covers the same number or fewer concepts than the regular class.	
<b>Level</b>	Course is taught at a much higher level than the regular class as evidenced by multiple indicators. (Possible indicators: reading level of textbook, independent work, college credit.)	Course is taught at a higher level than the regular class at times as evidenced by one indicator.	Course is taught at or below the level of the regular course.	
<b>Expectations</b>	Course expects students to spend more time on homework /projects/ reading/activities and use critical thinking more than the regular class.	Course expects students to spend more time with homework/projects/reading/activities or use critical thinking more than the regular class.	Course expects students to complete a normal amount of homework/projects/reading/activities and use critical thinking similar to the	

Total Score: \_\_\_\_\_

We recommend that the above name course be changed from: (Circle one)

Indexed to Not Indexed

Not Indexed to Indexed

Signatures:

(Principal)  
  
 (Head Counselor)

(Department Chair)

## Labrier, Angela

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**From:** Hamlin DeLoach, Emily  
**Sent:** Friday, December 1, 2023 5:13 PM  
**To:** Labrier, Angela  
**Subject:** Dec 5 CC for Agenda  
**Attachments:** GC 3 Media to GC3 Mass Comm Index.pdf; GC3 Media to GC3 Intro Mass Comm Name Change.pdf

Hi Angela! Happy Friday!

Attached - we have a college class that already has been approved but the college changed the name so we are needing it to go to CC; also, when it was first approved, the box wasn't checked in Skyward for Index so we need to get that approved too.

Thankyou!!!

Emily Hamlin DeLoach  
Health Academy Counselor  
Garden City High School  
620-805-5461  
ehamlin@gckschools.com

CONFIDENTIALITY NOTICE: This message is from Garden City Public Schools. The message and attachments may be confidential or privileged and are intended only for the individual or entity identified above as the addressee. If you are not the addressee, or if this message has been addressed to you in error, you are not authorized to read, copy, or distribute this message or any attachments. We ask that you please delete this message and any attachments and notify the sender by return email or call 620-805-5461. Also, access to this email is limited during after school and weekend hours; if this is an emergency or you need mental health assistance within that time frame, please call 911 or Compass Behavioral Health at 620-276-7689.

## **MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby, Plymell Principal/Curriculum Council Chair  
**DATE:** 12/18/23  
**RE:** GCCC Automated Systems and Robotics Memo

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**ISSUE:** The Board of Education is asked to consider and approve a new course offering for GCCC Automated Systems and Robotics that will count as .5 credit.

**BACKGROUND:** GCCC is offering a new college level robotics course for GCHS students. This new course will be an elective course that is a semester in length and will be worth .5 credit. The course is an introductory level class that will be staffed by a GCCC instructor. It will be mapped to KCCMS 21010.

### **ALTERNATIVES:**

1. Approve the course as presented as a new robotics course to be offered as an elective.
2. Do not approve the course and it will not be offered as a new course.

### **RECOMMENDATION:**

It is recommended that the Board of Education approve the class as presented.

### **FISCAL NOTE:**

None

### **ATTACHMENTS:**

Application for New Course Offering

# APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: GCCC Automated Systems and Robotics

□ Please complete the following for Skyward purposes:

- Short description of course (15 characters)

~~Ind. Robotics~~ GCCC Ind Robotics  
short description prints on transcripts

- Long description of course (30 characters)

GCCC Industrial Robotics

Course Code:

2. Description of course (attach additional sheets if

The introductory level class prepares individuals to operate industrial robots and other industry 4.0 technologies in a modern production environment. Students learn to set up industrial robots and end-effectors, create test points, and design simple robot programs for different applications. Ethernet and network communication of robotics will also be discussed. This is a dual-credit course with Garden City Community College aligned to ROBT-130.

3. Name of course to be deleted: N/A

4. Course objective: Describe different applications of robotics for automation. Identify components in an industrial robotic system. Program an industrial robot to perform tasks

5. Required Course: \_\_\_\_\_

Elective Course:  \_\_\_\_\_

6. How many credits will be offered? 0.5

7. Full Semester: Yes

Two Semesters: \_\_\_\_\_

8. Start-up Cost: \_\_\_\_\_

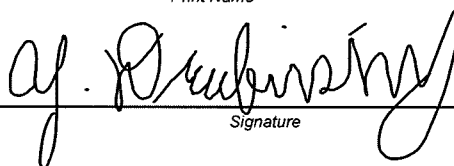
9. Prerequisites: \_\_\_\_\_

10. How will this course be staffed? GCCC instructor, GCCC campus

11. Requested by: Yuriy Drubinskiy

Date: 10/27/2023

Print Name



Signature

CC 12/12/23


BOE

Map to  
KCCMS:  
21010

**Part II**

**12. Reviewed by Principal -**

Action taken:       Recommended       Not Recommended

      Date: 10-30-23  
Signature

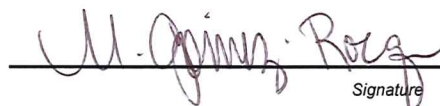
**13. Submitted to the Curriculum Council -**

Action taken:       Recommended       Not Recommended

      Date: 12/12/23  
Signature

**14. Submitted to the Instruction Office Administrator -**

Action taken:       Recommended       Not Recommended

      Date: 12/18/2023  
Signature

**15. Submitted to the Board of Education -**

Action taken:       Recommended       Not Recommended

\_\_\_\_\_ Date: \_\_\_\_\_  
Signature

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

## **MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby, Plymell Principal/Curriculum Council Chair  
**DATE:** 12/18/23  
**RE:** CTE Edgenuity Courses Addition

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**ISSUE:** The Board of Education is asked to consider and approve 77 new Career and Technical Education Edgenuity courses for the Virtual School.

### **BACKGROUND:**

The current Edgenuity courses that are being offered are not CTE Courses and do not meet the new state graduation requirements. The new CTE courses will allow the Virtual School to be in compliance with the new state requirements. The Career and Technical Education courses are already aligned with the Kansas State Standards. The courses would be able to count towards CTE as well as general elective courses. Each course is worth .5 credit.

### **ALTERNATIVES:**

1. Approve the courses as presented as CTE Edgenuity courses.
2. Do not approve the courses and the CTE Pathways will not be an option for students

### **RECOMMENDATION:**

It is recommended that the Board of Education approve the classes as presented.

### **FISCAL NOTE:**

None-the courses are already included in the current Edgenuity package.

### **ATTACHMENTS:**

Application for New Course Offerings

# APPLICATION FOR NEW COURSE OFFERING / MAJOR REVISION

1. Name of course to be offered: Edgenuity Career and Technical Education Courses

➤ Please complete the following for Skyward purposes:

- Short description of course (15 characters)

CTE

short description prints on transcripts

R.

- Long description of course (30 characters)

CTE with individual course titles

\*\* Kansas Course Code:

2. Description of course (attach additional sheets if

Descriptions for each course are attached - Since there are so many course to be added (77).

it is our hope to get the courses approved and then add the course codes and numbers as students enroll in the courses. It is our intention to have all of the course codes and course numbers completed before the end of the 2023-2024 school year.

3. Name of course to be deleted: No courses are being deleted.

4. Course objective: The objective is to be in compliance with the new state requirements for CTE courses. The career and technical education courses are already aligned with the Kansas State Standards. Courses will be added to student schedules based on the student's IPS goals input.

5. Required Course: CTE Courses

Elective Course: Can count for both

6. How many credits will be offered? 0.5

7. Full Semester: Yes

Two Semesters: \_\_\_\_\_

8. Start-up Cost: None-already purchased

9. Prerequisites: Some courses have prerequisites; however, the prerequisites are part of the CTE package that was purchased by the district and they are included in this proposal.

10. How will this course be staffed? Edgenuity

11. Requested by: Kathleen Moorman  
Print Name

Date: 11/1/2023

  
Signature

OC  
12/12/23  
BOE

**Part II**

12. Reviewed by Principal -

Action taken:  Recommended     Not Recommended

*Kathleen Norman*  
Signature

Date: 11.1.23

13. Submitted to the Curriculum Council -

Action taken:  Recommended     Not Recommended

*Suzette J. Jeldsley*  
Signature

Date: - 12/12/23

14. Submitted to the Instruction Office Administrator -

Action taken:  Recommended     Not Recommended

*M. Quinn Roeg*  
Signature

Date: - 12/18/2023

15. Submitted to the Board of Education -

Action taken:  Recommended     Not Recommended

\_\_\_\_\_  
Signature

Date: \_

Please return to:

Instruction Office Administrator  
Educational Support Center 1205  
Fleming Street  
Garden City, KS 67846

Garden City, KS 67846

New Edgenuity Courses

Course #	Course Name	Credits
	<b>Career Readiness</b>	
	Career Exploration III 35:50 37 Lessons 67 Activities	0.5
	Career Management 58:30 61 Lessons 107 Activities	0.5
	<b>Career Clusters</b>	
	<b>Agriculture, Food &amp; Natural Resources</b>	
	Agribusiness Systems 35:40 37 Lessons 66 Activities	0.5
	Animal Systems 35:50 37 Lessons 67 Activities	0.5
	Food Products and processing Systems 35:50 37 Lessons 67 Activities	0.5
	Introduction to Agriculture, Food, and Natural Resources 36:40 38 Lessons 68 Activities	0.5
	Plant Systems 35:50 37 Lessons 67 Activities	0.5
	Power, Structural, and Technical Systems 36:40 38 Lessons 68 Activities	0.5
	<b>Architecture &amp; Construction</b>	
	Construction Careers 35:50 37 Lessons 67 Activities	0.5
	Introduction to Careers in Architecture and Construction 35:50 37 Lessons 67 Activities	0.5
	<b>Arts, A/V Technology &amp; Communications</b>	
	Fundamentals of Digital Media 32:50 34 Lessons 61 Activities	0.5
	<b>Business Management &amp; Administration</b>	
	Business Computer Information Systems S1 43:40 46 Lessons 78 Activities	0.5
	Business Computer Information Systems S2 47:00 49 Lessons 86 Activities	0.5
	Business Law 36:20 38 Lessons 66 Activities	0.5
	Keyboarding and Applications 36:40 44 Lessons 44 Activities	0.5
	Small Business Entrepreneurship S1 35:40 37 Lessons 66 Activities	0.5
	Small Business Entrepreneurship S2 19:40 21 Lessons 34 Activities	0.5
	Technology and Business S1 44:50 47 Lessons 81 Activities	0.5
	Technology and Business S2 45:40 48 Lessons 82 Activities	0.5
	<b>Computer Science/Information Technology</b>	
	Computer Science Principles S1 65:00 67 Lessons 122 Activities	0.5
	Computer Science Principles S2 61:00 63 Lessons 114 Activities	0.5
	Fundamentals of Computer Systems 35:50 37 Lessons 67 Activities	0.5
	Fundamentals of Programming and Software Development 35:00 37 Lessons 62 Activities	0.5
	Introduction to Computer Science S1 65:50 68 Lessons 123 Activities	0.5
	Introduction to Computer Science S2 65:00 67 Lessons 122 Activities	0.5
	Introduction to Information Technology Support and Services 34:50 36 Lessons 65 Activities	0.5
	Introduction to Network Systems 35:50 37 Lessons 67 Activities	0.5
	Network System Design 35:40 37 Lessons 66 Activities	0.5
	New Applications: Web Development in the 21 <sup>st</sup> Century 35:50 37 Lessons 67 Activities	0.5
	Software Development Tools 35:30 37 Lessons 67 Activities	0.5
	<b>Education &amp; Training</b>	
	Introduction to Careers in Education and Training 35:50 37 Lessons 67 Activities	0.5
	Introduction to Human Growth and Development 35:50 37 Lessons 67 Activities	0.5

New Edgenuity Courses

	Teaching and Training Careers 35:50 37 Lessons 67 Activities	0.5
	<b>Engineering</b>	
	Engineering and Design 35:50 37 Lessons 67 Activities	0.5
	Engineering and Product Development 35:50 37 Lessons 67 Activities	0.5
	Introduction to STEM 35:50 37 Lessons 67 Activities	0.5
	Science and Mathematics in the Real World 35:50 37 Lessons 67 Activities	0.5
	Scientific Discovery and Development 35:30 37 Lessons 65 Activities	0.5
	Scientific Research 35:50 37 Lessons 67 Activities	0.5
	STEM and Problem Solving 35:50 37 Lessons 67 Activities	0.5
	<b>Finance</b>	
	Banking Service Careers 35:50 37 Lessons 67 Activities	0.5
	Introduction to Careers in Finance 35:50 37 Lessons 67 Activities	0.5
	<b>Government and Public Administration</b>	
	Introduction to Careers in Government and Public Administration 35:50 37 Less 67 Act	0.5
	<b>Health and Bio Sciences</b>	
	Careers in Allied Health 35:50 37 Lessons 67 Activities	0.5
	Health, Safety and Ethics in Health Environment 76:20 79 Lessons 142 Activities	0.5
7759V	Health Science Concepts S1 (already exists)	0.5
	Health Science Concepts S2 60:39 62 Lessons 292 Activities	0.5
	Introduction to Careers in the Health Sciences 35:40 37 Lessons 66 Activities	0.5
7541V	Introduction to Health Science S1 (already exists)	0.5
	Introduction to Health Science S2 49:17 56 Lessons 289 Activities	0.5
7565V	Medical Terminology (already exists)	0.5
	Nursing: Unlimited Possibilities and Unlimited Potential 35:50 37 Lessons 67 Activities	0.5
7566V	Nursing Assistant (already exists)	0.5
	Physicians, Pharmacists, Dentists, Veterinarians & Other Doctors 36:30 38 Lessons 67 Activities	0.5
	Public Health: Discovering the Big Picture in Health Care 35:50 37 Lessons 67 Activities	0.5
	Therapeutics: The Art of Restoring and Maintaining Wellness 36:30 38 Lessons 67 Activities	0.5
	<b>Hospitality and Tourism</b>	
	Food Safety and Sanitation 35:50 37 Lessons 67 Activities	0.5
	Marketing and Sales for Tourism and Hospitality 35:40 37 Lessons 66 Activities	0.5
	Planning Meetings and Special Events 35:10 37 Lessons 63 Activities	0.5
	Sustainable Service Management for Hospitality and Tourism 35:50 37 Lessons 67 Activities	0.5
	Transportation and Tours for the Traveler 34:50 36 Lessons 65 Activities	0.5
	<b>Human Services</b>	
	Family and Community Services 35:40 37 Lessons 66 Activities	0.5
	Introduction to Consumer Services 35:50 37 Lessons 67 Activities	0.5
	Introduction to Human Services 36:40 38 Lessons 68 Activities	0.5
	Personal Care Services 35:50 37 Lessons 67 Activities	0.5
	<b>Law, Public Safety, Corrections &amp; Securities</b>	

Commented [ED1]: @Moorman, Kathleen question about Intro to Health Science classes

Commented [ED2R1]: I think I figured out my answer... :)

New Edgenuity Courses

	Corrections: Policies and Procedures 35:30 37 Lessons 65 Activities	0.5
	Fire and Emergency Services 35:50 37 Lessons 67 Activities	0.5
	Forensics: Using Science to Solve a Mystery 35:40 37 Lessons 66 Activities	0.5
	Introduction to Law, Public Safety, Corrections and Security 35:30 37 Lessons 65 Activities	0.5
	Law Enforcement and Field Services 35:50 37 Lessons 67 Activities	0.5
	Legal Services 35:50 37 Lessons 67 Activities	0.5
	Security and Protective Services 35:50 37 Lessons 67 Activities	0.5
	<b>Marketing</b>	
	Careers in Marketing Research 35:50 37 Lessons 67 Activities	0.5
	<b>Transportation, Distribution &amp; Logistics</b>	
	Careers in Logistics Planning and Management Services 35:30 37 Lessons 65 Activities	0.5
	Introduction to Careers in Transportation, Distribution and Logistics 35:30 37 Lessons 67 Activities	0.5

Course #	Course Name	Credits
	<b>Career Readiness</b>	
	<p><b>Career Exploration I</b> 40:40 43 lessons 72 Activities            Career Explorations I is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving human-related services. Each of the five units introduce one particular field and explains its past, present, and future. These units include: Career Management, Introduction to Careers in Health Sciences, Hospitality and Tourism Systems, Human Services, and Consumer Services. The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.</p>	0.5
	<p><b>Career Exploration II</b> 35:50 37 lessons 67 activities            Career Explorations II is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers involving various technical fields from computers to agriculture. Each of the five units introduces one particular field and explains its past, present, and future. These units include: Information Technology, Introduction to Information Support and Services, Introduction to Network Systems, Introduction to Agriculture, Food, and Natural Resources, and Introduction to STEM (Science, Technology, Engineering, and Mathematics). The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.</p>	0.5
	<p><b>Career Exploration III</b> 35:50 37 Lessons 67 Activities  <b>Career Explorations III</b> is a semester-long course designed to give middle school students an opportunity to explore various CTE subjects. Specifically, students learn about careers from business to hands-on career paths. Each of the five unit introduces one particular field and explains its past, present, and future. These units include: Introduction to Business and Finance, Introduction to Manufacturing, Introduction to Transportation, Distribution, and Logistics, Introduction to Architecture and Construction, and Introduction to Marketing. The goal is to whet students' appetites for these careers. Students can then explore that career in more detail as a high school student.</p>	0.5
	<p><b>Career Management</b> 58:30 61 Lessons 107 Activities  <b>Career Management</b> is a semester-length high school course that assists students in their preparation for career selection. The course is designed to improve workforce skills needed in all careers including communication, leadership, teamwork, decision making, problem solving, goal setting and time management. Students complete</p>	0.5

	activities that help identify personal interests, aptitudes, and learning styles. Students use results of self-assessments to determine careers that may prove personally satisfying.	
	<b>Career Clusters</b>	
	<b>Agriculture, Food &amp; Natural Resources</b>	
	<p><b>Agribusiness Systems</b> 35:40 37 Lessons 66 Activities</p> <p><b>Agribusiness Systems</b> is a semester-length high school course that introduces the business, management, marketing, and financial skills needed to successfully produce food, fiber, and fuel for domestic and global markets. Students learn about the components of the agribusiness system and how they interact to deliver food to our tables. They also learn about the key elements of a successful agribusiness enterprise: economics, financial management, marketing and sales, and government policies and regulations.</p>	0.5
	<p><b>Animal Systems</b> 35:50 37 Lessons 67 Activities</p> <p><b>Animal Systems</b> is a semester-long high school course that provides students with a wealth of information on livestock-management practices, animal husbandry, physiological systems, the latest scientific trends, veterinary practice, and innovations in food production. Changes in practices, regulations, and legislation for animal welfare continue as new research provides solutions to medical, ethical, and practical concerns. The course reviews current topics, such as advancements in technology and research, and defines areas of discussion while maintaining focus on best-management practices. A student might use the knowledge gained from the course to further an interest in becoming a chef, researcher, doctor, wildlife-management professional, or any number of applicable careers.</p>	0.5
	<p><b>Food Products and Processing Systems</b> 35;50 37 Lessons 67 Activities</p> <p>Agriculture, food, and natural resources are central to human survival and civilization. The development, use, and stewardship of natural resources to create food products have a long and ever-changing timeline. This semester-length high school course that explores the history and evolution of food products, along with the processing methods that have arisen to feed an ever-growing world population. Students study specifics in a wide spectrum of food product topics, from early methods of preservation to technological advancements in packaging, regulations in labeling, and marketing trends. Students learn industry terminology in each area of the overall system, from “farm to fork” to vertical integration to smart packaging.</p>	0.5
	<p><b>Introduction to Agriculture, Food, and Natural Resources</b> 36:40 38 Lessons 68 Activities</p> <p>This semester-length high school course introduces students to the basic scientific principles of agriculture and natural resources. Students recognize and research plant systems, animal systems, government policy, “green” technologies, agribusiness principles, and sustainability systems. In this course, students apply understanding of ecosystems and systems thinking to the management of natural resources to maximize the health and productivity of the environment, agriculture, and communities. Students also analyze community practice or policy</p>	0.5

	development related to sustainability in agriculture, food, and natural resources. Finally, students apply adaptive ecosystem management to a common pool resource problem in a manner that addresses ecological, socioeconomic, and institutional contexts.	
	<p><b>Plant Systems</b> 35:50 37 Lessons 67 Activities</p> <p><b>Plant Systems</b> is a semester-length high school course that introduces students to the basics of plant biology, soil science, agriculture, and horticulture, along with the environmental management practices involved in each, including integrated pest management, biotechnology, growth techniques, and crop management. Students learn the basic parts of a plant, how plants are scientifically classified, and how they interact with water, air, nutrients, and light to undergo the processes of photosynthesis and respiration. Plant reproduction, including pollination, germination, and dispersal of seeds, is also presented. The course concludes by looking at careers in the plant sciences which includes agronomy, horticulture, or landscape design.</p>	0.5
	<p><b>Power, Structural, and Technical Systems</b> 36:40 38 Lessons 68 Activities</p> <p>This semester-length high school course provides students with an understanding of the field of agriculture power and introduces them to concepts associated with producing the food and fiber required to meet today's and tomorrow's needs. Students are given the opportunity to explore agriculture machinery, as well as structures and technological concepts. They also learn about the historical changes in agriculture and how agriculture has changed to meet the needs of the future world population. Students are introduced to machinery, structures, biotechnology, and ethical and professional standards applicable to agriculture power.</p>	0.5
<b>Architecture &amp; Construction</b>		
	<p><b>Construction Careers</b> 35:50 37 Lessons 67 Activities</p> <p><b>Construction Careers</b> is a semester-long course that introduces high school students to the basics of construction, building systems, engineering principles, urban planning, and sustainability. Students learn the key techniques in building all types of buildings, as well as the key individuals involved in each step of the process. Many lessons present information on green building techniques and concepts that are becoming a standard part of the construction industry. Safety practices are emphasized in several lessons because construction is one of the most dangerous industries; students learn that there is no way to be successful in construction without taking such issues seriously. Lessons in this course also explore regulatory agencies and guidelines established for protecting not only construction workers but also the occupants of a building.</p>	0.5
	<p><b>Introduction to Careers in Architecture and Construction</b> 35:50 37 Lessons 67 Activities</p> <p>The goal of this semester-long high school course is to provide students with an overview of careers in architecture and construction in order to assist with informed career decisions. This dynamic, rapidly evolving career cluster is comprised of three pathways (fields): Design and Pre-Construction (Architecture and Engineering); Construction</p>	0.5

	(Construction and Extraction); and Maintenance and Operations (Installation, Maintenance, and Repair). The Architecture and Construction career cluster is defined as careers in building, designing, managing, maintaining, and planning the built environment. The built environment encompasses all zones of human activity—from natural conservation areas with minimal human intervention to highly dense areas with tall skyscrapers and intricate highway systems to suburban cul-de-sacs. The interrelated components that make up the built environment are as varied and unique as the professionals who help shape it.	
	<b>Arts, A/V Technology &amp; Communications</b>	
	<b>Fundamentals of Digital Media</b> 32:50 34 Lessons 61 Activities Fundamentals of Digital Media is a semester-long course that presents high school students an overview of the different types of digital media and how they are used in the world today. This course examines the impact that digital media has on culture and lifestyle. The course reviews the basic concepts for creating effective digital media and introduces several different career paths related to digital media. Students learn about the tools used as well as best practices employed for creating digital media. In the course, students explore topics such as the use of social media, digital media in advertising, digital media on the World Wide Web, digital media in business, gaming and simulations, e-commerce, and digital music and movies. Students also review the ethics and laws that impact digital media use or creation.	0.5
	<b>Business Management &amp; Administration</b>	
	<b>Business Computer Information Systems S1</b> 43:40 46 Lessons 78 Activities Business Computer Information Systems is a year-long course that explores the use of technology applications in both business and personal situations. The course provides key knowledge and skills in the following areas: communication, business technology, word processing, spreadsheet, and database applications, telecommunications, desktop publishing, and presentation technology, computer networks, and computer operating systems.	0.5
	<b>Business Computer Information Systems S2</b> 47:00 49 Lessons 86 Activities See above.	0.5
	<b>Business Law</b> 36:20 38 Lessons 66 Activities This semester-long high school course is designed to provide students with the knowledge of some of the vital legal concepts that affect commerce and trade, after first gaining some familiarity with how laws are created and interpreted. Students are then introduced to the types of businesses that can be created as well as the contractual and liability considerations that can impact a business. Laws that affect how a business is regulated are reviewed, particularly the impact of administrative rules and regulations on a business. Global commerce and international agreements, treaties, organizations, and courts are discussed to get a better sense of what it means to “go global” with a business. Dispute resolution strategies are also addressed.	0.5
	<b>Keyboarding and Applications</b> 36:40 44 Lessons 44 Activities	0.5

	A semester-long course that teaches sixth, seventh, and eighth grade students keyboarding skills, technical skills, effective communication skills, and productive work habits.	
	<b>Small Business Entrepreneurship S1</b> 35:40 37 Lessons 66 Activities This semester is the first half of a full-year course designed to provide the skills needed to effectively organize, develop, create, manage and own a business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students explore what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students become familiar with the traits and characteristics that are found in successful entrepreneurs, and see how research, planning, operations, and regulations can affect small businesses. Students also learn how to develop plans for having effective business management, financing and marketing strategies.	0.5
	<b>Small Business Entrepreneurship S2</b> 19:40 21 Lessons 34 Activities This semester is the second half of a full-year course designed to provide the skills needed to effectively organize, develop, create, manage and own a business, while exposing students to the challenges, problems, and issues faced by entrepreneurs. Throughout this course, students explore what kinds of opportunities exist for small business entrepreneurs and become aware of the necessary skills for running a business. Students become familiar with the traits and characteristics that are found in successful entrepreneurs, and see how research, planning, operations, and regulations can affect small businesses. Students also learn how to develop plans for having effective business management, financing and marketing strategies.	0.5
	<b>Technology and Business S1</b> 44:50 47 Lessons 81 Activities This year-long course teaches students technical skills, effective communication skills, and productive work habits needed to make a successful transition into the workplace or postsecondary education. In this course, students gain an understanding of emerging technologies, operating systems, and computer networks. In addition, they create a variety of business documents, including complex word-processing documents, spreadsheets with charts and graphs, database files, and electronic presentations.	0.5
	<b>Technology and Business S2</b> 45:40 48 Lessons 82 Activities See above	0.5
	<b>Computer Science/Information Technology</b>	
	<b>Computer Science Principles S1</b> 65:00 67 Lessons 122 Activities Computer Science introduces students to the basics of computer science through a series of Python® programming projects that encourage creativity and experimentation.	0.5
	<b>Computer Science Principles S2</b> 61:00 63 Lessons 114 Activities See Above	0.5
	<b>Fundamentals of Computer Systems</b> 35:50 37 Lessons 67 Activities Fundamentals of Computer Systems is a semester-long high school course that provides students with an understanding of computers and how they operate as well as a basic understanding of how to manage and maintain computers and computer systems. These skills provide	0.5

	students with the ability to configure computers and solve computer problems. Students learn details about the different elements of computers and computer systems, how to identify hardware devices and their functions, the role of operating systems as well as how to install and customize Windows operating system. Students also learn about networking and the Internet, security issues, and current software applications, such as Microsoft® Office. In addition, students learn specifics about maintaining and troubleshooting computers, including managing files, backing up systems, and using the administrative tools in Windows operating system. Lastly, students learn the basics of customer service and working as a help desk support technician.	
	<b>Fundamentals of Programming and Software Development</b> 35:00 37 Lessons 62 Activities This semester-long course provides students with an understanding of basic software development concepts and practices, issues affecting the software industry, careers within the software industry, and the skills necessary to perform well in these occupations. Students learn details about core concepts in programming using Java, writing and debugging code, proper syntax, flow of control, order of operations, comparison operators, and program logic tools and models. Students learn the function of key program techniques including if statements, looping, and arrays, as well as web development using HTML and drag-and-drop development of user interfaces in an integrated development environment. Students explore the software development life cycle and different variations used to create software.	0.5
	<b>Introduction to Computer Science S1</b> 65:50 68 Lessons 123 Activities This full-year course is designed for students in grades 9–10, although any students across grades 9–12 may enroll. This course introduces students to the foundational concepts of computer science and challenges them to explore how computing and technology can affect the world. Students have creative, hands-on learning opportunities to create computer programs, develop web pages, design mobile apps, write algorithms, and collaborate with peers while building strong foundational knowledge. This course provides a solid foundation for more advanced study as well as practical skills that students can use immediately.	0.5
	<b>Introduction to Computer Science S2</b> 65:00 67 Lessons 122 Activities See above	0.5
	<b>Introduction to Information Technology Support and Services</b> 34:50 36 Lessons 65 Activities This semester-long course focuses on real-world application, including common industry best practices and specific vendors that offer tools for technicians, project managers, and IT leadership. Students learn how the IT department of an enterprise supports the overall mission of the company. Students apply their knowledge of hardware and software components associated with IT systems while exploring a variety of careers related to IT support and services. Students analyze technical support needs to perform customer service and configuration management activities. Students	0.5

	also evaluate application software packages and emerging software. Students demonstrate and apply knowledge of IT analysis and design by initiating a system project and evaluating applications within the IT system.	
	<p><b>Introduction to Network Systems</b> 35:50 37 Lessons 67 Activities</p> <p>This semester-long course introduces students to the fundamental technology and concepts that make networking systems possible. The most important concept introduced is that of the OSI reference model and its bottom four layers, which are most directly concerned with networking instead of computing. The course explores the software and hardware supporting LANs, WANs, and Wi-Fi networks. Students are introduced to the protocols in the TCP/IP stack that are used to communicate across a network, and to networking hardware, including hubs, switches, bridges, routers, and transmission media. Students explore questions of security, network management, and network operating systems.</p>	0.5
	<p><b>Network System Design</b> 35:40 37 Lessons 66 Activities</p> <p>Network System Design is a semester-long course that provides students with an understanding of computer networks and how they operate, as well as a basic understanding of how to manage and maintain computer networks. These skills provide students with the ability to design, configure, and troubleshoot networks of all sizes. Students learn the basics of network design, including how to identify network requirements and determine proper network architecture. Students are introduced to network models. Students also learn about internet protocol and the basics of routing data on a network. Students learn about network security issues and network management. Lastly, students learn about network operating systems and their role in connecting computers and facilitating communications.</p>	0.5
	<p><b>New Applications: Web Development in the 21<sup>st</sup> Century</b> 35:50 37 Lessons 67 Activities</p> <p>New Applications is a semester-long survey course that travels from the first software programs developed to facilitate communication on the Internet, to the new generation of mobile and native apps that access the Internet without a reliance on a web browser. New Applications is also a practical course in how to develop a presence on the World Wide Web using WordPress and other available web application tools. The goal of the course is to provide the learner insight into the rapidly evolving universe of programming and application development to support informed career decisions in an industry that is changing as quickly as it is growing</p>	0.5
	<p><b>Software Development Tools</b> 35:30 37 Lessons 67 Activities</p> <p>This semester-long course introduces students to the variety of careers related to programming and software development. Students gather and analyze customer software needs and requirements, learn core principles of programming, develop software specifications, and use appropriate reference tools to evaluate new and emerging software. Students apply IT-based strategies and develop a project plan to solve specific problems and define and analyze system and software requirements.</p>	0.5

<b>Education &amp; Training</b>		
	<p><b>Introduction to Careers in Education and Training</b> 35:50 37 Lessons 67 Activities</p> <p>Introduction to Careers in Education and Training is a semester-long course that introduces students to the field of education and training, and the opportunities available for early-childhood through adult and continuing education. Students gain an understanding of the career options available in teaching, administrative work, and support services. They also explore the education and background experience needed to succeed in these careers. Students learn about the evolution of the modern educational system in the United States, and the policies and laws that govern educational institutions. They also discover the similarities and differences between the ethical and legal obligations of working with adults versus working with children.</p>	0.5
	<p><b>Introduction to Human Growth and Development</b> 35:50 37 Lessons 67 Activities</p> <p>This semester-long course focuses on human growth and development over the lifespan, as well as careers that help people deal with various physical, intellectual, and socioemotional issues, such as physicians, nurses, nutritionists, substance abuse counselors, clergy, teachers, career counselors, psychologists, and psychiatrists. The course provides a background in human growth and development from before birth, through childhood, into adulthood, and through death and grief. It gives the student perspective and highlights where people in the caring professions are most needed. Students who take this course will come away with a broad understanding of all the careers that help people from birth to death.</p>	0.5
	<p><b>Teaching and Training Careers</b> 35:50 37 Lessons 67 Activities</p> <p>Teaching and Training Careers is a semester-long high school course that introduces students to the art and science of teaching. It provides a thorough exploration of pedagogy, curriculum, standards and practices, and the psychological factors shown by research to affect learners. In five units of study, lessons, and projects, students engage with the material through in-depth exploration and hands-on learning, to prepare them for teaching and training careers. Students are given many opportunities to be the teacher or trainer, and to explore the tasks, requirements, teaching strategies, and research-based methods that are effective and high-quality.</p>	0.5
<b>Engineering</b>		
	<p><b>Engineering and Design</b> 35:50 37 Lessons 67 Activities</p> <p>This semester-long course focuses on building real-world problem-solving and critical-thinking skills as students learn how to innovate and design new products and improve existing products. Students are introduced to the engineering design process to build new products and to the reverse engineering process, which enables engineers to adjust any existing product. Students identify how engineering and design have a direct impact on the sustainability of our environment and the greening of our economy. Finally, students incorporate the engineering design process, environmental life cycle,</p>	0.5

	and green engineering principles to create a decision matrix to learn how to solve environmental issues.	
	<p><b>Engineering and Product Development</b> 35:50 37 Lessons 67 Activities</p> <p>This semester-long course provides an overview of the concepts of product engineering and development. Students analyze the life cycle of a product to prepare a product for distribution and for target markets. The course begins with building an understanding of the product life cycle, from the initial idea to drafting requirements to using 3-D modeling tools and other design tools. The final unit focuses on assembling the pieces within a project plan to achieve a product and evaluating the plans for a successful product launch. In addition, the course provides information about the different careers available to students interested in engineering, product development, and project management.</p>	0.5
	<p><b>Introduction to STEM</b> 35:50 37 Lessons 67 Activities</p> <p>This semester-long course introduces students to the four areas of Science, Technology, Engineering, and Mathematics through an interdisciplinary approach that will increase awareness, build knowledge, develop problem solving skills, and potentially awaken an interest in pursuing a career in STEM. Students are introduced to the history, fundamental principles, applications, processes, and concepts of STEM. Students are exposed to several computer applications used to analyze and present technical or scientific information. Finally, students explore the kinds of strategies frequently used to solve problems in these disciplines. Throughout the course, students discover their strengths through practical applications and awareness of the various STEM careers.</p>	0.5
	<p><b>Science and Mathematics in the Real World</b> 35:50 37 Lessons 67 Activities</p> <p>Science and Mathematics in the Real World is a semester-long high school course where students focus on how to apply scientific and mathematical concepts to the development of plans, processes, and projects that address real world problems, including sustainability and "green" technologies. This course also highlights how science, mathematics, and the applications of STEM will be impacted due to the development of a greener economy. This course exposes students to a wide variety of STEM applications and to real world problems from the natural sciences, technology fields, the world of sports, and emphasizes the diversity of STEM career paths. The importance of math, critical thinking, and mastering scientific and technological skill sets is highlighted throughout. Challenging and enjoyable activities provide multiple opportunities to develop critical thinking skills and the application of the scientific method, and to work on real world problems using STEM approaches.</p>	0.5
	<p><b>Scientific Discovery and Development</b> 35:30 37 Lessons 65 Activities</p> <p>Scientific Discovery and Development is a semester-long high school course that explores the history of clinical laboratory science, learning how clinical laboratories evolved and became professionalized, and</p>	0.5

	<p>how scientific discoveries and breakthroughs fueled the development of the laboratory while the sub-disciplines in biology were advancing. Students learn about the circulatory system and about microbiology and the subfields within it. Cells and tissues, cell division and basic genetics is also addressed. This course covers the three major areas in bioresearch: biotechnology, nanotechnology, and pharmaceutical research and development. More than two dozen career fields are explored along the way including laboratory techs, phlebotomists, and pathologist assistants. Students learn what is necessary in the areas of education and credentialing with an idea of the job outlook and salaries.</p>	
	<p><b>Scientific Research</b> 35:50 37 Lessons 67 Activities          Scientific Research is a semester-long high school course that describes activities from the point of view of a professional scientist. The lessons provide support, accessible ideas, and specific language that guide students through most of the steps, insights, and experiences eventually faced if continued through higher education toward a graduate degree. Knowing the practical, everyday basics of scientific thinking and laboratory activity serves as a necessary first step to a career as a technician or a lab assistant. While these jobs are hands-on and technical, the intellectual and historical background covered in the course provides an awareness that is essential to working in such an atmosphere.</p>	0.5
	<p><b>STEM and Problem Solving</b> 35:50 37 Lessons 67 Activities          Science, technology, engineering, and mathematics (STEM) are active components in the real world. STEM and Problem Solving is a semester-long high school course that outlines how to apply the concepts and principles of scientific inquiry, encouraging the use of problem-solving and critical-thinking skills to produce viable solutions to problems. Students learn the scientific method, how to use analytical tools and techniques, how to construct tests and evaluate data, and how to review and understand statistical information. This course is designed to help students understand what we mean by problem solving and to help understand and develop skills and techniques to create solutions to problems. Advanced problem-solving skills are necessary in all science, technology, engineering, and mathematics disciplines and career paths. This problem-solving course stresses analytic skills to properly format problem statements, use of the scientific method to investigate problems, the use of quantitative and qualitative approaches to construct tests, and an introduction to reviewing and interpreting statistical information.</p>	0.5
	<b>Finance</b>	
	<p><b>Banking Service Careers</b> 35:50 37 Lessons 67 Activities          Banking Services Careers is a semester-long high school course that provides an overview of how the banking system works, what the Federal Reserve is, and the technical and social skills needed to work in banking and related services. Students explore career paths and the required training or higher education necessary and gain an understanding of the basic functions of customer transactions (e.g., setting up an account, processing a loan, establishing a business), cash drawer activity, check collection processes, and other customer</p>	0.5

	service–related transactions. This course also discusses how technology has changed banking in the 21st century. The banking industry is responsible for many of the products that we use on a daily basis, from checking and savings accounts to debit cards, credit cards, and loans.	
	<b>Introduction to Careers in Finance</b> 35:50 37 Lessons 67 Activities Introduction to Careers in Finance is a semester-long course that provides the fundamentals of the financial services industry in the United States and explores the jobs and career opportunities that the industry offers. Course units address a broad set of services in the industry including finance overview, financial services, securities analysis, investments, principles of corporate finance, banking services, risk management, and insurance.	0.5
	<b>Government and Public Administration</b>	
	<b>Introduction to Careers in Government and Public Administration</b> 35:50 37 Less 67 Act This semester-long course provides students with an overview of American politics and public administration, including how political institutions and public management systems at the local, state, and federal levels exercise supervisory authority and maintain accountability. Students explore the foundations of the U.S. government, the separation of powers, the federal civil service system, and the relationship between the government and state and local officials. Students learn about politics in the United States and the electoral process, political attitudes and opinions, and American political parties. Students explore the structure of U.S. federal governmental institutions, the nature of bureaucracy, and the functions of the three branches of government. Students also learn about policy making in American government, including discussions of foreign and defense policies.	0.5
	<b>Health and Bio Sciences</b>	
	<b>Careers in Allied Health</b> 35:50 37 Lessons 67 Activities Careers in Allied Health is a semester-long course that focuses on select allied health careers, studying a variety of different levels, responsibilities, settings, education needs and amounts of patient contact. The course includes an overview of the degree or training needed for each job, the environment one would work in, how much money the position could make, and the facts of the actual working day. Within each job type, students explore important aspects applicable to the entire field of allied health, such as behaving ethically, working as a team, keeping patients safe and free from infections and germs, honoring diverse needs of diverse patients, and following laws and policies.	0.5
	<b>Health, Safety and Ethics in Health Environment</b> 76:20 79 Lessons 142 Activities Health, Safety, and Ethics in the Health Environments is a semester-long high school course that focuses on healthcare safety, health maintenance practices, environmental safety processes and procedures, and ethical and legal responsibilities. It also reinforces, expands and enhances biology content specific to diseases and	0.5

	disorders. Students participate in project- and problem-based healthcare practices and procedures to demonstrate the criticality of these knowledge and skills. Students develop basic technical skills required for all health career specialties including understanding occupational safety techniques and obtaining their CPR and First Aid certifications.	
7759V	<b>Health Science Concepts S1</b> (already exists) This yearlong course introduces high school students to the fundamental concepts of anatomy and physiology—including the organization of the body, cellular functions, and the chemistry of life. As they progress through each unit, students will learn about the major body systems, common diseases and disorders, and the career specialties associated with each system. Students will investigate basic medical terminology as well as human reproduction and development. Students are introduced to these fundamental health science concepts through direct instruction, interactive tasks, and practice assignments. This course is intended to provide students with a strong base of core knowledge and skills that can be used in a variety of health science career pathways.	0.5
	<b>Health Science Concepts S2</b> 60:39 62 Lessons 292 Activities See above	0.5
	<b>Introduction to Careers in the Health Sciences</b> 35:40 37 Lessons 66 Activities This semester-long course is an overview of health careers and overriding principles central to all health professions. The course provides a foundation for further study in the field of health science. Throughout the course, you will examine how technological developments have shaped the health sciences through history, explore anatomy and physiology, and how the human body is affected by disease, discuss privacy, ethics, and safety issues in health science work, learn about the importance of communication and teamwork in the health care environment, and review the requirements for health science careers, including math and science courses, college and advanced degrees, and licenses and certifications.	0.5
7541V	<b>Introduction to Health Science S1</b> (already exists) This semester-long course is an overview of health careers and overriding principles central to all health professions. The course provides a foundation for further study in the field of health science.	0.5
	<b>Introduction to Health Science S2</b> 49:17 56 Lessons 289 Activities This high school course introduces students to a variety of healthcare careers as they develop the basic skills required in all health and medical sciences. In addition to learning the key elements of the U.S. healthcare system, students will learn terminology, anatomy and physiology, pathologies, diagnostic and clinical procedures, therapeutic interventions, and the fundamentals of medical emergency care. Throughout the course, instructional activities emphasize safety, professionalism, accountability, and efficiency for workers within the healthcare field.	0.5
7565V	<b>Medical Terminology</b> (already exists)	0.5

	<p>This two-semester course introduces students to the structure of medical terms, including prefixes, suffixes, word roots, combining forms, and singular and plural forms, plus medical abbreviations and acronyms. The course allows students to achieve comprehension of medical vocabulary appropriate to healthcare settings, medical procedures, pharmacology, human anatomy and physiology, and pathology. The knowledge and skills gained in this course will provide students entering the healthcare field with a deeper understanding of the application of the language of health and medicine. Students are introduced to these skills through direct instruction, interactive tasks, and practice assignments.</p>	
	<p><b>Nursing: Unlimited Possibilities and Unlimited Potential</b> 35:50 37 Lessons 67 Activities  Nursing: Unlimited Possibilities and Unlimited Potential provides high school students opportunities to compare and contrast the various academic and clinical training pathways to an entry-level position in nursing and to explore the growing number of opportunities for professional advancement given the proper preparation and experience. In this semester-long course, students have several opportunities to learn about the expanding scope of professional practice for registered nurses and better understand the important changes proposed in the education and ongoing professional development of nurses.</p>	0.5
7566V	<p><b>Nursing Assistant</b> (already exists)  This two-semester course prepares students to provide and assist with all aspects of activities of daily living and nursing care for the adult patient in hospital, long-term care, and home settings. Through direct instruction, interactive skills demonstrations, and practice assignments, students are taught the basics of nurse assisting, including interpersonal skills, medical terminology, care procedures, legal and ethical responsibilities, safe and efficient work, gerontology, nutrition, emergency skills, and employability skills. Successful completion of this course from an approved program prepares the student for state certification for employment as a Nursing Assistant.</p>	0.5
	<p><b>Physicians, Pharmacists, Dentists, Veterinarians &amp; Other Doctors</b> 36:30 38 Lessons 67 Activities  Physicians, Pharmacists, Dentists, Veterinarians, and Other Doctors focuses on preparation for physician-level careers, including dental, veterinary and pharmaceutical, along with a look into the physician assistant and alternative medicine systems. This semester-long course also introduces the topics of diversity and the move toward social and cultural skills in medicine, in addition to academic ability. This course focuses on the preparation for entry to practice, along with navigating the field once you are in it (working as part of a team, dealing with patients, etc.). Students choose their career path by studying different roles, responsibilities, settings, education needs, and amounts of patient contact. Degree and training requirements, working environment, salaries, and the day in the life of that career is also covered in this course. Students explore important aspects that are applicable to the entire health field, such as behaving ethically, keeping</p>	0.5

	patients safe and free from infections and germs, and following laws and policies.	
	<p><b>Public Health: Discovering the Big Picture in Health Care</b> 35:50 37 Lessons 67 Activities</p> <p>Public Health: Discovering the Big Picture in Health Care is a semester-long high school course that discusses the multiple definitions of public health and the ways these definitions are put into practice. The five core disciplines and ways they interact to reduce disease, injury and death in populations is explored. By understanding the roles of public health, students gain a greater appreciation for its importance and the various occupations one could pursue within the field of public health. Students explore the history, nature and context of the public health system. Students also learn how to promote public health, and how to coordinate a response to a public health emergency. Students explore how diseases spread and learn about the roles of the Centers for Disease Control and the World Health Organization. By entering the field of public health, students play an integral part in improving the health and lives of many people.</p>	0.5
	<p><b>Therapeutics: The Art of Restoring and Maintaining Wellness</b> 36:30 38 Lessons 67 Activities</p> <p>Therapeutics: The Art of Restoring and Maintaining Wellness is a semester-long high school course that focuses on careers that help restore and maintain mobility and physical and mental health, such as physical therapists, physical therapy assistants, occupational therapists, athletic trainers, massage therapists, dieticians and dietetic technicians, art therapists, neurotherapists, vocational rehabilitation counselors, and registered dental hygienists. Each career is explored in depth, examining typical job duties, educational and licensure requirements, working conditions, average salary, and job outlook. Key concepts and specific skill sets are introduced in the lessons, allowing students to apply what they have learned to health careers. This course is important because skilled health care workers are in high demand and expected to remain so for the foreseeable future.</p>	0.5
	<b>Hospitality and Tourism</b>	
	<p><b>Food Safety and Sanitation</b> 35:50 37 Lessons 67 Activities</p> <p>This comprehensive semester-long course covers the principles and practices of food safety and sanitation that are essential in the hospitality industry for the protection and well-being of staff, guests and customers. The course provides a systems approach to sanitation risk management and the prevention of food contamination by emphasizing the key components of the Hazard Analysis Critical Control Point (HACCP) food safety system. After successful completion of this course, students are prepared to meet the requirements of state and national certification exams.</p>	0.5
	<p><b>Marketing and Sales for Tourism and Hospitality</b> 35:40 37 Lessons 66 Activities</p> <p>This semester-long course is designed as an introduction to the study of tourism and hospitality marketing and sales. Students are introduced to marketing theory and application of the basic principles of marketing as applied in hospitality and tourism. The relationship between</p>	0.5

	marketing and other functions such as advertising, sales techniques, and public relations to maximize profits in a hospitality organization is addressed. Students have an opportunity to explore this multifaceted world, identifying multiple career paths and opportunities.	
	<p><b>Planning Meetings and Special Events</b> 35:10 37 Lessons 63 Activities</p> <p>Planning Meetings and Special Events is a semester-long high school course designed as an introduction to the study of planning meetings and special events. Being a meetings and special events planner is both demanding and rewarding. According to The Bureau of Labor Statistics employment of meeting, convention, and event planners is projected to grow 7 percent from 2018 to 2028, faster than the average for all occupations. Job opportunities should be best for candidates with hospitality experience and a bachelor's degree in meeting and event management, hospitality, or tourism management. It's not all fun and parties because a meeting coordinator is responsible for every detail of an event. Planners must know how to communicate, be empathetic, and think of their clients. It's crucial to remember that in some instances the event will be a once-in-a-lifetime occasion, so it's important to get it right.</p>	0.5
	<p><b>Sustainable Service Management for Hospitality and Tourism</b> 35:50 37 Lessons 67 Activities</p> <p>This comprehensive semester-long course covers the principles and practices of sustainable service management. The purpose of this course is to provide students with an understanding of socially, environmentally, and financially sustainable hospitality management. The course provides a sustainable approach to service management, incorporating the role of the customer, employee, leaders, and the environment. After successful completion of this course, students understand and are able to explain the fundamentals of sustainability in the hospitality industry.</p>	0.5
	<p><b>Transportation and Tours for the Traveler</b> 34:50 36 Lessons 65 Activities</p> <p>Transportation and Tours for the Traveler is a semester-long course where students learn about today's package tour industry, travel industry professionals, and package tour customers. Students find out who tour operators must work with to create travel products and what kinds of decisions they must make in terms of meals, lodging, attractions, and, of course, transportation. Finally, students learn about how technology, world events, and increased environmental awareness are affecting the travel industry today. Students focus on the different components that go into creating a tour to get a sense of what working for a tour operator entails as well as what other careers are available in the tour industry.</p>	0.5
	<b>Human Services</b>	
	<p><b>Family and Community Services</b> 35:40 37 Lessons 66 Activities</p> <p>Family and Community Services is a high school semester-long course that introduces applications within professions related to family and community services. Students identify degree and credential requirements for occupations in this pathway and identify individual, social, historical, economic, and cultural context to increase awareness</p>	0.5

	of family and community services. Students develop the abilities necessary to evaluate and identify a range of effective communication strategies and skills for establishing a collaborative relationship with others. Students also complete a variety of projects to apply their skills and knowledge. Units are divided among career fields: Social Workers, Emergency Management and Planners, Therapists and Treatment Specialists, Education and Childcare.	
	<b>Introduction to Consumer Services</b> 35:50 37 Lessons 67 Activities In this semester-long course, students analyze various career paths in terms of employment opportunities and educational requirements, such as hard and soft skills, certifications, and licensures for different pathways. Developing research, analytical, and presentations skills are key components. This course is designed as an overview to prepare students for a consumer services-related career and to introduce them to specialty areas. Emphasis is placed on the human services aspect (vs. corporate concerns) of consumer services. Social issues and advocacy, as well as ethics and legalities, are a recurring theme. Students gain knowledge of current issues affecting various consumer services professions, and the impact of local, state, national and global issues on consumer services.	0.5
	<b>Introduction to Human Services</b> 36:40 38 Lessons 68 Activities This semester-long course introduces high school students to the possibilities for careers in the human services professions. Through anecdotes, lessons, and a variety of assignments and projects, students learn about the broad variety of jobs available in the human services. These begin with entry-level positions, such as associate social workers, that require a two-year Associate of Arts degree. Students also learn ethics and philosophies of the helping professions. The history of the profession, as well as the impact of the cultural, social, and economic environment on individual people, especially those who need social services assistance, is also explored.	0.5
	<b>Personal Care Services</b> 35:50 37 Lessons 67 Activities Personal Care Services introduces high school students to a variety of careers in the following areas: cosmetology (including hairstyling and haircutting, esthetics, manicuring, makeup, and teaching) and barbering (including cutting and styling of hair and facial hair and manicuring for men); massage therapy, teaching body-mind disciplines (yoga, Pilates, and the martial arts), and fitness (general exercise classes and acting as a personal trainer); and mortuary science (embalming and funeral directing). The semester-long course teaches students about what each career entails and the education and training they need to become credentialed in various career specialties. In addition, about half of the course is devoted to teaching knowledge associated with the various professions, so that students can get a feel for what they should learn and whether they would like to learn it.	0.5
	<b>Law, Public Safety, Corrections &amp; Securities</b>	
	<b>Corrections: Policies and Procedures</b> 35:30 37 Lessons 65 Activities Corrections is one of the three branches of the Criminal Justice System (CJS) in the United States. All three branches employ personnel who are authorized to uphold and enforce the law and are required to	0.5

	<p>operate under the rule of law. Each branch works as part of the entire system to maintain the public safety and well-being and bring criminals to justice. Corrections facilities and programs are run by a complex system of policies and procedures, which uphold local, state, and federal laws. Corrections: Policies and Procedures gives high school students an introductory, yet thorough view of many aspects of corrections operations. Students receive historical and legal background information as they study how prisons and prisoners have evolved into correctional facilities and programs for offenders. In this semester-long course duties, responsibilities, conduct, training, and special certification possibilities for corrections staff are explored. Many aspects of procedures in corrections are reviewed, giving students an in-depth look at what a variety of careers in this growing field encompass and require.</p>	
	<p><b>Fire and Emergency Services 35:50 37 Lessons 67 Activities</b>  Emergency and fire-management services are essential infrastructure components of a community. Fire and Emergency Services is a semester-long course that provides students with the basic structure of these organizations as well as the rules and guidelines that govern pre-employment education requirements. The vehicles, equipment, and emergency-mitigations strategies that are commonly used in the emergency- and fire-management field are also explored. Students gain an understanding of the goals of an emergency-management service and how they are implemented and managed, including personnel, budget, and labor-management challenges in the organization. Various preparedness plans are discussed as students explore typical characteristics and frameworks of modern emergency and fire-management organizations.</p>	0.5
	<p><b>Forensics: Using Science to Solve a Mystery 35:40 37 Lessons 66 Activities</b>  Forensics: Using Science to Solve a Mystery is a semester-long high school course that overviews modern-day forensic science careers at work using science concepts to collect and analyze evidence and link evidence to the crime and suspects in order to present admissible evidence in courts of law. Projects in this course include simulated crime-scene investigation, actual DNA separation, development of a cybersecurity plan, and the identification of specific forensic skills used during the course of a very large murder case. The focus of this course is to assist students in making career choices. The overview of careers includes job descriptions and availability, educational and training requirements, licensing and certification, and typical annual salaries. Students who take this class will become equipped to make more informed career choices regarding the forensic, computer science, and medical science fields. At the same time, students will survey the history and scope of present-day forensic science work.</p>	0.5
	<p><b>Introduction to Law, Public Safety, Corrections and Security 35:30 37 Lessons 65 Activities</b>  In this semester-long course, students learn about the many careers that exist within the fields of law, law enforcement, public safety,</p>	0.5

	<p>corrections, and security. In addition to learning about the training and educational requirements for these careers, students explore the history of these fields and how they developed to their current state. Students also learn how these careers are affected by and affect local, state, and federal laws. Finally, students examine the relationships between professionals in these fields and how collaborations between professionals in these careers help to create a safer, more stable society.</p>	
	<p><b>Law Enforcement and Field Services</b> 35:50 37 Lessons 67 Activities  This semester-long course introduces students to the field of law enforcement and the local, county, state, and federal laws that law enforcement personnel are sworn to uphold. The students also gain an understanding of the career options available in this field and the skills, education, and background experience needed to succeed. Students learn about the evolution of the role of law enforcement in the United States including key changes affecting law enforcement. Students learn about the interaction between local, county, state, and federal law enforcement agencies. Finally, students learn about the types of crime that are commonly committed and the procedures, evidence collection techniques, and technological advances that law enforcement personnel use to investigate crimes.</p>	0.5
	<p><b>Legal Services</b> 35:50 37 Lessons 67 Activities  Legal Services is a high school semester-long course that provides students with an overview of the system of laws in the United States, the practice areas, and career options in the field. Students learn about how the legal system operates, the consequences to those who commit crimes, and how disputes are settled, as well as how criminal and civil cases reach court and are resolved. Students learn about the courtroom and the basics of a typical court case. Students explore constitutional rights and legal safeguards, types of evidence, as well as how technology has changed the practice of law. They also learn about legal education and various careers in the legal field.</p>	0.5
	<p><b>Security and Protective Services</b> 35:50 37 Lessons 67 Activities  Security and Protective Services is a semester-long high school course that offers an overview of the security and protective services industry. Students will understand different types of security services and how they relate to one another. The distinction between the criminal justice system within the public sector and private security is addressed. The course begins with an introduction to the history of private security, with subsequent units focusing on a specific sector. The concluding unit focuses on the emerging challenges facing security services in the twenty-first century, including international terrorism. In addition, the course provides information about many different careers that are available to students who are interested in security and protective services.</p>	0.5
	<b>Marketing</b>	
	<p><b>Careers in Marketing Research</b> 35:50 37 Lessons 67 Activities  Marketing research is the foundation of all marketing activities because it provides the data needed to make key strategic decisions about products, promotions, pricing, and other key organizational decisions.</p>	0.5

	Careers in Marketing Research is a semester-long high school course that provides information about the process of investigation and problem analysis by using research to produce key marketing statistics that are communicated to management and used throughout the organization. This course concludes with the execution, interpretation, and presentation of marketing research.	
	<b>Transportation, Distribution &amp; Logistics</b>	
	<b>Careers in Logistics Planning and Management Services 35:30 37</b> Lessons 65 Activities Careers in Logistics Planning and Management Services is a semester-long course that provides high school students with the history of logistics and recent advances in the field. Units include supply chain management, inventory and transportation management, and safety in the workplace. Logistics is a high-growth industry and stable career choice. There is something for every career-seeker, ability, and experience level. The objectives of this course are to introduce the student to the field of logistics planning and management and to explain the career opportunities that are available in this field.	0.5
	<b>Introduction to Careers in Transportation, Distribution and Logistics 35:30 37</b> Lessons 67 Activities This semester-long course introduces students to the complicated world of commercial transportation. Students undertake an overview of the fields of transportation, distribution, and logistics, learning the differences between the fields and the primary services provided in each. Students learn how warehousing, inventory, and other associated businesses impact the economy, which includes the advantages and disadvantages of automation on employment. Students learn about the history of transportation including. Students examine the fields that serve to support and manage transportation systems. Lastly, the role of technology and technological development on transportation-related businesses is addressed.	0.5

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby, Plymell Principal/Curriculum Council Chair  
**DATE:** December 18, 2023  
**RE:** Computer Literacy Elective

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**ISSUE:** The Board of Education is asked to consider and approve a credit change at GCHS that will allow the Edgenuity Computer Literacy course to count as a .50 computer elective as well as the current general elective.

### **BACKGROUND:**

The course, Computer Literacy 7062, is currently a general elective course. At times, students who require a Class Within a Class (CWC) computer credit are not able to take these courses due to scheduling conflicts. Changing the current Edgenuity Computer Literacy course to count as a general elective course as well as a computer elective will allow these students to have access to a CWC computer elective that is needed for graduation.

### **ALTERNATIVES:**

1. Approve the course as presented as an Edgenuity computer elective.
2. Do not approve the course and it will continue as a general elective.

### **RECOMMENDATION:**

It is recommended that the Board of Education approve the class as presented.

### **FISCAL NOTE:**

None

### **ATTACHMENTS:**

Application for Major Revision

**APPLICATION FOR  
NEW COURSE OFFERING / MAJOR REVISION**

1. Name of course to be offered: Currently Computer Literacy 7062

Please complete the following for Skyward purposes:

- Short description of course  
(15 characters)

No change

short description prints on transcripts

- Long description of course (30 characters)

No change

Course Code:

2. Description of course (attach additional sheets if

NO change

3. Name of course to be deleted:

4. Course objective:

Change to computer elective  
and with general elective

5. Required Course:

Elective Course

6. How many credits will be offered?

7. Full Semester:

Two Semesters:

8. Start-up Cost:

N/A

9. Prerequisites:

10. How will this course be staffed?

Edgenwitz

11. Requested by:

Emily Hamel Deloach

Date: 11/06/2023

Print Name

[Signature]

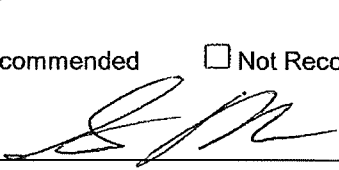
Signature

CC-12/12/23  
BOE

**Part II**

12. Reviewed by Principal -

Action taken:  Recommended  Not Recommended

  
\_\_\_\_\_  
Signature

Date: 11-6-23

13. Submitted to the Curriculum Council -

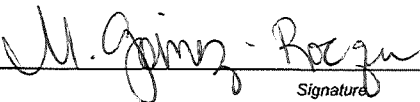
Action taken:  Recommended  Not Recommended

  
\_\_\_\_\_  
Signature

Date: 12/12/23

14. Submitted to the Instruction Office Administrator -

Action taken:  Recommended  Not Recommended

  
\_\_\_\_\_  
Signature

Date: 12/18/2023

15. Submitted to the Board of Education -

Action taken:  Recommended  Not Recommended

\_\_\_\_\_  
Signature

Date: \_\_\_\_\_

**Please return to:**

Instruction Office Administrator  
Educational Support Center  
1205 Fleming Street

## Unit Lesson

## Objectives

**COMPUTER SCIENCE THEN AND NOW**

Before You Begin

The Big Picture

Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Where Are We Going?

Discuss computational innovations.

Describe Moore's Law.

Where Did It Get Started?

Analyze a historical timeline of computers and technology.

Computer Terminology

Define key computing terms.

Distinguish between memory and space.

Let's Get Started

Write and save simple Python programs

Program Execution

Explain the program execution process.

Identify the expected output of a program.

Do You Have a Plan?

Create prototypes that use algorithms to solve computational problems by leveraging prior student knowledge and personal interests.

Project: Make a Plan

Create a flowchart and/or pseudocode to express a problem or idea as an algorithm.

**Unit Lesson**

**Objectives**

How Computers Have Changed Your World

Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices.

Computer Scientists

Identify key scientists and groups who contributed to the development of computers.

Five Computer Science Fields

Compare and contrast the five disciplines of computing.

Identify a computer science career in a nontraditional computer science industry for each of the five computing disciplines.

Scalability

Describe issues with scalability in programming and in web applications.

Review: Computer Science Then and Now

Test: Computer Science Then and Now

**HARDWARE AND SOFTWARE**

Binary World

Describe how a high-level program such as Python or Java is converted to binary and executed.

How Do We Communicate?

Identify traditional means of transmitting information in the original computers.

Identify recent advances in how information is transmitted.

Computer Networking Basics

Identify the basic components of computer networks.

The WWW

<b>Unit Lesson</b>	<b>Objectives</b>
	<p>Describe the components of the Internet.</p> <p>Describe the causes of Internet breakdowns and page failures.</p>
Network Protocol	Describe client-server, peer-to-peer, SMTP, POP, IMAP, Telnet, SSH, FTP, TCP, and domain name.
Transmitting Data	<p>Describe the path of a packet of data.</p> <p>Identify causes of data loss.</p>
Local versus Wide Area	<p>Define LAN and WAN.</p> <p>Distinguish between the strengths of LAN vs. WAN.</p>
Operating Systems	<p>Demonstrate knowledge and appropriate use of different operating systems.</p> <p>Categorize and describe the different functions of operating system software.</p>
Software	<p>Describe issues related to multiple platforms, such as a desktop, tablet, and smartphones.</p> <p>Describe some of the tools used to create smartphone apps.</p>
File Types and Storing Programs	<p>Define common file types.</p> <p>Explain factors influencing the choice of a particular file type for different types of media.</p>
Choosing Hardware and Software	<p>Develop criteria for selecting appropriate hardware and software when solving a specific real-world problem (such as business, educational, personal).</p> <p>Identify strategies for identifying and solving routine hardware and software problems that occur in everyday life.</p>

Unit Lesson

Objectives

Project: Network Design

Design a computer network for a small business or school.

Review: Hardware and Software

Test: Hardware and Software

**COMPUTATIONAL THINKING**

Abstractions

Explain how abstractions hide the underlying implementation details of computing systems embedded in everyday objects.

Data Types

Apply the basic operations used with numeric and non-numeric data types in developing programs.

Differentiate between text and numerical data.

Manipulating Data Types

Convert from one data type to another.

Manipulate and interpret data.

Variables and Numerical Operators

Use variables to store data.

Write and evaluate numerical expressions.

Input and Output

Write and interpret statements that allow data input by the user.

Write and interpret statements that output information.

Making Decisions

Define and use boolean data.

Accessibility

Unit Lesson	Objectives
Manipulating Strings	Identify difficulties faced by those with physical or mental challenges. Identify solutions for those with physical or mental challenges.
Design Specifications	Manipulate strings using loops, slicing, locating a value within a string, and by formatting the string.
Computational Models	Plan a program to gather data from the user, make decisions, and provide output based on the input. Implement the plan for a program to gather data from the user, make decisions, and provide output based on the input.
Math and Computer Science Connections	Plan, create, and interpret a program to calculate the BMI and assign status.
Project: Programming a Math Algorithm	Identify connections between mathematics and computer science. Write a program to solve a math problem.
Review: Computational Thinking	
Test: Computational Thinking	
<b>CONTROL STRUCTURES AND DATA TYPES</b>	
For Loops	Describe the syntax and use of a for loop. Interpret for loops.
While Loops	Describe the syntax and use of a while loop.

Unit Lesson	Objectives
Nested Loops	Interpret while loops. Compare and contrast a for and a while loop.
Using Functions	Write and interpret nested loops. Describe the syntax and use of functions. Write and interpret functions.
Scope and Parameters	Define and use parameters. Define and interpret scope of a variable.
Lists	Identify how lists can be used to handle and organize large amounts of data. Manipulate lists to store, retrieve, and organize data.
Collections	Identify how collections can be used to handle and organize large amounts of data. Manipulate collections to store, retrieve, and organize data.
Tuples	Identify how tuples can be used to handle and organize large amounts of data. Manipulate tuples to store, retrieve, and organize data.
Dictionaries	Identify how dictionaries can be used to handle and organize large amounts of data. Manipulate dictionaries to store, retrieve, and organize data.

<b>Unit Lesson</b>	<b>Objectives</b>
User-Defined Data Types	<p>Describe user-defined data types.</p> <p>Create and manipulate user-defined data types.</p>
Finding and Handling Errors	<p>Identify standard types of errors.</p> <p>Catch and handle standard types of errors.</p>
Project: Math Tutor Program with Error Handling	<p>Plan and create a program to practice math facts with error handling.</p>
Review: Control Structures and Data Types	
Test: Control Structures and Data Types	
<b>CLASSES, ANALYZING DATA, AND ARRAYS</b>	
Classes	<p>Describe classes.</p> <p>Create and manipulate simple classes.</p>
Class Structure	<p>Describe and interpret member functions.</p> <p>Describe and interpret the scope of a variable.</p>
Implementing Object-Oriented Programming	<p>Create and manipulate objects created from a class.</p> <p>Explain object-oriented programming as related to classes.</p>

Unit Lesson	Objectives
The Python Standard Library	<ul style="list-style-type: none"><li>Use the import statement to use built-in modules.</li><li>Use the built-in Python libraries to create objects.</li></ul>
Math Functions	<ul style="list-style-type: none"><li>Explain the built-in math functions.</li><li>Interpret statements using built in math functions.</li></ul>
Searching	<ul style="list-style-type: none"><li>Describe a linear search.</li><li>Describe a binary search and identify when it is the better choice.</li></ul>
Sorting	<ul style="list-style-type: none"><li>Describe an algorithm that sorts data identify code fragments that will successfully sort data.</li><li>Identify code fragments that will successfully sort data.</li></ul>
Arrays	<ul style="list-style-type: none"><li>Describe and manipulate a one-dimensional array.</li><li>Sort and search an array.</li></ul>
Multidimensional Arrays	<ul style="list-style-type: none"><li>Describe and manipulate multidimensional arrays.</li></ul>
Analyzing Data	<ul style="list-style-type: none"><li>Compare and contrast data sets that could be used to explore a real-world phenomenon or support a claim.</li></ul>
Project: Big Data Research Project	<ul style="list-style-type: none"><li>Write a scientific report modeling a written research paper on big data applications.</li></ul>
Guessing Game	

**Unit Lesson**

**Objectives**

Review: Classes, Analyzing Data, and Arrays

Plan, create, and interpret a guessing game programming using a random number generator.

Test: Classes, Analyzing Data, and Arrays

**SEMESTER 1 REVIEW AND EXAM**

Semester 1 Review: Introduction to Computer Science

Semester 1 Exam: Introduction to Computer Science

**PROGRAMMING ALGORITHMS**

Reading a File

Describe features of a text file.

Read from a text file.

Writing to a File

Write data to a text file.

Explain variations on how to write to a data file.

Searching Complex Data

Search for information in a text file.

Describe ways to organize data written to a text file.

Project: Big Data Programming

Write a scientific report modeling a written research paper on big data applications.

Analyzing Images

Describe how images are stored digitally.

**Unit Lesson**

**Objectives**

Evaluating Your Program

Describe how programs can alter images.

Use various debugging and testing methods to ensure program correctness.

Explain how a program functions.

Assess a program by testing to verify correct behavior.

Using Events

Describe event-driven programming.

Customer Relations

Describe methods of gathering customer feedback.

Explain how customer feedback can be addressed.

Refining Your Program

Use customer feedback to refine an existing program in order to reach a broader audience and address a bias issue.

Programming across Disciplines

Explain how an algorithm can be applied to different disciplines.

Other Languages

Explain how an algorithm can be applied to different disciplines.

String Formatting

Use string formatting to improve the quality of the output.

Review: Programming Algorithms

Test: Programming Algorithms

**DESIGN AND DEVELOPMENT**

The Software Development Process

Unit Lesson	Objectives
Using the Internet	<p>Describe the software life cycle.</p> <p>Describe a software development process used to solve software problems (e.g., design, coding, testing, verification).</p>
Can Anything Be Random?	<p>Describe how web pages are developed and how programming can be used to implement the goals of a website.</p> <p>Describe random number generation.</p> <p>Analyze random number generation.</p>
Creating a Game	<p>Write a computer guessing game using random numbers, looping, and decision-making.</p> <p>Apply guidelines for identifying and fixing errors.</p>
Managing a Team	<p>Describe collaborative methods in problem solving of level-appropriate complexity</p> <p>Decompose a programming solution into tasks that can be assigned to team members</p> <p>Define a nondisclosure agreement</p>
Best Practices	<p>Describe best practices of digital design (comments, documentation, etc.).</p> <p>Identify flaws related to a failure to use best practices.</p>
Multiple Computing Platforms	<p>Describe how a program can be modified to work on multiple platforms.</p> <p>Describe tools used for creating mobile apps.</p>
The License Police	<p>Describe licensing.</p>

Unit Lesson	Objectives
Visual Python	Describe version control. Describe graphing features of Visual Python. Interpret Visual Python code fragments.
VPython Applications	Plan, create, and interpret a program that moves a ball.
Global Connections	Describe ways in which a program could be designed to address cultural issues. Identify issues that can arise when designing a solution for a global audience.
Project: Design and Development	Choosing a topic from the unit, write a report outlining a problem or issue, who it affects, and how it can be resolved.
Review: Design and Development	
Test: Design and Development	
<b>LAWS AND SECURITY</b>	
Intellectual Property Law	Define intellectual property rights. Describe potential benefits and harmful effects related to intellectual property rights.
Privacy Concerns	Identify sources of privacy concern. Identify problems related to the collection of private data through automated processes.
Malware	Define malware.

Unit Lesson	Objectives
Cybersecurity Measures	<ul style="list-style-type: none"><li>Identify problems caused by malware.</li><li>Identify ways to protect against malware.</li></ul>
Media Reliability Concerns	<ul style="list-style-type: none"><li>Explain cybersecurity.</li><li>Explain the tradeoff between cybersecurity measures and usability.</li></ul>
Impact of Cybercrime	<ul style="list-style-type: none"><li>Describe the risks associated with the utilization and implementation of digital media reliability.</li><li>Identify measures to address digital media reliability.</li></ul>
Workplace Crime	<ul style="list-style-type: none"><li>Explain the national and global economic impact of cybercrime.</li><li>Identify measures to address cybercrime at the global level.</li></ul>
Hackers and Unauthorized Access	<ul style="list-style-type: none"><li>Identify major causes of work-related incidents in office environments, both intentional and unintentional.</li><li>Explain security measures in an office/work environment in terms of efficiency, feasibility, and ethical impacts.</li></ul>
Solutions to Security Issues	<ul style="list-style-type: none"><li>Explain how hackers work.</li><li>Compare ways software developers protect devices and information from unauthorized access.</li><li>Describe digital solutions to security threats, such as encryption and firewalls.</li><li>Describe physical security measures.</li></ul>
Write Password Evaluator	<ul style="list-style-type: none"><li>Plan, create, and interpret a program to evaluate the strength of a password.</li></ul>

Unit Lesson	Objectives
How "Useless" Math Research Made the Internet Safer	
Project: Research Project	Describe RSA encryption.
Review: Laws and Security Test: Laws and Security	Choosing a topic from the unit, write a report outlining a problem or issue, who it affects, and how it can be resolved.
<b>ETHICS</b>	
Digital Citizenship	Describe digital citizenship.
Bias and Equity	Identify components of a digital footprint (e.g., active and passive data) and its lasting impact.
Ethics	Identify sources of bias when developing computational artifacts, including those who are physically and mentally challenged. Describe strategies for addressing bias and equity issues.
Social Networking Issues	Describe ethical and legal practices of safeguarding the confidentiality of business- and personal-related information. Examine the consequences resulting from issues involving ethics around security, privacy, copyright, fair use, intellectual property, social media, and licensing. Discuss the ethical and appropriate use of computer devices. Compare appropriate and inappropriate social networking behaviors. Describe the effects associated with the use of social media (e.g., hiring, incarceration, termination).

Unit Lesson	Objectives
Digital Etiquette	<p>Describe proper netiquette when using email, social media, and other technologies for communication purposes.</p> <p>Select the most appropriate means of communication for given situations (e.g., personal versus professional communication, communication with teachers and employers).</p> <p>Explain the importance of Acceptable Use Policies.</p>
Global Information Concerns	<p>Describe the impact of global information sharing on the delivery of news, the reliability of information, and personal freedom.</p>
Collaboration Ethics	<p>Describe issues that might arise when collaborating across cultures.</p> <p>Describe strategies for addressing issues related to collaboration across cultures.</p>
Information Censorship	<p>Describe how access to digital information is limited in some regions.</p> <p>Describe strategies for addressing information censorship.</p>
Emerging Ethical Issues	<p>Explain the potential impacts and implications of emerging technologies on larger social, economic, and political structures, with evidence from credible sources.</p>
Cultural Differences in a Team	<p>Discuss how cultural practices can affect how members of a global team interact.</p>
Project: Programming as a Team	<p>Decompose a project into assignments for members of a team.</p>
Online Education Issues	<p>Discuss ethical and equity issues specific to the use of the internet in education.</p>
Review: Ethics	

Unit Lesson

Objectives

Test: Ethics

**APPLICATIONS**

Web Programming

Describe how web pages are created using HTML elements such as hyperlinks lists, images, and headings.

Block Programming

Describe visual block-based programming.

Pair Programming

Describe how pair programming can be used to plan and implement a program.

Music and Video Files

Describe how sounds/songs and video are digitized and represented in a computer.

Python Art

Create a drawing application.

Application Program Interfaces

Describe how application program interfaces (APIs) function.

Can You Beat the Computer?

Implement an artificial intelligence algorithm to play a game against a human opponent or solve a problem.

Mobile Applications

Describe mobile app development using mock-up screens and identifying input, process, and output steps for each screen.

Project: Create a Mobile App

Create a mobile app plan using PowerPoint slides to show mock-ups of screens, identifying input, process, and output for each screen.

Would You Want to Work with You?

**Unit Lesson**

**Objectives**

Should You Work Here?

Describe work-readiness traits required for success as a computer programmer.

Describe safety and ethical issues in the work environment.

Project: You are Tech Support

Respond to tech support scenarios using employment readiness skills.

Career Organizations

Define career and technology student organizations and professional organizations.

Describe potential benefits for joining a career and technology student organization or professional organization.

Review: Applications

Test: Applications

**SEMESTER 2 REVIEW AND EXAM**

Semester 2 Review: Introduction to  
Computer Science

Semester 2 Exam: Introduction to  
Computer Science

**FINAL EXAM**

Course Review: Introduction to  
Computer Science

Final Exam: Introduction to  
Computer Science

## **MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Roxie Schafer, Director of Technology  
**DATE:** December 21, 2023  
**RE:** Nutanix DR Installation and Migration

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### **ISSUE:**

The Board of Education is asked to consider and approve an agreement with ProActive Solutions to install and migrate Nutanix equipment for disaster recovery.

### **BACKGROUND:**

In a continued effort to implement disaster recovery services, by approving this agreement, the Technology department will be reutilizing older equipment for failover. New equipment has been purchased and the older equipment will be moved to the main Technology closet at Garden City High School. Proactive will assist technology staff with moving the equipment, setting up the new equipment, and programming failover capabilities should we have a disaster at the ESC. This will allow some services to continue should we encounter a problem in the main hub of the district, as data from the ESC will be replicated to the High School.

### **ALTERNATIVES:**

1. Approve the agreement
2. Deny the agreement
3. Recommend an alternative solution

### **RECOMMENDATION:**

The Technology Department recommends that the Board of Education consider and approve the agreement with ProActive to assist with Installation and Migration of Nutanix equipment for disaster recovery quote # 300306

### **FISCAL NOTE:**

\$13,000 to be paid from the following account: 016 E 2840 17 1000 017 00 736

Adequate funds are available

**ATTACHMENTS:**

Nutanix DR

Nutanix DR SOW



# Nutanix DR Installation and Migration

## STATEMENT OF WORK

Prepared for:

**USD 457**

October 3, 2023

**ProActive Solutions, Inc.**

5625 Foxridge Drive

Mission, KS 66202

Tel: 913/948-8000

Fax: 913/831-7744

[www.proactivesolutions.com](http://www.proactivesolutions.com)

This Statement of Work is between ProActive Solutions, Inc. (CONSULTING COMPANY) and USD 457 (CLIENT).

### Additional Terms & Conditions:

- 1) Services will be invoiced at the Fixed Price Fee regardless of the hours actually worked by CONSULTING COMPANY.
- 2) CLIENT personnel with Change Order Authority may change the Scope of Services to be provided by reasonable written notice to CONSULTING COMPANY including acknowledgment of any change to the Fixed Price. If Change Order Authority is not specified below, only the CLIENT signer shall have such authority.
- 3) This Statement of Work is subject to the USD 457's Standard Terms and Conditions Attachment agreed to by both parties.

### Services:

- 1) Fixed Price Fee: \$13,000
- 2) Pre-requisites by CLIENT (if applicable):
  - a) A CLIENT representative familiar with the computing environment available to define concerns and answer questions during any scheduled on-site visits.
  - b) CLIENT provides suitable workspace with telephone access for CONSULTING COMPANY personnel while working on CLIENT's premises.
  - c) CLIENT provides administrative access to required platforms and components to perform the defined scope of services.
  - d) CLIENT provides licensed application media.
  - e) CLIENT ensures that CONSULTING COMPANY Personnel have access to the Internet to download the appropriate patches should this be required.

### Key Assumptions:

- 1) All tasks will be performed over a consecutive timeframe unless otherwise agreed to by CONSULTING COMPANY and the CLIENT.
- 2) All software to be installed is provided by the CLIENT and the installation device is available.
- 3) The CLIENT will be responsible for all networking issues, system hardware failures, missing parts, missing media documentation and compatibility issues. CONSULTING COMPANY is responsible for the delivery of the hardware, software and documentation ordered through CONSULTING COMPANY by CLIENT for this project.
- 4) All configuration and setup design will be discussed and agreed upon during the pre-planning sessions.
- 5) Ongoing support will be addressed in a separate Statement of Work, at CLIENT's option, and subject to the execution of such Statement of Work by the duly authorized representatives of CLIENT and CONSULTING COMPANY.
- 6) Services will be performed remotely, unless preapproved in writing by CLIENT

## Detailed Scope of Services:

### Project Summary

This project will cover the installation and configuration of Nutanix at the DR site. Proactive will also assist in the migration of existing workloads to the new servers.

- 1) Discovery & Kickoff:
  - a) Review current server environment.
  - b) Define project timeline critical milestones and customer project acceptance criteria.
  - c) Review Pre-Install checklist document and requirements.
  - d) Verify all licenses have been obtained and downloaded.
  - e) Verify shipment of Nutanix hardware.
- 2) Decommission:
  - a) Decommission cluster after migration to new production cluster.
  - b) Physically move node from datacenter to high school datacenter.
- 3) Hardware/Software Configuration:
  - a) Rack Nutanix nodes in cabinet.
  - b) Cable Nutanix nodes in cabinet.
  - c) Foundation Nutanix nodes with AHV and create cluster.
  - d) Configure Nutanix IPs, disk containers, and base configurations.
  - e) Upgrade to recommended Firmware and AOS versions.
  - f) Test and verify IP access to Nutanix cluster.
  - g) Configure LCM for automatic updates.
- 4) Replication:
  - a) Setup CHDR replication
  - b) Test replicated servers from Prod to DR
- 5) Final Steps:
  - a) Provide documentation of environment and skills transfer if required.
  - b) Review project and perform project handoff with designated staff.

### **Dispute Resolution:**

The parties shall attempt in good faith to resolve any disputes, claims, and questions regarding the rights and obligations of the parties arising out of these Terms and Conditions through negotiations between executives of the parties, who shall have authority to settle the same. If the matter is not resolved by negotiation within thirty (30) days of receipt of a written invitation to so negotiate, then the matter shall be settled by mediation administered by a mediator agreed upon by both parties. If it cannot be resolved in mediation either party may take it to the Finney County District Court in Finney County, Kansas. The location of any mediation under these Terms and Conditions shall be in the Finney County, Kansas.

**Accepted + Agreed:**

We look forward to a successful engagement and a long-term relationship.

**USD 457**

By: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

**ProActive Solutions, Inc.**

By: \_\_\_\_\_

Print: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



Quote Information:

Quote #: 300305

Version: 1

Quote Date: 12/12/2023

Expiration Date: 12/14/2023

Prepared by:

ProActive Solutions, Inc.

Phil Thomas  
9139488000  
pthomas@proactivesolutions.com

Prepared for:

GARDEN CITY UNIFIED SCHOOL DIST #457

1205 Fleming Street  
Garden City, KS 67846  
Dale Wainwright

dwainwright@gckschools.com  
Net 30

Ship To:

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Dale Wainwright

dwainwright@gckschools.com

Solution

Product Details	Qty	Extended List	Price	Ext. Price
TECHSVCS NUTANIX NODE IMPLEMENTATION- SEE SOW APX A	6	\$0.00	\$1,360.00	\$8,160.00
			Subtotal:	\$8,160.00



Dispute Resolution:

The parties shall attempt in good faith to resolve any disputes, claims, and questions regarding the rights and obligations of the parties arising out of these Terms and Conditions through negotiations between executives of the parties, who shall have authority to settle the same. If the matter is not resolved by negotiation within thirty (30) days of receipt of a written invitation to so negotiate, then the matter shall be settled by mediation administered by a mediator agreed upon by both parties. If it cannot be resolved in mediation either party may take it to the Finney County District Court in Finney County, Kansas. The location of any mediation under these Terms and Conditions shall be in the Finney County, Kansas.

Quote Summary

Description	Amount	
Solution	\$8,160.00	
Total:		\$8,160.00

Taxes, shipping, handling and other fees may apply. This offer to sell the listed product(s) is subject to product availability and prices are subject to change without notice.



Quote Information:

Quote #: 300305

Version: 1

Quote Date: 12/12/2023

Expiration Date: 12/14/2023

Prepared by:

ProActive Solutions, Inc.

Phil Thomas  
9139488000  
pthomas@proactivesolutions.com

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Accepted by:

ProActive Solutions, Inc.

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Accepted by PURCHASER:

GARDEN CITY UNIFIED SCHOOL DIST  
#457

Signature: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_



Quote Information:

Quote #: 300306

Version: 1

Quote Date: 12/12/2023

Expiration Date: 01/14/2024

Prepared by:

ProActive Solutions, Inc.

Phil Thomas  
9139488000  
pthomas@proactivesolutions.com

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Solution

Product Details	Qty	Extended List	Price	Ext. Price
TECHSVCS Nutanix DR Installation and Migration- SEE APX B	1	\$0.00	\$13,000.00	\$13,000.00
SEE APX B				
			Subtotal:	\$13,000.00



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Quote Summary

Description	Amount
Solution	\$13,000.00
Total:	\$13,000.00

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#457

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Date: \_\_\_\_\_