



# **GARDEN CITY PUBLIC SCHOOLS**

## **Regular Board of Education Meeting**

### **Garden City USD 457**

**Monday, December 2, 2024 - 6:00 PM**

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

#### **Board of Education Members:**

**Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp**

**A. PLEDGE - Led by the Charles Stones Intermediate Center Lighthouse Team**

**B. SILENT REFLECTION**

**C. MEETINGS OF NOTE**

- **Board Faculty Meeting - December 4, 2024 - Bernadine Sitts Intermediate Center - 7:30 a.m. Four or more board members may be in attendance.**
- **Board Faculty Meeting - December 4, 2024 - Georgia Matthews Elementary School - 3:30 p.m. Four or more board members may be in attendance.**
- **Board Faculty Meeting - December 11, 2024 - Edith Scheuerman Elementary School - 7:30 a.m. Four or more board members may be in attendance.**
- **Board of Education Holiday Party - December 16, 2024 - Baron's Steakhouse - 6:00 p.m. Four or more board members may be in attendance.**
- **Board Faculty Meeting - December 18, 2024 - Abe Hubert Elementary School - 3:30 p.m. Four or more board members may be in attendance.**

**D. APPROVAL OF AGENDA with the following amendments:**

D.1. Additional certified and classified personnel actions for consideration, item F.3.

D.2. Remove item F.4.d., The Board of Education is asked to consider and approve a quote for Powerschool - Personnel - one-year agreement, in the amount of \$21,068.10.

D.3. Remove item H.4., Box Truck Bid - Nutrition

**E. DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS**

*(a speaker or group will be allotted five minutes to speak after signing a request to address the Board of Education)*

E.1. Recognition of the Garden City High School Boys Cross Country Team

Matt Bayer, Athletic Director, Garden City High School

E.2. Building Presentation - Charles Stones Intermediate Center

Andrew Lee, Principal

E.3. Kansas Leadership Academy Presentation

Suzette Goldsby-Lewis, Principal at Plymell Elementary, Violet Johnson, Admin Intern at Horace Good Middle School and Amber Vigil, Teacher at Plymell Elementary

**F. CONSENT AGENDA**

F.1. Minutes

F.1.a. Minutes of the November 4, 2024, Regular Board of Education Meeting

F.1.b. Minutes of the November 18, 2024, Special Board of Education Meeting

F.2. Accounts Payable totaling \$7,426,807.30, noting that all major accounts contain adequate balances to meet current obligations.

F.3. Personnel

F.3.a. Certified

F.3.b. Classified

F.4. Other

F.4.a. The Board of Education is asked to consider and approve the updated out of state travel for Garden City High School for 2024-25.

F.4.b. The Board of Education is asked to consider and approve a Founding Sponsorship Agreement between Unified School District No. 457 and Scooters in the amount of \$50,000.00 commencing January 1, 2024, and ending December 31, 2028.

F.4.c. The Board of Education is asked to consider and approve an update to the Administrative Personnel Handbook: Definition of the Superintendent's Leadership Team.

**G. BOARD REPORTS**

G.1. WeSurvey

Drew Thon, Chief Human Resources Officer

**H. NEW BUSINESS**

H.1. Plant Facilities Water Source Discussion

Brandon Anderson, Director of Plant Facilities

H.2. Capital Projects Update and Discussion

Brandon Anderson, Director of Plant Facilities

H.3. Bids for 1/2 Ton and 3/4 Ton Pickups - Plant Facilities

Jessica Nothern, Chief Financial Officer

H.4. Insurance Renewal

Jessica Nothern, Chief Financial Officer

H.5. The Board of Education is asked to consider and approve the following Curriculum Council Items:

Josh Guymon, Deputy Superintendent

H.5.a. New Course - Agriculture Leadership and Communications

H.5.b. New Course - Electric String Orchestra

- H.5.c. New Course - GCCC CompTIA Security+
- H.5.d. New Course - GCCC CJ Interviewing and Report Writing
- H.5.e. New Course - GCCC General Biology
- H.5.f. New Course - GCCC Biology I
- H.5.g. New Course - GCCC Biology II
- H.5.h. New Course - GCCC Certified Medication Aide
- H.5.i. New Course - GCCC Phlebotomy
- H.5.j. New Course - GCCC Contemporary Mathematics
- H.5.k. New Course - GCCC Anatomy and Physiology
- H.5.l. New Course - GCCC Anatomy and Physiology I

**I. BOARD OPEN DISCUSSION**

- **Jackie Gigot**
- **Andy Fahrmeier**
- **Robin Bergkamp**
- **John Wiese**
- **Mark Hinde**
- **Randy Ralston**
- **Nathan Haeck**
- **Dr. Dominguez**

**J. NEXT BOARD MEETING**

*The next meeting of the Board of Education will take place on December 19, 2024, at 5:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.*

**K. EXECUTIVE SESSION - After the completion of all other business, the Board of Education will adjourn to executive session for the following reason:**

- K.1. Preliminary discussion relating to the acquisition of real property.

**L. ACCOUNTS PAYABLE REVIEW - Jackie Gigot and John Wiese**

**M. ADJOURNMENT**

**MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Andrew Lee & Principal CSIC  
**DATE:** 11/22/2024  
**RE:** Charles O. Stones Presentation

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**ISSUE:**

Charles O. Stones has been scheduled to make a board presentation to the BOE on December 2<sup>nd</sup>, 2024

**BACKGROUND:**

Charles O. Stones is presenting an update on their school and providing the board with information about the culture and climate of the building. Andrew Lee and the Lighthouse team will both present information.

**ALTERNATIVES:**

Memo created for informational purposes.

**RECOMMENDATION:**

No recommendations at this time.

**FISCAL NOTE:**

At this time there is no fiscal impact for the BOE to consider.

**ATTACHMENTS:**

List your attachments

# Charles O Stones

Student Lighthouse Team 2024-2025





## **Who We Are....**

A group of students within Charles O Stones Intermediate Center who are actively promoting the Leader in Me program by leading activities that embed leadership skills and positive behaviors within the school community.



## How We Got Here...

1. As students we filled out an application form and returned it to our Teacher Mrs. Venable.
2. Then with the help of our two school counselors, Mrs. Gottschalk and Ms. Meyers interviewed each one of us.
3. Once interviews were completed the three of them scored each student and placed them by team in highest scores to lowest.
4. We have a diverse group of students in each team within our school.

# Our Statement

“Helping navigate through life’s  
challenges and difficult times”

# Our Goal This Year

1. Lead School Wide Initiatives
2. Facilitate Peer-to-Peer leadership
3. Advocate for Positive School Culture
4. Communicate with teachers, staff, parents and administration.
5. Model Leadership
6. Integrate the 7 Habits<sup>9</sup>



## Steps We Take to do Events

1. Set a date and make a plan.
2. Establish a proposal letter, and submit to Mr. Lee.
3. Wait for approval
4. Make the official plans per approval.
  - a. Filling out the form for building use.
  - b. Getting sponsors
  - c. Creating permission forms



## **Events/Activities Completed This Year**

1. Daily Announcements
2. Spirit Week (Fall Edition)
3. Movie Night
4. Elections and Voting
5. Can Food Drive (Assisted)
6. Robotics (Concessions)

# *Announcements*

for the announcements we do multiple things

the first thing that we do is having to write a script and we try to always do one or two days ahead. Then we go and record the announcements something's it takes a little bit more time than expected but we always try to get it done.

# Spirit Week/ Red Ribbon Week



CHARLES O STONES

## Red Ribbon Week

Oct 28th- Nov 1st

*Monday: "Red Day" Wear something red, Kick off the week by being drug free.*

*Tuesday: "Twisted Tuesday" Teachers dress like students; students dress like teachers.*

*Wednesday: "Sports Day" Dress in athletic gear or sports theme.*

*Thursday: "Spooktacular Thursday" Wear a school appropriate costume or all black.*

*Friday: "Pajama Day" Be comfortable and get ready for the movie night.*

## Goals:

1. Fun Dress up days for the students and staff.
2. Celebrate and Promote Being Drug Free



# Movie Night

# Canned Food Drive (Helped Ms. Stucky)

“The Thanksgiving Baskets have been organized for over 20 years here at CSIC. The reason for this drive is to support our students over the holidays.”-Ms. Stucky

Our lighthouse team stepped up to help one of our 5th social studies and science teacher with her thanksgiving basket giveaway for students who are less fortunate to have a thanksgiving meal.



Charles O. Stones

# Board Presentation



# OUR GOALS:

By May 2025, we want at least 80% of students in each class to be really involved in their lessons. Teachers will check and keep track of how each student is doing and how much they are participating in class.

In 2024-25, we want more students from 3rd to 12th grade to do really well in reading, math, and science tests. We hope to see a 10% increase in the number of students who score at the top levels. To do this, we will make sure teachers are teaching challenging material and expecting a lot from students.

# Stones Code of Conduct

Respectful

Responsible

Honest

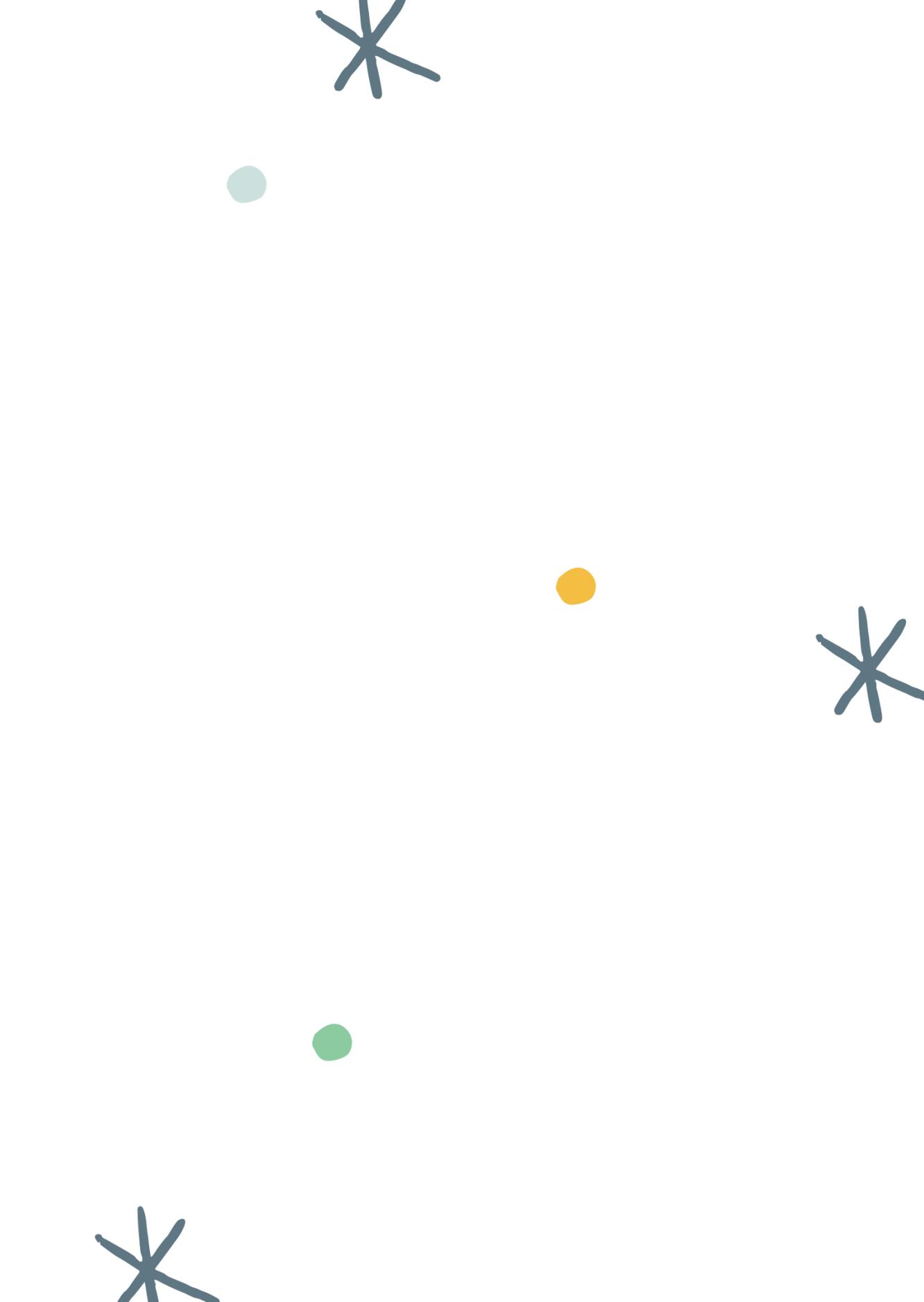
Kind



**CHARLES O. STONES**  

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**INTERMEDIATE CENTER**



# Walk to Interventions

- 30 minutes in the morning
- Support for Math and ELA
- Enrichments in Science, Art, STEM, and PE

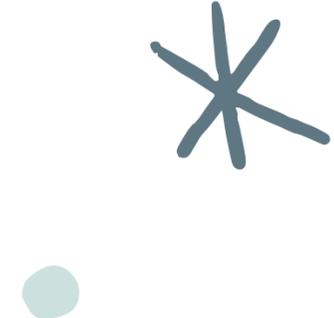
# What Makes Us Unique?

- Rise Room
  - Wednesday Popcorn
  - World Kindness Day
- Newcomers Program
  - School Presentations
- Wolf Den
  - Provides Resources
- Wolf Leadership Room
  - Student in School Support

# After Hours

- After School Program
  - 102 students
  - Tutoring, snack, and being active
- Robotics
- Choir
- Running Club
  - 1470 miles logged
  - Top 3 have over 60 miles
- Pokémon Club
  - 10 Students
  - Promotes positive social interactions

# Community Support



- LiveWell
    - National Night Out
    - Playground Equipment
    - Donation to Wolf Den
  - Black Hills Energy
    - End of Year Cookout
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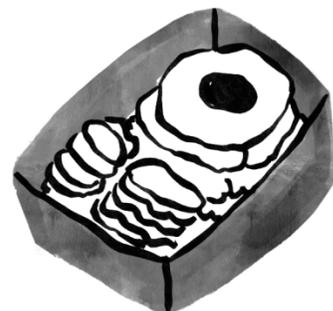
# Lighthouse Officers

- Kynlee Lappin - President
- Kade Huber - Vice President
- Aubrey Nunez - Treasurer
- Elizabeth Stevens - Secretary
- Aritzy Ramirez - Publicist
- Axel Pizarro-Ortega - 6th Grade Representative
- Breckyn Shultz - 5th Grade Representative



# WOLF PACK ASSEMBLIES

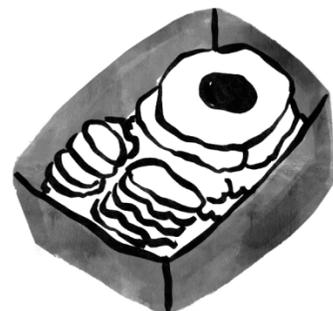
In order to help create a strong sense of community and belonging. We also want to follow the district's promise: "Everyone Leads." We want to create an opportunity once a month to recognize students and staff.



# WOLF PACK ASSEMBLIES

This monthly assembly is a work in progress and we want input from staff and student. So far we have:

- Pack Leaders
- Cafeteria Recognition
- Principal Pack
- Counselor/Library
- Cleanest Homeroom
- More ideas welcomed



# NOMINATE A PACK LEADER



# Staff Leaders of Charles O. Stones

**MS. REQUILME**

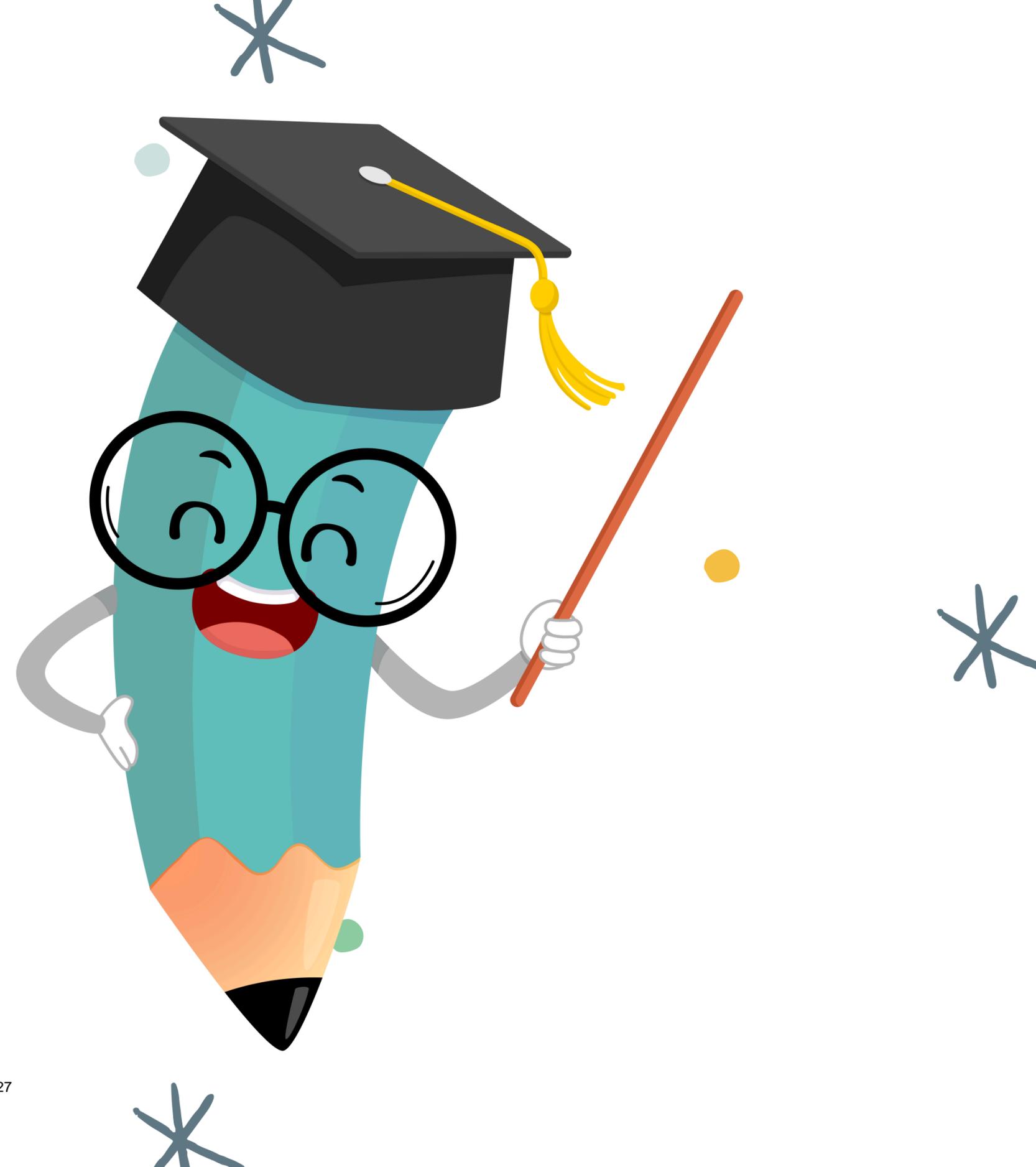
Pack Leader

**MRS. HERNANDEZ**

Pack Leader

**MS. STUCKY**

Pack Leader





# Wolf Pack Leaders

A Pack Leader will show leadership and set a good example for their community.



# Wolf Pack Leaders

Showed us :

- **Leadership**
  - **Outstanding attitude/disposition**
  - **Very kind**
  - **Significant progress in the classroom**
  - **Outstanding Grades**
  - **Personal development**
  - **Individual achievement**
  - **Notable consideration**
  - **Exemplary character**
- 
- 
- 
- 

# Student 1



Helping clean up the cafeteria  
at lunch everyday



Community  
involvement/service



Leadership



**CHARLES O. STONES**  
INTERMEDIATE CENTER

# Principal Pack Leaders

At Charles O. Stones Intermediate Center, student leadership is highly valued and recognized by Mr. Lee. These student have gone above and beyond to show great leadership. They get to eat lunch with administration next week!



**Student**





**STUDENT**



**STUDENT**



**STUDENT**



**STUDENT**

# STPH

## Cafeteria Leaders

These students have gone above and beyond during breakfast and lunch. They are polite, clean up after themselves and are being great leaders at their tables.

# 6TH

## Cafeteria Leaders

These students have gone above and beyond during breakfast and lunch. They are polite, clean up after themselves and are being great leaders at their tables.



**STUDENT**



**STUDENT**



**STUDENT**



**STUDENT**



# Cleanest Homeroom

This class kept their homeroom the cleanest for the start of school. They are rewarded the golden plunger and will receive a treat on Tuesday. Great job!

Ms.  
BEARDED!

# THANKSGIVING MEAL

**We had over 100  
families for our  
Thanksgiving  
Lunch**



# MATH & ELA DATA

**BEFORE YOU ARE CHARTS FROM OUR INTERIM  
TESTING:**

- **5TH GRADE ELA**
- **5TH GRADE MATH**
- **6TH GRADE ELA**
- **6TH GRADE MATH**

# COUNSELING DATA

**BEFORE YOU IS INFORMATION FROM OUR COUNSELING DEPARTMENT AND THE WORK THEY DO:**

- **CSIC VS. BSIC**
- **OUTSIDE SERVICES**
- **DEMAND FOR SUPPORT**
- **ADDITIONAL COUNSELOR**

# Mission

**Cultivating a positive  
community of leaders  
and critical thinkers.**



**Thank you!**  
**Go Wolves!**



## 1. Current Staffing Challenges

Currently, Charles O. Stones Intermediate Center (CSIC) has one full-time counselor and one part-time counselor (serving both CSIC and BSIC). This shared staffing model significantly limits the counseling services available at CSIC, where the demand for support is far higher.

Between **August 14, 2024, and November 20, 2024**, the following data highlights the challenges faced at CSIC:

- **198 unique students** received counseling across **493 total sessions** during this period.
- **13 suicide protocols** and **10 reports to the Department for Children and Families (DCF)** were completed at CSIC, compared to none at BSIC.
- The **social worker** handled **380 student drop-ins**, primarily focused on behavior and interventions.
- **Average session duration: 17.8 minutes**, totaling over **146 hours** of counseling time.
- **Wait Times:** Students often wait **over a week** to access counseling services due to the high volume of crises and session demands.
- On average, counselors provide **29 sessions per school week**, leaving limited capacity for proactive programming.

By comparison, Bernadine Sitts Intermediate Center (BSIC) recorded:

- **288 total sessions**, averaging **17 sessions per week**.
  - **0 suicide protocols** and **0 DCF reports**.
  - **Total counseling time:** Approximately **85.4 hours** during the same period.
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## 2. Amplifying Factors at Charles O. Stones

- **Higher Counseling and Crisis Demands:**
    - **13 suicide protocols** and **10 DCF reports** completed during the reporting period, compared to none at BSIC.
    - Counseling sessions total **493 sessions**, far exceeding BSIC's 288 sessions.
    - **Frequent Interruptions:** Due to the high severity of crises at CSIC, the principal and full-time counselor often have to call over the part-time counselor, further underscoring the need for consistent, full-time support at CSIC.
  - **Severe Behaviors and Discipline Issues:**
    - Many students at CSIC struggle with severe behaviors stemming from the challenges they face at home.
    - As a Title I school, a significant portion of students come from families experiencing poverty, housing instability, food insecurity, or trauma.
    - These hardships manifest in the classroom as behavioral outbursts, defiance, or withdrawal, requiring frequent interventions from counselors and administrators.
  - **Impact on Proactive Programming:**
    - Due to the high severity of crises and the number of counseling sessions needed, there has been **no time to implement classroom lessons or small groups**, which are essential for proactive and preventative mental health education.
    - Currently, counselors at CSIC must focus on **school-wide initiatives** instead of targeted, classroom-level interventions due to time constraints.
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## 3. The Three-Tiered System of Support

With two full-time counselors, CSIC could fully implement the **three-tiered model** of student support, ensuring that all students receive appropriate interventions:

1. **Tier 1: Universal Prevention**
  - School-wide programs like SEL (Social-Emotional Learning) lessons, mental health awareness, and character education could be implemented consistently across all classrooms.
2. **Tier 2: Targeted Small Groups**
  - Small groups for **anxiety, attendance, divorce, grief, career exploration, and emotional awareness** could be introduced to address specific student needs proactively.
3. **Tier 3: Individualized Interventions**
  - With **493 counseling sessions** and **13 suicide protocols** already completed, Tier 3 crises dominate the time of current staff, leaving little room for Tiers 1 and 2.

Adding a second full-time counselor would ensure **all three tiers are addressed** by:

- Expanding preventive education through regular classroom lessons.
  - Implementing targeted small groups for students with specific needs.
  - Allowing for timely and comprehensive responses to individual crises.
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#### 4. Meeting National Standards

The **American School Counselor Association (ASCA)** recommends a counselor-to-student ratio of **1 counselor per 250 students**.

- **Current Ratio at CSIC:** 1 counselor per 343 students (with part-time support).
- **Projected Ratio with Two Full-Time Counselors:** 1 counselor per 171 students, aligning with ASCA standards.

This improved ratio would ensure equitable and timely access to counseling services for all students.

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#### 5. Cost-Effectiveness of a Second Full-Time Counselor

Adding a second full-time counselor at CSIC would provide both **short-term and long-term benefits** to the school community:

1. **Teacher Retention:**
    - Teachers spend less time managing behavioral crises, reducing stress and burnout, which leads to fewer resignations and lower recruitment costs.
  2. **Improved Attendance:**
    - Students with consistent counseling support attend school more regularly, positively impacting funding tied to Average Daily Attendance (ADA).
  3. **Reduced Disciplinary Costs:**
    - Counseling interventions decrease suspensions and office referrals, saving administrative time and improving classroom productivity.
  4. **Proactive Savings:**
    - Preventative mental health programming reduces high-cost emergencies, such as hospitalizations or law enforcement involvement.
  5. **Better Long-Term Outcomes:**
    - Early intervention leads to higher graduation rates, reducing societal costs related to unemployment and incarceration.
  6. **Enhanced School Reputation:**
    - Schools prioritizing mental health support attract more families, improving enrollment and community trust.
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#### 7. Conclusion

The data from **August 14, 2024, to November 20, 2024**, demonstrates that Charles O. Stones Intermediate Center faces a significantly greater need for counseling services compared to Bernadine Sitts Intermediate Center. **The 493 sessions logged, 13 suicide protocols, 10 DCF reports, daily crises, severe behaviors linked to home struggles, and frequent interruptions requiring additional support** are clear indicators that CSIC needs two full-time counselors to adequately serve its students.

By having a second full-time counselor at CSIC, you would:

- Align with national counseling standards.
- Provide trauma-informed, culturally responsive, and crisis-responsive support.
- Reintroduce proactive programming, including classroom lessons and small groups.
- Improve outcomes for students, staff, and families, fostering a healthier school environment.

5th Grade ELA	Interim	ELA-SPED	Read 180	ELA Core 1	ELA Core 2	ELA Core 3	CSIC	District	Kansas
Language in Reading	Fall	25%	23%	70%	62%	60%	57%	56%	64%
Language in Reading	Fall	13%	38%	85%	65%	53%	61%	57%	70%
Language in Reading	Fall	31%	15%	37%	27%	25%	29%	31%	41%
Language in Reading	Fall	13%	15%	48%	35%	35%	35%	36%	51%
Language in Reading	Fall	19%	31%	54%	50%	45%	45%	46%	59%
Reading Information: Key Ideas & Details	Fall	25%	15%	57%	54%	40%	46%	41%	52%
Reading Information: Key Ideas & Details	Fall	0%	0%	20%	12%	15%	13%	12%	20%
Reading Information: Key Ideas & Details	Fall	31%	15%	41%	38%	55%	40%	43%	41%
Reading Information: Key Ideas & Details	Fall	6%	15%	72%	50%	50%	51%	52%	61%
Reading Information: Key Ideas & Details	Fall	19%	23%	43%	29%	15%	28%	29%	37%
Word Meaning in Context	Fall	25%	38%	59%	56%	58%	53%	57%	71%
Author's Opinion	Fall	19%	8%	50%	40%	35%	38%	36%	47%
Author's Perspective	Fall	25%	15%	65%	44%	43%	46%	51%	64%
Paragraph Contributes to Meaning of Text	Fall	25%	31%	59%	50%	48%	48%	47%	53%
Author's Point of View	Fall	31%	8%	54%	31%	45%	39%	40%	45%
Reading Literature: Key Ideas & Details	Fall	50%	46%	85%	62%	70%	68%	69%	72%
Reading Literature: Key Ideas & Details	Fall	44%	77%	94%	90%	78%	83%	83%	86%
Reading Literature: Key Ideas & Details	Fall	63%	54%	94%	88%	95%	87%	88%	92%
Reading Literature: Key Ideas & Details	Fall	0%	15%	50%	42%	43%	39%	37%	44%
Reading Literature: Key Ideas & Details	Fall	19%	15%	70%	46%	50%	49%	51%	63%
Writing	Fall	50%	31%	85%	75%	78%	73%	72%	78%
Writing	Fall	69%	54%	83%	60%	68%	69%	66%	73%
Writing	Fall	25%	23%	65%	42%	55%	49%	47%	56%
Writing	Fall	25%	23%	48%	50%	45%	44%	48%	61%
Writing	Fall	0%	15%	54%	54%	48%	44%	40%	55%
Writing	Fall	13%	38%	39%	33%	15%	29%	27%	31%
Writing	Fall	44%	31%	59%	35%	38%	43%	40%	48%
Writing	Fall	63%	38%	76%	71%	68%	68%	68%	77%

5th Grade Math	Interim	Math-SPED	Math Core 1	Math Core 2	Math Core 3	CSIC	District	Kansas
Operations & Algebraic Thinking	Fall	21%	63%	66%	66%	61%	59%	67%
Operations & Algebraic Thinking	Fall	57%	83%	90%	84%	83%	80%	83%
Operations & Algebraic Thinking	Fall	50%	47%	50%	41%	46%	44%	50%
Operations & Algebraic Thinking	Fall	36%	82%	84%	84%	79%	77%	82%
Operations & Algebraic Thinking	Fall	36%	59%	45%	35%	46%	43%	42%
Number & Operations: Understanding Place Value	Fall	14%	32%	19%	20%	23%	21%	37%
Number & Operations: Understanding Place Value	Fall	36%	47%	45%	34%	42%	41%	56%
Number & Operations: Understanding Place Value	Fall	29%	30%	14%	18%	21%	21%	37%
Number & Operations: Understanding Place Value	Fall	21%	32%	33%	20%	29%	30%	38%
Number & Operations: Understanding Place Value	Fall	57%	30%	38%	23%	33%	28%	51%
Number & Operations: Understanding Place Value	Fall	21%	29%	34%	32%	31%	30%	50%
Number & Operations: Understanding Place Value	Fall	57%	34%	41%	23%	35%	36%	52%
Number & Operations: Understanding Place Value	Fall	79%	86%	90%	77%	84%	81%	86%
Number & Operations: Understanding Place Value	Fall	100%	86%	91%	95%	91%	91%	94%
Number & Operations: Understanding Place Value	Fall	71%	75%	83%	74%	77%	69%	69%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	50%	85%	67%	70%	72%	62%	74%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	36%	80%	62%	55%	64%	56%	69%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	0%	28%	21%	16%	20%	18%	31%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	29%	78%	74%	66%	69%	71%	80%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	36%	73%	50%	48%	56%	43%	59%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	36%	52%	52%	39%	47%	46%	57%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	21%	70%	57%	66%	61%	52%	68%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	36%	60%	60%	57%	57%	55%	63%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	7%	43%	59%	50%	47%	48%	59%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	29%	38%	43%	39%	39%	37%	39%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	50%	42%	45%	45%	44%	47%	53%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	36%	60%	40%	45%	47%	41%	49%
Number & Operations: Multi-Digit Numbers and Decimals	Fall	36%	58%	45%	47%	49%	45%	50%
Properties of Figures and Subcategories	Fall	0%	23%	7%	25%	16%	18%	24%
Convert Measurements; use conversions to solve problems	Fall	21%	48%	28%	34%	36%	37%	31%

5th Grade Science	Interim	Science Core 1	Science Core 2	Science Core 3	CSIC	District	Kansas
Physical Science: Using Evidence for Explanations & Argumentation	Fall	23%	23%	20%	22%	21%	27%
Physical Science: Using Evidence for Explanations & Argumentation	Fall	25%	7%	38%	24%	23%	34%
Physical Science: Using Evidence for Explanations & Argumentation	Fall	25%	7%	37%	23%	23%	34%
Physical Science: Using Evidence for Explanations & Argumentation	Fall	25%	9%	43%	26%	23%	29%
Physical Science: Using Evidence for Explanations & Argumentation	Fall	14%	12%	7%	11%	10%	14%
Physical Science: Engaging in Inquiry	Fall	41%	30%	35%	35%	31%	30%
Physical Science: Engaging in Inquiry	Fall	57%	79%	67%	68%	62%	62%
Physical Science: Engaging in Inquiry	Fall	63%	45%	75%	61%	62%	70%
Physical Science: Engaging in Inquiry	Fall	80%	79%	87%	82%	76%	80%
Physical Science: Engaging in Inquiry	Fall	32%	12%	65%	37%	36%	42%
Physical Science: Engaging in Inquiry	Fall	27%	21%	43%	31%	29%	43%
Physical Science: Engaging in Inquiry	Fall	54%	26%	62%	47%	50%	66%
Physical Science: Engaging in Inquiry	Fall	61%	49%	75%	62%	61%	66%
Physical Science: Engaging in Inquiry	Fall	21%	4%	32%	19%	16%	27%
Physical Science: Engaging in Inquiry	Fall	41%	19%	43%	35%	35%	42%
Physical Science: Developing & Using Models	Fall	45%	30%	48%	41%	42%	50%
Physical Science: Developing & Using Models	Fall	59%	37%	60%	52%	51%	55%
Physical Science: Developing & Using Models	Fall	70%	25%	67%	54%	58%	73%
Physical Science: Developing & Using Models	Fall	68%	40%	72%	60%	60%	72%
Physical Science: Developing & Using Models	Fall	43%	33%	47%	41%	38%	42%
Earth & Space Science: Engaging in Inquiry	Fall	39%	42%	25%	35%	28%	28%
Earth & Space Science: Engaging in Inquiry	Fall	93%	72%	92%	86%	87%	92%
Earth & Space Science: Engaging in Inquiry	Fall	77%	60%	67%	68%	70%	75%
Earth & Space Science: Engaging in Inquiry	Fall	55%	40%	48%	48%	45%	45%
Earth & Space Science: Engaging in Inquiry	Fall	46%	42%	72%	54%	54%	60%
Compare multiple solutions to a problem based on meeting criteria & c	Fall	96%	91%	97%	95%	94%	95%

6th Grade ELA	Interim	ELA-SPED	Read 180	ELA Core 1	ELA Core 2	ELA Core 3	CSIC	District	Kansas
Language in Reading	Fall	33%	50%	85%	91%	90%	79%	78%	88%
Language in Reading	Fall	20%	21%	68%	69%	63%	56%	54%	67%
Language in Reading	Fall	47%	25%	58%	54%	55%	50%	44%	51%
Language in Reading	Fall	20%	17%	78%	75%	73%	63%	61%	78%
Language in Reading	Fall	20%	25%	28%	26%	29%	26%	26%	32%
Language in Reading	Fall	27%	38%	55%	47%	47%	46%	43%	55%
Reading Information: Key Ideas & Details	Fall	27%	42%	63%	44%	55%	50%	54%	61%
Reading Information: Key Ideas & Details	Fall	60%	33%	63%	65%	59%	58%	56%	63%
Reading Information: Key Ideas & Details	Fall	47%	42%	65%	85%	80%	70%	64%	69%
Reading Information: Key Ideas & Details	Fall	13%	42%	40%	28%	22%	30%	31%	36%
Reading Information: Key Ideas & Details	Fall	13%	13%	35%	30%	33%	28%	29%	42%
Reading Information: Key Ideas & Details	Fall	7%	21%	58%	70%	59%	52%	53%	59%
Reading Literature: Key Ideas & Details	Fall	27%	17%	70%	65%	71%	58%	57%	64%
Reading Literature: Key Ideas & Details	Fall	60%	17%	55%	69%	67%	58%	53%	60%
Reading Literature: Key Ideas & Details	Fall	7%	29%	55%	52%	51%	45%	44%	56%
Reading Literature: Key Ideas & Details	Fall	33%	38%	48%	61%	53%	50%	50%	63%
Reading Literature: Key Ideas & Details	Fall	33%	33%	48%	43%	63%	47%	47%	56%
Reading Literature: Key Ideas & Details	Fall	7%	8%	30%	34%	39%	29%	26%	41%
Writing	Fall	53%	46%	90%	87%	86%	79%	75%	83%
Writing	Fall	27%	33%	43%	39%	31%	36%	35%	41%
Writing	Fall	80%	88%	100%	98%	98%	96%	95%	97%
Writing	Fall	20%	29%	70%	74%	67%	61%	59%	68%
Writing	Fall	53%	67%	90%	94%	92%	86%	86%	93%
Writing	Fall	80%	75%	83%	94%	88%	86%	86%	90%
Sentence Contributes to the Plot	Fall	33%	33%	78%	89%	86%	74%	72%	83%
Character's Point of View Develops	Fall	53%	58%	83%	85%	73%	75%	78%	80%
Sentence Contributes to an idea in Text	Fall	27%	33%	60%	70%	57%	56%	55%	62%
Context Clues	Fall	33%	50%	73%	81%	76%	69%	68%	74%
Analyze how a particular sentence impacts the	Fall	27%	38%	63%	61%	71%	58%	53%	63%
Word Choice	Fall	7%	25%	43%	28%	35%	31%	31%	41%

6th Grade Math	Interim	Math-SPED	Math Core 1	Math Core 2	Math Core 3	CSIC	District	Kansas
Ratios & Proportional Relationships	Fall	17%	32%	44%	28%	32%	34%	35%
Ratios & Proportional Relationships	Fall	50%	73%	73%	75%	72%	71%	73%
Ratios & Proportional Relationships	Fall	33%	47%	50%	41%	44%	47%	54%
Ratios & Proportional Relationships	Fall	17%	34%	25%	18%	25%	24%	31%
Ratios & Proportional Relationships	Fall	17%	25%	31%	15%	23%	24%	28%
Ratios & Proportional Relationships	Fall	8%	7%	6%	10%	8%	11%	13%
Ratios & Proportional Relationships	Fall	8%	35%	25%	15%	24%	25%	28%
Ratios & Proportional Relationships	Fall	8%	25%	21%	11%	19%	21%	24%
Number System: Rational Numbers	Fall	25%	61%	42%	48%	49%	47%	63%
Number System: Rational Numbers	Fall	42%	37%	27%	31%	33%	29%	38%
Number System: Rational Numbers	Fall	42%	38%	52%	52%	47%	46%	59%
Number System: Rational Numbers	Fall	33%	33%	29%	26%	29%	30%	30%
Number System: Rational Numbers	Fall	42%	34%	38%	28%	33%	30%	42%
Number System: Rational Numbers	Fall	0%	3%	6%	2%	3%	4%	12%
Number System: Rational Numbers	Fall	17%	26%	42%	30%	31%	33%	50%
Number System: Rational Numbers	Fall	17%	47%	47%	44%	44%	45%	68%
Number System: Common Factors & Multiples	Fall	17%	48%	50%	48%	46%	48%	60%
Number System: Common Factors & Multiples	Fall	0%	15%	10%	28%	17%	20%	41%
Number System: Common Factors & Multiples	Fall	8%	62%	65%	61%	58%	58%	73%
Number System: Common Factors & Multiples	Fall	17%	50%	69%	33%	47%	50%	56%
Number System: Common Factors & Multiples	Fall	50%	55%	58%	51%	54%	53%	67%
Number System: Common Factors & Multiples	Fall	0%	14%	13%	21%	15%	20%	43%
Number System: Common Factors & Multiples	Fall	33%	58%	56%	59%	56%	59%	72%
Number System: Common Factors & Multiples	Fall	25%	53%	56%	66%	57%	58%	67%
Number System: Common Factors & Multiples	Fall	33%	62%	63%	66%	62%	49%	39%
Number System: Common Factors & Multiples	Fall	58%	40%	27%	25%	32%	29%	37%
Solve word problems: dividing a fraction by a fraction	Fall	17%	33%	38%	31%	33%	34%	48%
Solve word problems: dividing mixed numbers	Fall	17%	38%	35%	28%	33%	34%	42%

**MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Suzette Goldsby, Plymell Principal/KSU ELA Liaison  
**DATE:** 11/19/24  
**RE:** KSU Education Leadership Academy

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**ISSUE:** Violet Johnson, Amber Vigil, and Suzette Goldsby will provide a presentation on the KSU Education Leadership Academy.

**BACKGROUND:**

Garden City Public Schools and Dodge City Public Schools collaborate with the Kansas State University Department of Educational Leadership to offer a field-based leadership training program. Staff who meet the requirements of the two-year program earn a Master’s degree in Educational Leadership from KSU. This program cultivates strong teacher leaders, building capacity within schools and the district while preparing participants for future administrative roles.

Instruction is provided on GCPS and DCPS campuses, supplemented by technology, and delivered by district liaisons in partnership with a KSU liaison.

The third leadership academy concluded its program in August 2024, with a new academy scheduled to begin in January 2025.

**ALTERNATIVES:**

None

**RECOMMENDATION:**

None

**FISCAL NOTE:**

None

**ATTACHMENTS:**

Brochure for KSU ELA



# KSU Education Leadership Academy

2025-2026

# What is it?

- 2-Year Cohort
  - Partnership between KSU/Garden City/Dodge City
  - Purpose: Elevate Teacher Leadership
  - Develop collaborative leaders and
  - Master's degree in Educational Leadership
- Class sessions alternate between the Garden City and Dodge City

- Curriculum
  - Aligned to NELP standards
- Mentors
  - Building/district staff
- Faculty
  - KSU Educational Leadership
  - Garden City Administrators
  - Dodge City Administrators

# Special Project

- Select a project that allows for the development of leadership responsibilities and develop a plan
- Criteria
  - Serves a useful purpose to the district/community
  - Goes above and beyond regular job assignment
  - Demonstrates the performance skills developed across the leadership standards

- Criteria (cont.)
  - Shows application of knowledge and dispositions learned throughout the cohort
    - Building project
    - District project
- Special Projects
  - New teacher training
  - District Leader in Me coaching
  - HS Building PLCs
  - Curriculum Implementation

# Cohorts

- **Completed 3 Cohorts**
  - 2016-2018
    - 23 Teachers
      - 11 Garden City/12 Dodge City
  - 2019-2021
    - 16 Teachers
      - 10 Garden City/6 Dodge City
  - 2022-2024
    - 15 Teachers Completed the 2022-2024 Program
      - 7 Garden City/8 Dodge City
        - Elementary and Secondary

# GRADUATION



# Violet

- Service to my school and district
- Service to the College of Education and Kansas State University
- Growth/Leadership Opportunities
- Take-away from experience

# Amber

- Professional Relationships and Friendships
- Real world application through the current and useful books used throughout the academy (Learning by Doing, How Good People Make Tough Choices, Crucial Conversations, The 4DX for Educators and many more!)
- Self-Confidence and Leadership skill learned that are applicable for career growth and district benefit
- Key Takeaways - 10/10 would recommend!!! :)

## Selection Process

The partnership academy will select up to 24 aspiring professionals for this academy. Consideration will be given proportionately to elementary, intermediate, middle school and high school applicants. A USD #443 and USD #457 administrative committee will screen applications in their respective districts. The selection will be completed no later than November 26<sup>th</sup>

## Travel and Class Locations

Practice-based learning opportunities will occur in Dodge City Public Schools and Garden City Public Schools, with the exception of special projects that may be selected by the student. Classes will be conducted in Dodge City, Garden City, and via technology.

## Tentative Schedule

The DC/GC Education Leadership Academy will begin Spring 2025. Attendance is expected unless excused by the district. Tentative dates/locations for the semester will be finalized and announced before the end of December 2024. Thursday class dates are yet to be determined, class sessions will be from 4:30-8:30 p.m. alternating in Dodge City and Garden City.

## Funding

- Candidates will pay for their own college tuition and will need to commit some evenings, and other time during the program.
- USD #443 and USD #457 will provide some release time for professional development, materials, supplies, and internship opportunities for academy participants.
- Tuition may be paid in installments during the program. Financial aid may be available.



### Notice of Nondiscrimination

Kansas State University prohibits discrimination on the basis of race, color, ethnicity, national origin, sex (including sexual harassment and sexual violence), sexual orientation, gender identity, religion, age, ancestry, disability, genetic information, military status, or veteran status, in the university's programs and activities as required by applicable laws and regulations. The person designated with responsibility for coordination of compliance efforts and receipt of inquiries concerning the nondiscrimination policy is the university's Title IX Coordinator: the Director of the Office of Institutional Equity, [equity@k-state.edu](mailto:equity@k-state.edu), 103 Edwards Hall, 1810 Kerr Drive, Kansas State University, Manhattan, Kansas 66506-4801. Telephone: 785-532-6220 | TTY or TRS: 711. The campus ADA Coordinator is the Director of Employee Relations and Engagement, who may be reached at [charlott@k-state.edu](mailto:charlott@k-state.edu) or 103 Edwards

**Questions may be directed to:**

### Dodge City Public Schools

**Dr. Fred Dierksen** Superintendent  
[dierksen.fred@usd443.org](mailto:dierksen.fred@usd443.org) 620-371-1070

### Amy Loder

Asst. Superintendent for Elementary Education  
[loder.amy@usd443.org](mailto:loder.amy@usd443.org) 620-789-2413

### Martha Mendoza

Principal, Dodge City High School  
[mendoza.martha@usd443.org](mailto:mendoza.martha@usd443.org) 620-471-2110

### Garden City Public Schools

**Dr. Mike Dominguez** Superintendent  
[mdominguez1@gckschools.com](mailto:mdominguez1@gckschools.com) 620-805-7010

### Suzette Goldsby-Lewis

Principal, Plymell Elementary  
[sgoldsby-lewis@gckschools.com](mailto:sgoldsby-lewis@gckschools.com) 620-805-7053

### K-State College of Education

**Royce Ann Collins**  
Professor & Chair Educational Leadership  
[racollins@ksu.edu](mailto:racollins@ksu.edu) 785-532-5766

### Dr. Donna Augustine-Shaw

Associate Professor and Liaison  
[donna5@ksu.edu](mailto:donna5@ksu.edu) 785-532-2597

# Dodge City/ Garden City Education Leadership Academy

(K-State Academy)

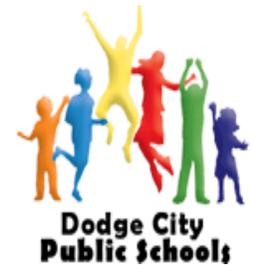
*Spring 2025-Fall 2026*

Dodge City Public Schools USD #443  
Garden City Public Schools USD #457  
Department of Educational Leadership

*A partnership for developing  
collaborative leaders*

**KANSAS STATE**  
UNIVERSITY.

College of Education



# Dodge City/Garden City Education Leadership Academy (K-State Leadership Academy)

## Program

Dodge City Public Schools and Garden City Public Schools will partner with the Kansas State University Department of Educational Leadership to provide a high caliber field-based leadership training academy using a distance delivery model. Students who successfully complete the two-year program will earn a Master's degree from KSU in Educational Leadership. This academy is designed to develop the leadership capacity of the district and prepare quality candidates for future administrative and/or teacher leadership positions.

## Program Themes

- Participants will be involved in several significant building or district assigned learning sequences and/or projects that will be of benefit to both the district and the participant.
- The focus will be on skills used by classroom teachers as they accept greater and new responsibilities for leadership positions in school improvement, curriculum development, or special district projects.
- Themes for the Leadership Academy will include understanding organizational structure and developing teaming, collaboration and problem solving skills. A strong focus for the Academy will be teacher leadership and building leadership capacity for those who may be interested in pursuing building leadership licensure.

- **Participants completing the Leadership Academy** will have met the requirements for a Master's degree in Educational Leadership at Kansas State University.
- **Those wishing to pursue** an entry-level Building Level leadership license from the Kansas State Department of Education may independently enroll in and complete an additional six hours beyond the academy from the KSU Department of Educational Leadership. These classes are not part of the leadership academy but will be accessible for individual enrollment.

## Curriculum Alignment

Participants who complete the program will demonstrate competence in areas aligned with the professional practice standards as set forth by the National Educational Leadership Program Standards (NELP), Professional Standards for Educational Leaders (PSEL), and standards established collaboratively by USD #443, USD #457, and KSU faculty.

## Mentors

Each successful candidate will work with skilled mentors within or outside the school district. Mentors will be selected by USD #443 and USD #457 on the basis of their expertise related to program themes and potential projects. Students will work with supervising administrators to develop projects, activities, and/or research to assist in the improvement of the school district.

## Faculty

Instructional delivery will be shared between the faculty of the KSU Department of Educational Leadership, Dodge City Public Schools and Garden City Public Schools administrators, and guest lecturers furnished by the university or school district.



## Admission Application Criteria

All applicants will be evaluated on their readiness for the academy and potential for sustained leadership success in USD #443 and USD #457 and beyond. Applicants must be able to meet the admission requirements for the Graduate School at KSU.

The successful candidate for admission to the Dodge City/Garden City Education Leadership Academy will be able to demonstrate the following:

- 1) At least one year of successful teaching. Preference will be given to teachers with 3 or more years of successful teaching experience in USD #443 or USD #457 schools.
- 2) Understanding of the process of school improvement and a commitment to lifelong learning.
- 3) Demonstrated knowledge of good instruction and willingness to apply the research on best practice.
- 4) Demonstrated potential as a successful teacher leader.
- 5) Participation in professional development activities designed to improve individual performance in the field of education.
- 6) A commitment to leadership at multiple levels, and to service in USD #443 or USD #457.
- 7) A commitment to participate in the requirements of the program.
- 8) Submission of a timely and complete application.

Applications are available at USD #443:

[DCELA Application Link](#)

and at USD #457:

[GCELA Application Link](#)

Applicants should submit completed applications to:

USD #443 Administrative Office  
(Attn: Amy Loder and Martha Mendoza)

and to the

USD #457 Administrative Office  
(Attn: Suzette Goldsby-Lewis)

by 5:00 p.m., November 15



# GARDEN CITY PUBLIC SCHOOLS

\*DRAFT\* MINUTES \*DRAFT\*

Regular Board of Education Meeting Monday, November 4, 2024 - 6:00 PM

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

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The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, November 4, 2024, at 6:00 P.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Josh Guymon, Deputy Superintendent; Jessica Nothorn, Chief Financial Officer; and Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 6:03 P.M.

A. **PLEDGE** - The Pledge of Allegiance was led by the Edith Scheuerman Elementary School Sign Choir and Student Lighthouse Team.

B. **SILENT REFLECTION** – Thirty seconds of silent reflection was observed.

C. **MEETINGS OF NOTE**

- Board Faculty Meeting - November 6, 2024 - Garfield Early Childhood Center - 7:30 a.m. Four or more board members may be in attendance.
- Board Faculty Meeting - November 13, 2024 - Jennie Wilson Elementary School - 3:30 p.m. Four or more board members may be in attendance.
- Board Faculty Meeting - November 20, 2024 - Plymell Elementary School - 7:00 a.m. Four or more board members may be in attendance.

D. **APPROVAL OF AGENDA with the following amendments:**

That the Board of Education approve the meeting agenda with the following amendments: This motion, made by Andy Fahrmeier and seconded by Nathan Haeck, Carried.

D.1. Remove H.1., The Board of Education is asked to consider and approve the quote for Edith Scheuerman playground equipment - Next Generation Recreation in the amount of \$93,215.10.

D.2. Additional classified personnel actions for consideration, Item F.3.

D.3. Add Item H.1., RSP Discussion

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea  
Wiese: Yea  
Yea: 7, Nay: 0

**E. DELEGATIONS, Q & A, PUBLIC COMMENTS, RECOGNITIONS, COMMITTEE REPORTS**

**E.1. Building Presentation - Edith Scheuerman Elementary School** Brandy Ochs, Principal, and the Student Lighthouse Team presented the 7 Habits of Happy Kids as practiced at Edith Scheuerman Elementary School.

**E.2. Garden City Community College Board of Trustees** Garden City Community College President Dr. Ryan Ruda and the Board of Trustees presented the following:

- Student Success
- Planning and Counseling
- Graduation
- Eliminating Barriers
- Accessibility and Approachability
- Transfer Success
- Transparency
- Commitments

Board members' questions were answered.

**E.3. Resist Group** Donna Gerstner, Sponsor, along with student members of the Garden City High School Resist Group, presented proposed policy changes regarding the tobacco use policy in the district.

Board members' questions were answered.

**F. CONSENT AGENDA**

That the Board of Education approve all consent agenda items as amended. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea  
Fahrmeier: Yea  
Gigot: Yea  
Haeck: Yea  
Hinde: Yea  
Ralston: Yea  
Wiese: Yea  
Yea: 7, Nay: 0

**F.1. Minutes**

F.1.a. Minutes of the October 21, 2024, Board of Education Meeting – approved as presented.

F.2. **Accounts Payable** totaling \$890,271.44, noting that all major accounts contain adequate balances to meet current obligations – approved as presented.

F.3. **Personnel** – all Certified and Classified personnel actions approved as presented.

F.3.a. **Certified:**

**Tuition Reimbursement Agreement:** Ramona McCallum – Special Education

F.3.b. **Classified**

**Terminations:** Maribel Gomez Chavez, Beth McDonald, Ian B. Olomon, Ramona E. Ordonez, Leticia I. Guzman-Vallejos

**Assignments:** Cristal Acosta, Melissa Arroyo, Luis A. Rivera Castro, Angelica Cisneros, Bonnie Comer, Genesis Gonzalez, William Robinson, Christopher Turner, Michelle Vela

**Transfers:**

- Ana Cantu Ortiz from Sub Bus Driver at Transportation to Bus Driver at Transportation
- Valerie S Cramer from Special Education Paraprofessional II at Garden City High School to Special Education Paraprofessional II at Garden City Achieve
- Alejandra N. Gutierrez from Special Education Paraprofessional I at Georgia Matthews Elementary School to Paraprofessional I at Georgia Matthews Elementary School

**Other:** Michael Burns, Director of Transportation, is requesting approval of a Temporary Transportation Driver Agreement with Mellissa Arroyo.

F.4. **Other**

F.4.a. **Curriculum Council Items**

F.4.a.i. The Board of Education is asked to consider and approve the addition of a new course, Peer Leadership 2, as a .5 credit elective course – approved as presented.

F.4.a.ii. The Board of Education is asked to consider and approve the addition of a new course, GCHS Honors Government, as a .5 credit elective course – approved as presented.

F.5. The Board of Education is asked to consider and approve the disposal of curriculum materials no longer in use in the district. See attached list – approved as presented.

## G. BOARD REPORTS

G.1. **Budget Report** Jessica Nothern, Chief Financial Officer, presented the quarterly report update and reviewed cash flow accounts including the following:

General Fund	LOB	4-year-old at risk
Bilingual	Virtual	Capital Outlay
Food Service	Professional Development	Parents as Teachers
Special Education	Career and Technical Education	Health Reserve
Textbooks	Bond & Interest	Interest on Investments
Gifts & Grants	Federal Funds	

Robin Bergkamp left the meeting room at 7:34 P.M. and returned at 7:35 P.M.

Mark Hinde left the meeting room at 7:58 P.M. and returned at 8:00 P.M.

## H. UNFINISHED BUSINESS

H.1. **RSP Discussion** - the Board discussed the option to move forward with having district boundaries redrawn by RSP at this time or delaying it to a later date. A proposed contract for the redrawing of boundaries was presented. The following action took place.

That the Board of Education do not move forward with the current RSP contract as written. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea  
Fahrmeier: Yea  
Gigot: Yea  
Haeck: Yea  
Hinde: Yea  
Ralston: Yea  
Wiese: Yea  
Yea: 7, Nay: 0

## **I. NEW BUSINESS**

**I.1. Bids - Plant Facilities - Vans** Jessica Nothern, Chief Financial Officer, after not receiving any bids for Plant Facilities vans due to the length of time it takes to get Board approval, proposed that we seek bids again and that the Board authorize herself or Dr. Dominguez to notify the selected vendor that we will be accepting their bid. The Board will then take formal action at the next meeting.

Nathan Haeck left the meeting room at 8:16 P.M. and returned at 8:17 P.M.

That the Board of Education table this discussion until after the next presentation. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Bergkamp: Yea  
Fahrmeier: Yea  
Gigot: Yea  
Haeck: Yea  
Hinde: Yea  
Ralston: Yea  
Wiese: Yea  
Yea: 7, Nay: 0

**I.2. YMCA Dome Discussion** Chad Knight, CEO of the Garden City Family YMCA, Bob Lewis, President Elect of the YMCA Board and Dome architect Blaine Davis presented the following:

- History of the relationship between the Garden City Family YMCA and USD 457
- Current usage of the Dome
- The expenses of the Dome are too high for the YMCA to continue with the current operation
- Current agreement between the Garden City Family YMCA and USD 457; the agreement between USD 457 and the Dome comes to an end in January of 2025
- Current estimated value of the Dome
- Options moving forward

Board members' questions were answered. No action was taken.

I.1. Discussion on Bids – Plant Facilities – Vans resumed. Board members’ questions were answered. The following action took place.

That the Board of Education give Dr. Dominguez and Jessica Nothern verbal permission to proceed with a max cap of \$95,000.00 for the purchase of two cargo vans. This motion, made by Nathan Haeck and seconded by Mark Hinde, Carried.

Bergkamp: Yea  
Fahrmeier: Yea  
Gigot: Yea  
Haeck: Yea  
Hinde: Yea  
Ralston: Yea  
Wiese: Yea  
Yea: 7, Nay: 0

#### J. BOARD OPEN DISCUSSION

- **Nathan Haeck** stated that he wanted to congratulate the GCHS Cross Country team for taking first place at state for the first time in the school’s history. He also congratulated the GCHS Volleyball team for how far they got this season. He stated that he wanted to thank Edith Scheuerman Elementary for the building presentation. He congratulated the GCHS Honor Choir and Orchestra students and teachers that have been selected to represent our district. He also encouraged everyone to exercise their freedom to vote in tomorrow’s election.
- **Jackie Gigot** agreed with Nathan Haeck’s comments.
- **Robin Bergkamp** stated she echoes the comments of Nathan Haeck and Jackie Gigot and thanked Jessica Nothern for the detailed budget report and stated it will help in understanding the cash summary reports. She stated that she was impressed with the number of kids that were signing during the Pledge of Allegiance. She also stated that she is excited about the connection we have with Garden City Community College and for kids to be able to graduate from high school with college credits.
- **Mark Hinde** stated that he agreed with everything that has been said so far and that he appreciated the presentation from the Edith Scheuerman Elementary students. He stated that he appreciated the presentation from the Resist Group and what they are asking for. He also stated that he appreciates the Veteran’s Day events going on across the district and that it means a lot to those who have served.
- **Andy Fahrmeier** stated that he appreciated the presentation from Edith Scheuerman Elementary and that it was a great turnout. He stated that he appreciated the GCCC Board of Trustees and Dr. Ruda for coming tonight and stated that he knows the district has worked hard in partnering with them to create opportunities for students. He stated that he appreciated the Resist Group coming and the willingness to take a stand against vaping. He also stated that he is proud to serve on the Board and proud of the steps they took to develop the drug testing policy and what it says about protecting the health and well-being of the students.
- **John Wiese** stated that the Edith Scheuerman Elementary presentation was great and took a lot of courage for the kids to get in front of everyone and do their presentation. He gave a shout out to the boys Cross Country team on winning state as well as recognizing the coaches. He also stated that he appreciated the coaches and assistant coaches from all of the fall sports and thanked them

for their time and effort invested into our student athletes. He stated that we are fortunate to have GCCC in our town and looks forward to working with them in the future on programs that can benefit our students and community. He also stated that he appreciated the Resist Group talking to the board and wanting to improve our schools and wanting to make a change and to try to help their peers break the addiction to substances.

- **Randy Ralston** stated that he agreed with previous comments and thinks the district is moving in the right direction. He also shared condolences from the Board to the family of Roxie Schafer as well as to her friends and co-workers.
- **Dr. Dominguez** stated that he thanked Edith Scheuerman for their presentation. He thanked GCCC for coming and talking to the Board and thanked Jessica Nothern for her budget presentation. He thanked the group for the Dome presentation and stated that the Board and the district need to make a decision on that issue. He congratulated a number of student extracurricular actives as well.

**K. NEXT BOARD MEETING** - The next regular meeting of the Board of Education will take place on Monday, December 2, 2024, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

**L. EXECUTIVE SESSION - After the completion of all other business, the Board of Education will adjourn to executive session for the following reason:**

**L.1. Personnel matters for non-elected personnel.**

Mr. President, I move we go into executive session for 10 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to discuss an individual employee's performance, beginning at 9:05 P.M. and the open meeting will resume in the Board Meeting Room at 9:15 P.M. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Wiese: Yea

Yea: 7, Nay: 0

The open meeting resumed in the board meeting room at 9:15 P.M. The following action took place.

That the Board of Education extend the executive session for 30 minutes beginning at 9:15 P.M. and the open meeting will resume at 9:45 P.M. I would like to invite Dr. Dominguez to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.

Fahrmeier: Yea

Gigot: Yea

Hinde: Yea

Ralston: Yea

Yea: 7, Nay: 0

The open meeting resumed in the board meeting room at 9:45 P.M.

**M. ACCOUNTS PAYABLE REVIEW** - Nathan Haeck and Andy Fahrmeier

**N. ADJOURNMENT** - There being no further business to come before the board, the following action was taken.

That the Board of Education meeting be adjourned 9:45 at P.M. This motion, made by Robin Bergkamp and seconded by Jackie Gigot, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Wiese: Yea

Yea: 7, Nay: 0

Respectfully submitted,

Approved:

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Jennifer Ramos, Clerk

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Randy Ralston, President



# GARDEN CITY PUBLIC SCHOOLS

\*DRAFT\* MINUTES \*DRAFT\*

Special Board of Education Meeting Monday, November 18, 2024 - 11:00 A.M.

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

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The Board of Education of Garden City USD 457 met for a Special meeting on Monday, November 18, 2024, at 11:00 A.M. in the Board Meeting Room, Educational Support Center, 1205 Fleming Street, Garden City, KS 67846.

Board members present were Andy Fahrmeier; Jackie Gigot; John Wiese; Mark Hinde; Nathan Haeck; Randy Ralston; Robin Bergkamp. Joining board members at the conference table was Superintendent, Dr. Mike Dominguez. Also in attendance were Josh Guymon, Deputy Superintendent; Jessica Nothern, Chief Financial Officer; and Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 11:00 A.M.

A. **PLEDGE** – Everyone stood for the Pledge of Allegiance.

B. **SILENT REFLECTION** – Thirty seconds of silent reflection was observed.

C. **LUNCH** - Lunch was available throughout the meeting.

D. **The Board of Education is asked to consider and approve a bid from Karl Automotive Group in the amount of \$87,672.00 - Cargo Vans - Plant Facilities.**

I move to approve the bid from Karl Automotive Group in the amount of \$87,672.00 for Plant Facilities cargo vans. This motion, made by Andy Fahrmeier and seconded by Nathan Haeck, Carried.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea

Hinde: Yea

Ralston: Yea

Wiese: Yea

Yea: 7, Nay: 0

Amended motion: I move to approve the bid from Karl Automotive Group in the amount of \$87,673.60 for Plant Facilities cargo vans. This motion, made by Nathan Haeck and seconded by John Wiese.

Bergkamp: Yea

Fahrmeier: Yea

Gigot: Yea

Haeck: Yea  
Hinde: Yea  
Ralston: Yea  
Wiese: Yea

**E. Discussion of the Ray & Associates Superintendent Search Process.**

Mr. President, I move we go into executive session for 30 minutes, to discuss a personnel matter pursuant to non-elected personnel exception under KOMA, to protect an individual employee's privacy, beginning at 11:10 A.M. and the open meeting will resume in the Board Meeting Room at 11:40 A.M. I would like to invite Drew Thon, Josh Guymon and Jessica Nothern and executives from Ray & Associates to join us in executive session. This motion, made by Andy Fahrmeier and seconded by Robin Bergkamp, Carried.

Bergkamp: Yea  
Fahrmeier: Yea  
Gigot: Yea  
Haeck: Yea  
Hinde: Yea  
Ralston: Yea  
Wiese: Yea  
Yea: 7, Nay: 0

The open meeting resumed in the board meeting room at 11:40 A.M. The following action took place.

That the Board of Education extend the executive session for 20 minutes beginning at 11:40 A.M. and the open meeting will resume at 12:00 P.M. This motion, made by Andy Fahrmeier and seconded by Nathan Haeck, Carried.

Fahrmeier: Yea  
Gigot: Yea  
Haeck: Yea  
Ralston: Yea  
Yea: 4, Nay: 0

The open meeting resumed in the board meeting room at 12:00 P.M.

**F. NEXT BOARD MEETING** - The next regular meeting of the Board of Education will take place on Monday, December 2, 2024, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.

**G. ADJOURNMENT** - There being no further business to come before the board, the following action was taken.

That the Board of Education meeting be adjourned at 12:02 P.M. This motion, made by John Wiese and seconded by Mark Hinde, Carried.

Bergkamp: Yea  
Fahrmeier: Yea  
Gigot: Yea  
Haeck: Yea  
Hinde: Yea  
Ralston: Yea  
Wiese: Yea  
Yea: 7, Nay: 0

Respectfully submitted,

Approved:

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Jennifer Ramos, Clerk

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Randy Ralston, President

BOARD OF EDUCATION

**Certified Personnel Actions**

December 2, 2024

**RETIREMENT:**

Kathleen Moorman, teacher and principal at the virtual academy, is submitting her letter of intent to retire through KPERS effective June 27, 2025.

**SUPPLEMENTAL RESIGNATION:**

Russell Tidwell is resigning as head coach for debate at Garden City High School effective June 22, 2025.

**APPOINTMENTS:**

Addyson Bjurstrom, Garden City, Kansas, is recommended for a first grade position at Abe Hubert Elementary School effective January 6, 2025. She is a first year teacher.

Asia Briggs, Garden City, Kansas, is recommended for a sixth grade mathematics position at Bernadine Sitts Intermediate Center effective January 6, 2025. She is a first year teacher.

Manuel Rios, Satanta, Kansas, is recommended for a kindergarten position at Abe Hubert Elementary School effective December 2, 2024. He has eighteen years' experience and is a former USD 457 teacher.

Lindsey Torres is recommended for a kindergarten position at Florence Wilson Elementary School effective January 6, 2025. Her appointment was originally approved October 21, 2024.

**CONTRACT RECOMMENDATION:**

Recommending that Angela Donovan's contract status be changed from non-renewal to renewal effective November 11, 2024 due to licensure resolution. She is currently assigned to an ESL social studies position at Garden City High School.

**TRANSFER:**

Katelyn Keiss – from kindergarten position at Florence Wilson Elementary School to kindergarten position at Victor Ornelas Elementary School effective January 6, 2025.

**POSITION REQUEST:**

Gina Galpin, special education director, is requesting to move a currently vacant 1.0 adaptive/interrelated position from Horace Good Middle School to Kenneth Henderson Middle School effective October 31, 2024.

**TUITION REIMBURSEMENT AGREEMENTS:**

Rebecka Kirk – Master's Degree

J. Charity Saddler – School Psychology

BOARD OF EDUCATION

**Addendum to Certified Personnel Actions**

December 2, 2024

**RETIREMENT:**

Julie Koerperich, principal at Alta Brown Elementary School, is submitting her letter of intent to retire through KPERS effective May 30, 2025.

**SUPPLEMENTAL RESIGNATION:**

Brian Hill is resigning as football head coach at Garden City High School effective May 23, 2025.

**TRANSFER:**

Faithe Haeck – from .50 science position at Florence Wilson Elementary School to 1.0 science position at Florence Wilson Elementary School effective January 6, 2025.

**POSITION CHANGES:**

Drew Thon, chief human resources officer, is requesting the following position changes effective for the Spring 2025 semester:

- Close .50 interventionist position at Jennie Wilson Elementary School.
- Open .50 science position at Florence Wilson Elementary School.

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

December 2nd, 2024

<b>TERMINATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Mario A. Colon	Custodian II	Edith Scheuerman Elementary School	11/15/24
Maricruz Baca Galindo	Nutrition Assistant I	Horace Good Middle School	10/31/24
Patricia A. Hernandez	Special Education Paraprofessional I	Garfield Early Childhood Center	11/20/24
Claudia Zubia Diaz	Nutrition Assistant I	Horace Good Middle School	11/1/24

<b>RESIGNATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Icy Butler	Administrative Specialist I	Educational Support Center	12/20/24
Jasmin S. Carrillo	Paraprofessional I	Edith Scheuerman Elementary School	12/20/24
Anahy Lopez	Special Education Paraprofessional I	Garfield Early Childhood Center	11/22/24
Rachel E. Norton	Special Education Paraprofessional II	Horace Good Middle School	11/6/24
Brooke Ptacek	Special Education Paraprofessional II	Horace Good Middle School	11/22/2024
Elena Ramirez Carrillo	Special Education Paraprofessional II	Garfield Early Childhood Center	11/6/24

<b>ASSIGNMENTS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Keylyn Fonseca Cano	Special Education Paraprofessional II	Kenneth Henderson Middle School	11/11/24
Idaly Castillo	Office Assistant I	Edith Scheuerman Elementary School	11/11/24
Elvia Cruz-Tellez	Sub Custodian	Plant Facilities	11/11/24
Esmeralda Rodarte Inguanzo	Special Education Paraprofessional II	Garfield Early Childhood Center	11/20/24
Jeanette Rivera	Sub Secretary	Garden City Achieve	11/14/24

<b>TRANSFERS</b>	<b>FROM</b>	<b>TO</b>	<b>DATE</b>
Juana Alamanza	Custodian I: Kenneth Henderson Middle School	Custodian I: Abe Hubert Elementary School	11/5/24
Jose B. Cantu	Sub Custodian: Plant Facilities	Custodian II: Education Support	11/11/24

		Center/Georgia Matthews Elementary School	
Kiana R. Hembree	Paraprofessional I: Abe Hubert Elementary School	.5 Special Education Paraprofessional: Jennie Wilson Elementary School	11/8/24
Salvador Monroy Calderon	Sub Custodian: Plant Facilities	Custodian I: Kenneth Henderson Middle School	11/12/24
Zoila Ninabuck	Custodian I: Horace Good Middle School	Custodian I: Abe Hubert Elementary School	11/5/24
Ashley Peitz	Special Education Paraprofessional I: Victor Ornelas Elementary School	.5 Special Education Paraprofessional I: Victor Ornelas Elementary School	11/1/24
Isabel Soto	Special Education Paraprofessional II: Victor Ornelas Elementary School	.5 Special Education Paraprofessional: Victor Ornelas Elementar School	11/1/24
Katie Workman	Daily Substitute Teacher: District	Paraprofessional I: Plymell Elementary School	11/11/24

BOARD OF EDUCATION  
**Classified Personnel Actions Addendum**

December 2<sup>nd</sup>, 2024

<b>RESIGNATIONS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Elvia Cruz-Tellez	Sub Custodian	Plant Facilities	11/14/24
Jessica Hernandez Medina	Special Education Paraprofessional I	Jennie Wilson Elementary School	12/11/24

<b>ASSIGNMENTS</b>	<b>POSITION</b>	<b>BUILDING</b>	<b>DATE</b>
Maria C. Rincon	Nutrition I	Horace Good Middle School	12/2/24

<b>TRANSFERS</b>	<b>FROM</b>	<b>TO</b>	<b>DATE</b>
Maria Garcia-Sanchez	Small Fleet Driver: Transportation	Sub Bus Driver: Transportation	11/21/24

## GCHS Out Of State Travel / Competitions – 2024/2025

### Brian Nelson – Newspaper/Yearbook:

- Student Publications - November 7-10 @ Philadelphia, PA - Attending national Journalism Education Association conference

### Alice Hilt – Theatre:

- If a kid qualifies-ESU National Shakespeare Contest (technically the regional is in Kansas City Missouri as well)
- Regional-in February (usually third Sunday)
- Nationals-New York City-probably April 19-22nd \*\*not sure of dates 100% yet
- International Thespian Festival-Indiana University--Bloomington, IN--June 22nd-27<sup>th</sup> - (We leave on 21st and return the 28th)

### Jacob Miller – Girls Basketball:

- 12/5/24 - 12/7/24 - Girls Basketball at Coronado HS (Boulder, CO)
- 12/21/24 - Girls Basketball at Hooker HS (Hooker, OK)
- 1/23/25 - 1/25/25 - Girls Basketball at Noble Invitational (Moore, OK)
- 2/7/25 - Girls Basketball at Woodward HS (Woodward, OK)

### Russ Tidwell – Debate & Forensics:

- NSDA National Tournament: Des Moines Area, Iowa – June 16-21, 2025
- NIETOC National Tournament: Kansas City, MO – Liberty North High School (May 16-18, 2025)
- If we were to qualify a debate team to a national tournament, there might be a couple of out of state prep tournaments in Oklahoma or Texas.

### Krista Linenberger – Cross Country:

- 9-26-24 - Canon City, CO
- 10-4-24 - Colorado Springs, CO

### Paul Lappin – Boys Wrestling:

- December 6-7 - Pine Creek HS-CO
- December 12-13 - Enid, OK
- December 20-21 - Kansas City, MO
- January 11 (JV) - Lamar, CO
- January 10-11 - Geary, OK
- January 17-18 (JV) - Hereford, TX

### Paul Lappin – Girls Wrestling:

- December 20-21 - Kansas City, MO
- January 3-4 - Tulsa, OK
- January 10 (JV) - Lamar, CO
- January 17-18 (JV) - Hereford, TX

**Scott Glass – Robotics:**

- Dec 8-9 in Colorado Springs CO.

**Stephen Peterson – JROTC Raiders**

- Sept 14 - Leavenworth KS
- Sept 21 - Pueblo CO
- Sept 27/28 - Ozark MO
- Oct 5 - Loveland CO
- Oct 23 thru 28 - Raider Nationals, Fort Knox KY. (This will not require school transportation)

**Luke Swedburg - Boys Basketball**

- Coronado High School (Colorado Springs) 12/5-12/7
- Hooker, OK 12/21
- Woodward, OK 2/7

**Anabel Tonche - HALO**

- Nebraska Cultural Unity Conference - Kearny Nebraska – 3-27-25 & 3-28-25

**Katie Hahn – Art Club**

- Denver, Colorado – April 24th – 26th

## Art Club Denver, CO Trip 2025 Agenda

Link to Spreadsheet of To do/\$: [📅 Notes for 2024 Trip](#)

### Thursday, April 24th

5:30 am - Call Time  
6 am Leave Garden City  
9 am - Break in Drive at Limon, CO  
11:30 am (Western Time) - Arrive at Hotel  
Hour to settle in.  
12:30 - 2 pm - Go to lunch and explore 16th St. Mall  
2 - 5 pm - Meow wolf  
5 - 8 pm - Exploration of the Rino Art District  
8 - 9 pm - Supper in Rino Art District  
Head back to the hotel  
Room Checks at 11 pm.

### Friday, April 25th

6 - 8 am Breakfast  
10 am - 12:30 pm - College Visit Rocky Mountain College of Art and Design, Lunch will be provided.  
1 - 4 pm - Denver Art Museum (open 9-9, only on Fridays)  
4 - 6 pm supper  
6 - 9 pm - Denver Museum  
Head back to hotel  
11pm - room checks

### Saturday, April 26th

6 - 8 am Breakfast at Hotel  
9 - 11 am - Shopping 16th Street Mall  
11 - 12:30 pm - Lunch  
2 - 4pm- Shopping 16th Street Mall or Back to Denver Museum of Art  
4 pm- depart for garden  
7 pm- Stop for supper in Limon, CO  
11 pm- Arrive to GCHS

## FOUNDING SPONSORSHIP AGREEMENT

THIS FOUNDING SPONSORSHIP AGREEMENT (Agreement) is made and entered into this 2nd day of December, 2024, by and between UNIFIED SCHOOL DISTRICT NO. 457 (USD 457) and Scooters (SPONSOR).

WHEREAS, USD 457 will be creating a new sponsorship tier to facilitate raising funds for USD 457 athletic programs and facilities; and

WHEREAS, SPONSOR would like to be a Founding Sponsor in the new tier of sponsorships available; and

WHEREAS, SPONSOR desires to display advertising related to SPONSOR's business in the ways outlined by the Founding Sponsorship; and

WHEREAS, the parties desire to enter into an Agreement to allow SPONSOR to advertise or display its corporate name and logo as described in Exhibit "A", attached hereto and incorporated herein.

NOW, THEREFORE, the parties agree as follows:

1. TERMS AND CONDITIONS. The term of this Agreement shall be for Five (5) years, commencing on the 1st day of January, 2024, and ending on the 31st day of December, 2028. Under the terms and conditions herein set forth, USD 457 grants advertising rights to SPONSOR as stipulated in Exhibit "A".

2. PAYMENTS. SPONSOR shall pay to USD 457 the sum of Ten Thousand Dollars (\$10,000) annually by the 15<sup>th</sup> day of January of each year of the term with the first payment being made on January 15, 2025. The total sum of this Agreement will be Fifty Thousand Dollars (\$50,000).

3. ADVERTISING. The advertising by SPONSOR on the equipment shall be subject to the following terms and conditions:

- a. SPONSOR shall be responsible for all planning, designing and costs associated with development of its advertising to be used.
- b. All advertising shall be subject to approval by USD 457 for content which is acceptable to USD 457.
- c. SPONSOR shall provide USD 457 with proposed advertising prior to use.
- d. SPONSOR may modify or change advertising at any time, subject to providing USD 457 with the revised advertising at least five (5) days prior to the date SPONSOR intends for the advertising to be used. There shall be no charge for advertising revisions.
- e. All rules of the Kansas State High School Activities Association (KSHSAA) related to advertising at KSHSAA events shall apply to SPONSOR's advertising.

4. EARLY TERMINATION. Should SPONSOR decide to end its advertising prior to the end of the term of this Agreement, USD 457 shall not be required to refund any amount to SPONSOR. Should USD 457 decide to end services prior to the end of the term of this Agreement, USD 457 shall prorate the amounts paid by SPONSOR and refund the prorated amount for the given annual installment of the five-year Agreement. Early termination requires not less than sixty (60) days' written notice to the other party.

5. DEFAULT. If SPONSOR fails to pay when due any amount owing under this Agreement, and such failure continues for a period of thirty (30) days after Partner receives written notice of the default from USD 457, or if either party to this Agreement fails to perform any of its covenants and obligations under this Agreement, and such failure continues for a period of thirty (30) days after the non-performing party receives written notice of default from the other party and such non-performance remains uncured after such thirty (30) day period, then such aggrieved party may terminate this Agreement by giving notice of termination. All parties' rights under this Section are in addition to, and are not a limitation on or in substitution for, any other rights which either party has by reason of any non-performance, including, without limitation, any claim for damages under law or equity. All rights are cumulative. Upon termination, all rights and obligations of the parties under this Agreement shall cease. Time is of the essence in the performance of all duties and obligations imposed by this Agreement. Each party's course of dealing, or forbearance from, or delay in, the exercise of any of their rights, remedies, privileges or right to insist upon strict performance of any provisions contained in this Agreement, shall not be construed as a waiver by either party, unless any such waiver is in writing and is signed by the party.

6. OPTION TO RENEW. SPONSOR shall be granted a first right of refusal to renew this Agreement for an additional five (5) years at the end of the initial term. Any extension shall be subject to the parties successfully negotiating new terms and conditions mutually agreeable to both parties.

7. ASSIGNMENT. This Agreement shall not be assigned by SPONSOR, nor shall SPONSOR grant any other person any of its rights without prior consent of USD 457.

8. PRIOR AGREEMENT. This Agreement, when approved by both parties, shall replace and supersede any prior Equipment Purchase and Sponsorship Agreement previously approved by the parties, should one exist.

9. FORCE MAJEURE. If, due to public emergency or necessity, legal restrictions, acts of God (i.e. hurricane, flood, fire, epidemic, including any foreseeable effects of COVID-19 or resurgence) or similar reasons (each an "Force Majeure Event"), USD 457 is unable to materially perform any of its obligations hereunder, then it will not be liable to SPONSOR. If any such Force Majeure Event extends beyond sixty (60) days, then SPONSOR will have the right to immediately terminate this Agreement without penalty.

10. GENERAL COVENANTS.

(a) All notices required or which may be given hereunder shall be considered as properly given if delivered in writing, personally, or sent by regular mail, postage prepaid, addressed as follows:

If to USD 457: Matt Bayer, Activities Director  
Garden City High School  
2720 Buffalo Way Blvd.  
Garden City, Kansas 67846

If to SPONSOR:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Garden City, Kansas 67846

5. DEFAULT. If SPONSOR fails to pay when due any amount owing under this Agreement, and such failure continues for a period of thirty (30) days after Partner receives written notice of the default from USD 457, or if either party to this Agreement fails to perform any of its covenants and obligations under this Agreement, and such failure continues for a period of thirty (30) days after the non-performing party receives written notice of default from the other party and such non-performance remains uncured after such thirty (30) day period, then such aggrieved party may terminate this Agreement by giving notice of termination. All parties' rights under this Section are in addition to, and are not a limitation on or in substitution for, any other rights which either party has by reason of any non-performance, including, without limitation, any claim for damages under law or equity. All rights are cumulative. Upon termination, all rights and obligations of the parties under this Agreement shall cease. Time is of the essence in the performance of all duties and obligations imposed by this Agreement. Each party's course of dealing, or forbearance from, or delay in, the exercise of any of their rights, remedies, privileges or right to insist upon strict performance of any provisions contained in this Agreement, shall not be construed as a waiver by either party, unless any such waiver is in writing and is signed by the party.

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Garden City High School  
2720 Buffalo Way Blvd.  
Garden City, Kansas 67846

If to SPONSOR: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Garden City, Kansas 67846

PAGE 3

Notices served by mail shall be deemed to be given on the date on which such notice is deposited in the United States mail.

- (b) This document incorporates all of the obligations, agreements and understandings of the parties, and there are no oral agreements or understandings between the parties concerning the subject covered by this Agreement.
- (c) This Agreement may be amended, changed, modified, or assigned only upon the written consent of the parties.
- (d) This Agreement shall be binding upon and inure to the benefit of the parties and their personal representatives and permitted assigns.
- (e) This Agreement shall be construed in accordance with the laws of the State of Kansas.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be approved as set forth below.

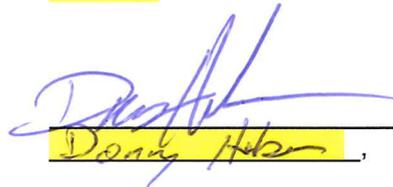
ATTEST:

UNIFIED SCHOOL DISTRICT NO. 457

\_\_\_\_\_  
Jennifer Ramos, Clerk of the Board

\_\_\_\_\_  
Randy Ralston, President  
Board of Education

\_\_\_\_\_  
Scooters

  
\_\_\_\_\_  
Darryl Hester

## EXHIBIT "A"

### FOUNDING SPONSORSHIP (\$10,000/ YEAR FOR 5 YEARS – 6 AVAILABLE)

#### STATIC SIGNAGE (size will be based upon the size of the video board)

- One (1) Backlit sponsor ad panel on the backside of the video board, approximate size TBD
- One (1) non-lit sponsor ad panel above the concession stand, approximate size TBD

#### DIGITAL CONTENT – FIELD

- PRE-IN-POST GAME rotating business name, logo, and/or tagline on top message center display. Messages will rotate with other partners at each event.
- One (1) logo to rotate with the Anchor and Premier partners on the bottom bar OR right-side zone during in-game production at all varsity events
- First Down sponsorship per regular season home varsity football game. An Anchor sponsor logo will play on the First Down graphic after every home first down.
- Two (2) in-game full screen static ad exposure per regular season home varsity event
- One (1) :30 second pre-game or post-game sponsor supplied video commercial per regular season home varsity game

#### DIGITAL CONTENT – GYM

- PRE-IN-POST GAME rotating business name, logo, and/or tagline on the video board. Messages will rotate with other partners and school messages during down times each event.
- One (1) logo to rotate with all other sponsors on the right-side zone of the video board during the in-game production at all varsity events.
- Two (2) in-game full screen static ad exposure per regular season home varsity event
- One (1) three-point sponsorship per regular season home varsity basketball game. An Anchor sponsor logo will play on the three-point graphic after every home three pointer made.
- One (1) :30 second pre-game or post-game sponsor supplied video per regular season home varsity game

#### PROMOTIONAL GAME SPONSORSHIP

- One (1) game day sponsorship per year. School and sponsor will choose (1) home indoor varsity game per year. Game day sponsorship could include:
- Additional PA announcement and digital content recognizing sponsor Opportunity for promotional giveaway or contest
- Opportunity to promote or distribute specialty items with on court recognition

#### MULTI-MEDIA/PRINT/PROMOTIONS

- One (1) grouped PA announcement at all home varsity events (boys and girls)
- One (1) half page ad in gameday program (Football and basketball)
- Social Media gameday graphic (soccer, track and field, volleyball)
- One (1) :30 second in-game sponsor supplied video commercial OR full color logo with corresponding announcement per regular season home varsity game on the YouTube live stream

**ADMINISTRATIVE PERSONNEL  
EMPLOYMENT HANDBOOK  
UNIFIED SCHOOL DISTRICT 457**

***DEFINITIONS***

1. The School District or School System. Unified School District 457, Garden City, Finney County, Kansas.
2. The Board. The Board of Education (BOE) of Unified School District 457, Garden City, Finney County, Kansas.
3. Administrative Personnel. Those employees who are employed under one of the following contracts: Superintendent, Deputy Superintendent, Assistant Superintendent, Chief Financial Officer, Chief HR Officer, Director, Principal, Associate Principal, or Coordinator.
4. Superintendent's Leadership Team. Deputy Superintendent, Assistant Superintendent, Chief Financial Officer, Chief HR Officer, and any other Administrators appointed by the Superintendent or Board of Education.
5. Contract Year. That period of time specified on each individual contract.
6. Contract Days. Those days during a year for which assignments can be made and for which an administrator is paid to work.
7. Non-duty Days. Those days, Monday through Friday, interspersed during the contract year, on which the administrator is not required to be on duty.
8. Daily Rate. Annual salary divided by number of contract days.
9. Full-time Employment is defined as a position entailing a full day of duties, as outlined in BOE policy, with a contract length of 205 days or longer. Administrators employed full-time after the beginning of the regular contract year shall qualify for proportional full-time status on the basis of days contracted.
10. Disability, as used herein, shall mean the general disability of a person (physical, mental, and/or emotional), because of sickness or injury, to perform substantially the administratively assigned duties and to fulfill substantially the requirements of the individual contract between the administrator and the BOE. During the period of disability, the person must be under the regular care and attendance of a legally qualified physician. "Disability" leave as defined here is not to be confused with "Disability" or "Total Disability" as defined for eligibility for disability payments from the Kansas Public Employees Retirement System.

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Josh Guymon  
**FROM:** Drew Thon, HR Officer  
**DATE:** 11-21-24  
**RE:** WeSurvey Results

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**ISSUE:**

Update the Board of Education on the WeSurvey

**BACKGROUND:**

We would like to share with the BOE the positive gains we have made this past year in regards to staff climate.

**Overview:**

Our fall WeSurvey data has come back to us and we have seen positive gains at the district level and the building level. These gains rival pre-Covid climate surveys.

**RECOMMENDATION:**

No recommendations

**FISCAL NOTE:**

No fiscal impact

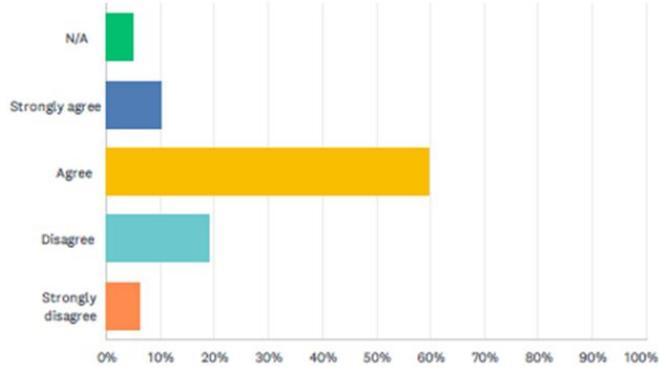
**ATTACHMENTS:**

See attachments

# 2022

## Q1 I feel valued by the Central Administration

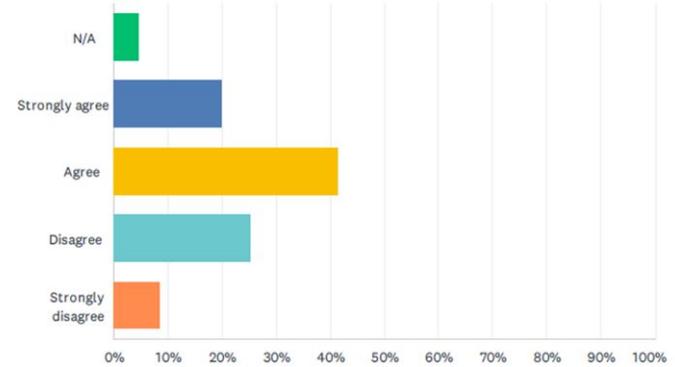
Answered: 503 Skipped: 0



# 2024

## Q1 I feel valued by the Central Administration

Answered: 429 Skipped: 0



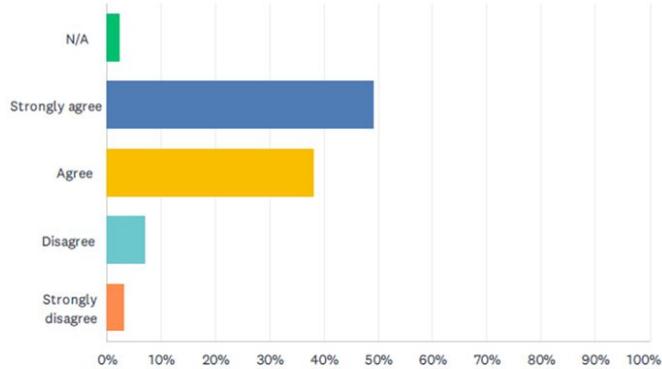
ANSWER CHOICES	RESPONSES	
N/A	4.97%	25
Strongly agree	10.14%	51
Agree	59.64%	300
Disagree	19.09%	96
Strongly disagree	6.16%	31
TOTAL		503

ANSWER CHOICES	RESPONSES	
N/A	4.66%	20
Strongly agree	20.05%	86
Agree	41.26%	177
Disagree	25.41%	109
Strongly disagree	8.62%	37
TOTAL		429

# 2022

## Q2 I feel valued by my building administrator

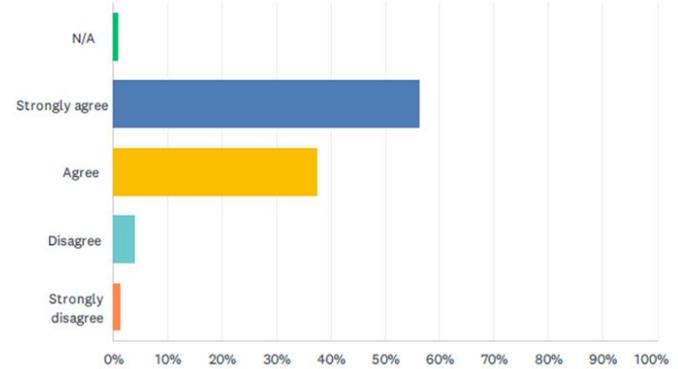
Answered: 501 Skipped: 2



# 2024

## Q2 I feel valued by my building administrator

Answered: 325 Skipped: 104



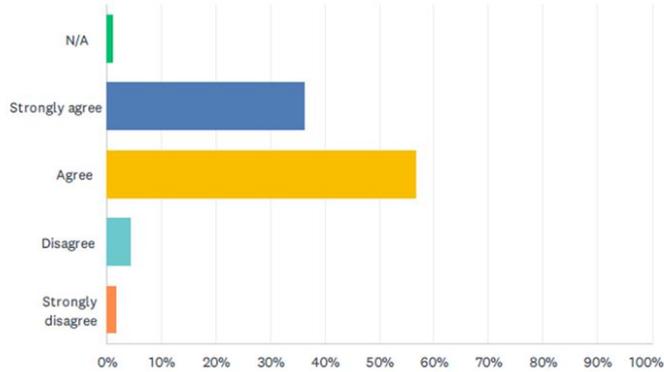
ANSWER CHOICES	RESPONSES
N/A	2.40% 12
Strongly agree	49.30% 247
Agree	38.12% 191
Disagree	6.99% 35
Strongly disagree	3.19% 16
TOTAL	501

ANSWER CHOICES	RESPONSES
N/A	0.92% 3
Strongly agree	56.31% 183
Agree	37.54% 122
Disagree	4.00% 13
Strongly disagree	1.23% 4
TOTAL	325

# 2022

## Q3 I feel valued by my co-workers

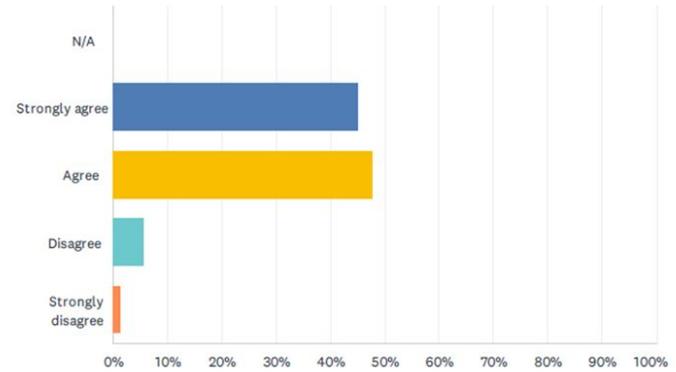
Answered: 498 Skipped: 5



# 2024

## Q3 I feel valued by my co-workers

Answered: 327 Skipped: 102

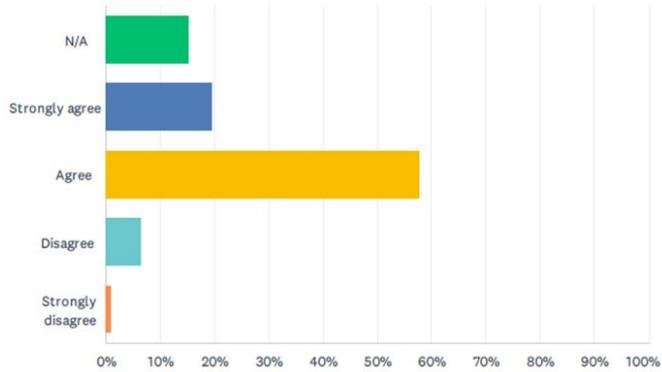


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	1.00% 5	N/A	0.31% 1
Strongly agree	36.35% 181	Strongly agree	45.26% 148
Agree	56.63% 282	Agree	47.71% 156
Disagree	4.42% 22	Disagree	5.50% 18
Strongly disagree	1.61% 8	Strongly disagree	1.22% 4
<b>TOTAL</b>	<b>498</b>	<b>TOTAL</b>	<b>327</b>

# 2022

## Q4 I feel valued by my student's parents

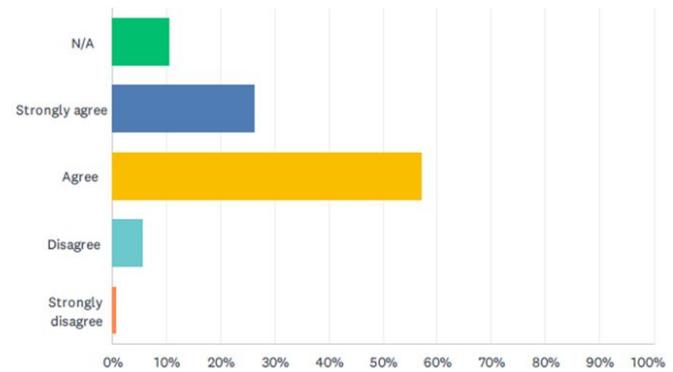
Answered: 499 Skipped: 4



# 2024

## Q4 I feel valued by my student's parents

Answered: 325 Skipped: 104



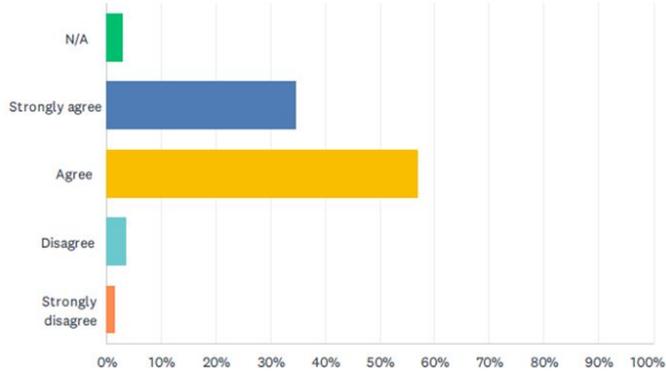
ANSWER CHOICES	RESPONSES
N/A	15.43% 77
Strongly agree	19.64% 98
Agree	57.72% 288
Disagree	6.41% 32
Strongly disagree	0.80% 4
TOTAL	499

ANSWER CHOICES	RESPONSES
N/A	10.46% 34
Strongly agree	26.15% 85
Agree	57.23% 186
Disagree	5.54% 18
Strongly disagree	0.62% 2
TOTAL	325

# 2022

## Q5 I feel valued by my students

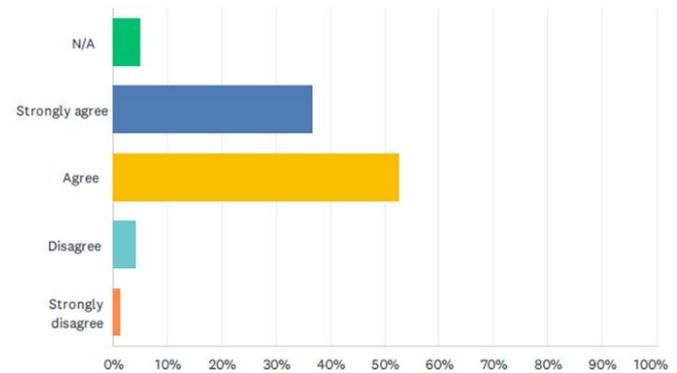
Answered: 502 Skipped: 1



# 2024

## Q5 I feel valued by my students

Answered: 327 Skipped: 102

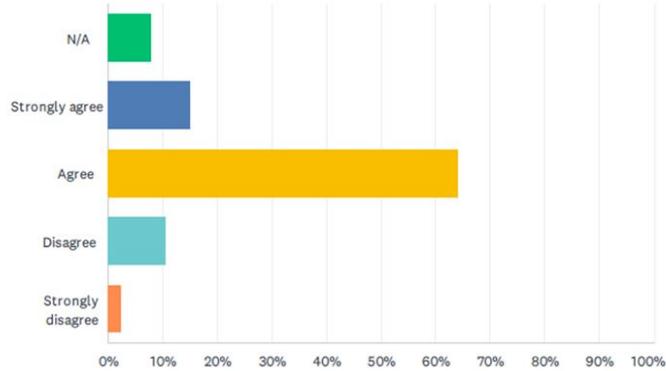


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	2.99% 15	N/A	5.20% 17
Strongly agree	34.86% 175	Strongly agree	36.70% 120
Agree	56.97% 286	Agree	52.60% 172
Disagree	3.59% 18	Disagree	4.28% 14
Strongly disagree	1.59% 8	Strongly disagree	1.22% 4
TOTAL	502	TOTAL	327

# 2022

## Q6 Central Administration treats me with respect

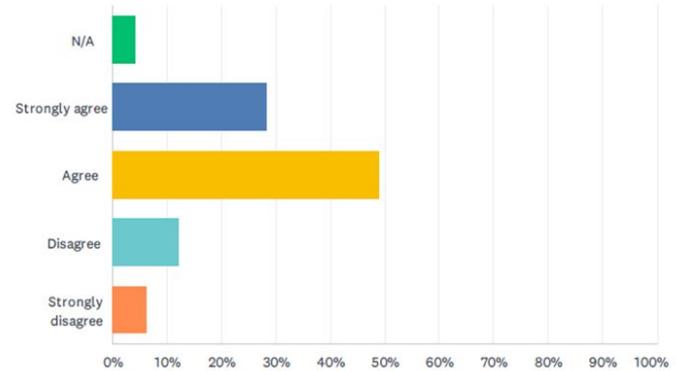
Answered: 498 Skipped: 5



# 2024

## Q6 Central Administration treats me with respect

Answered: 328 Skipped: 101

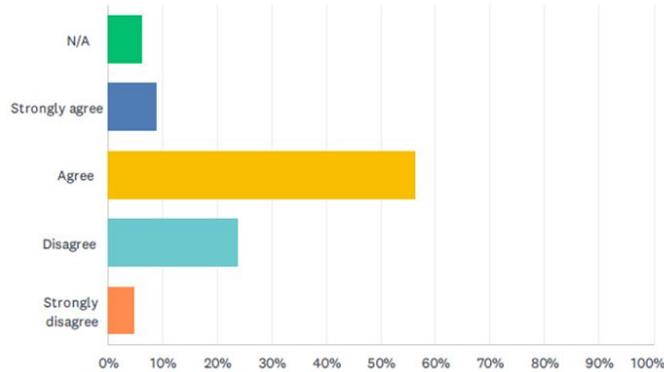


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	7.83% 39	N/A	4.27% 14
Strongly agree	15.06% 75	Strongly agree	28.35% 93
Agree	64.26% 320	Agree	49.09% 161
Disagree	10.44% 52	Disagree	12.20% 40
Strongly disagree	2.41% 12	Strongly disagree	6.10% 20
TOTAL	498	TOTAL	328

# 2022

## Q7 Central Administration communicates effectively

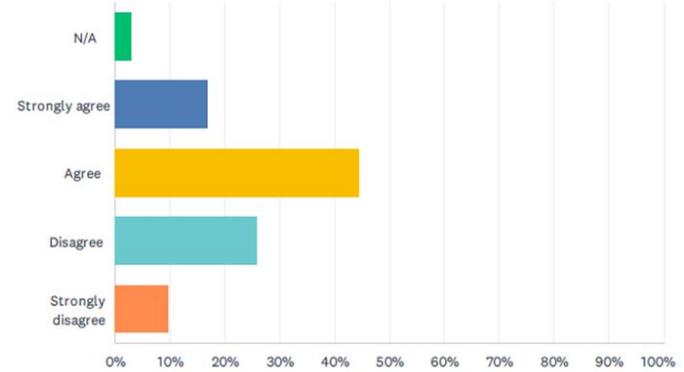
Answered: 500 Skipped: 3



# 2024

## Q7 Central Administration communicates effectively

Answered: 326 Skipped: 103

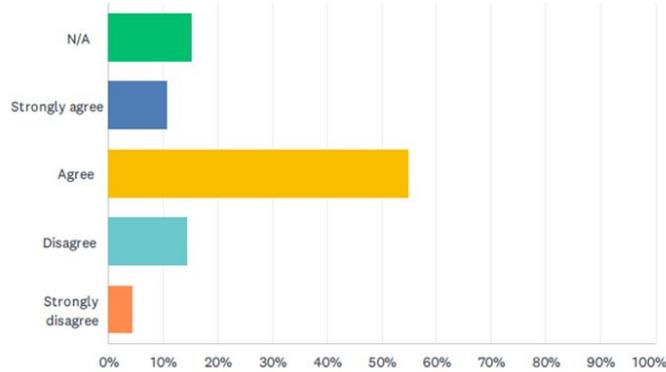


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	6.20%	31 N/A	3.07%
Strongly agree	9.00%	45 Strongly agree	16.87%
Agree	56.20%	281 Agree	44.48%
Disagree	23.80%	119 Disagree	25.77%
Strongly disagree	4.80%	24 Strongly disagree	9.82%
TOTAL	500	TOTAL	326

# 2022

## Q8 Central Administration allows me to be innovative

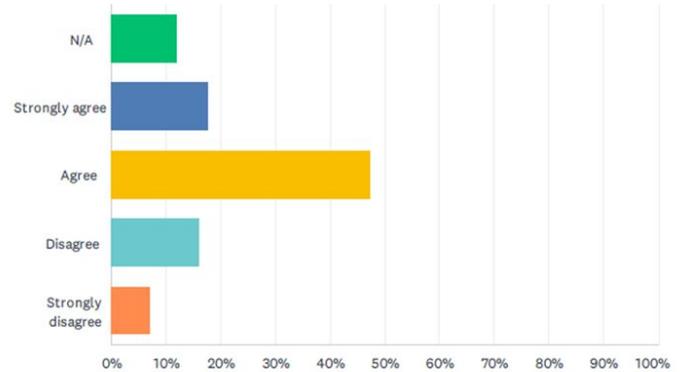
Answered: 500 Skipped: 3



# 2024

## Q8 Central Administration allows me to be innovative

Answered: 327 Skipped: 102

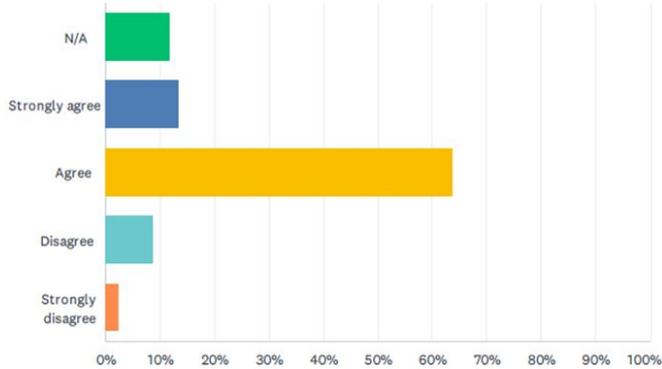


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	15.40% 77	N/A	11.93% 39
Strongly agree	10.60% 53	Strongly agree	17.74% 58
Agree	55.00% 275	Agree	47.40% 155
Disagree	14.60% 73	Disagree	15.90% 52
Strongly disagree	4.40% 22	Strongly disagree	7.03% 23
TOTAL	500	TOTAL	327

# 2022

## Q9 Central Administration supports my work with students

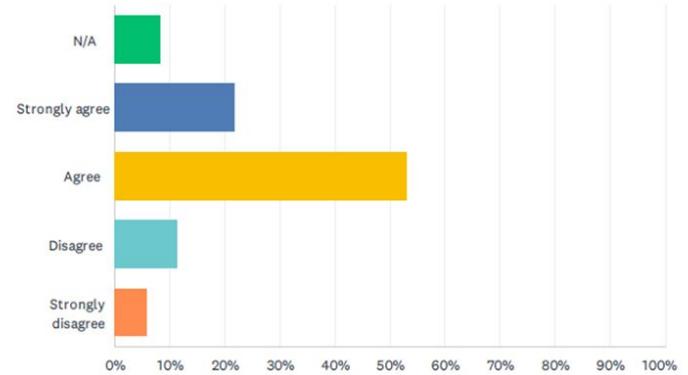
Answered: 499 Skipped: 4



# 2024

## Q9 Central Administration supports my work with students

Answered: 328 Skipped: 101

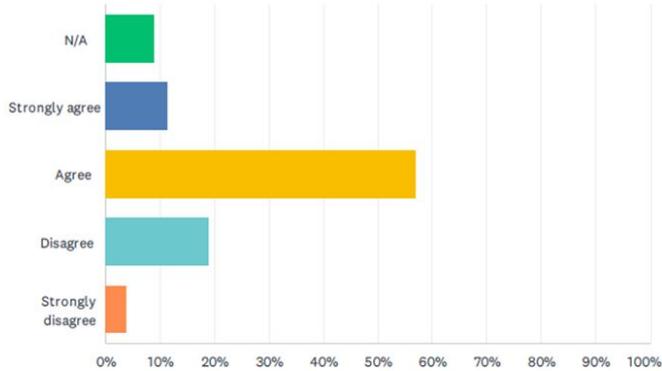


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	11.62%	58 N/A	8.23% 27
Strongly agree	13.43%	67 Strongly agree	21.65% 71
Agree	63.73%	318 Agree	53.05% 174
Disagree	8.82%	44 Disagree	11.28% 37
Strongly disagree	2.40%	12 Strongly disagree	5.79% 19
TOTAL	499	TOTAL	328

# 2022

## Q10 Central Administration is approachable

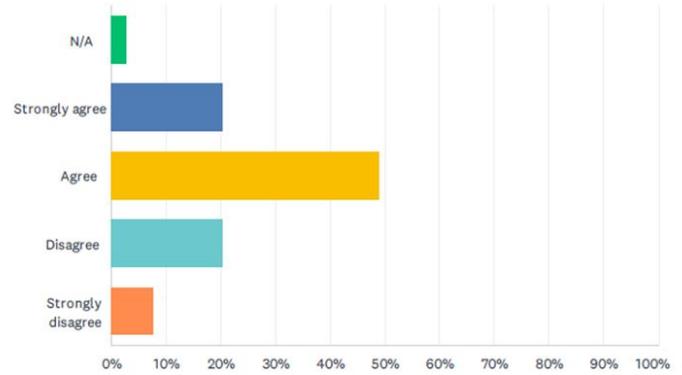
Answered: 498 Skipped: 5



# 2024

## Q10 Central Administration is approachable

Answered: 329 Skipped: 100

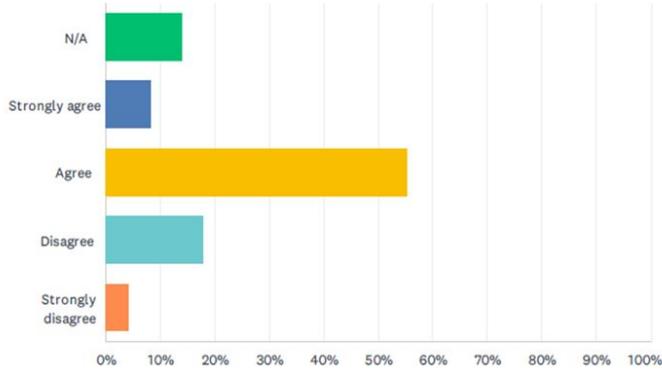


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	9.04% 45	N/A	2.74% 9
Strongly agree	11.24% 56	Strongly agree	20.36% 67
Agree	57.03% 284	Agree	48.94% 161
Disagree	18.88% 94	Disagree	20.36% 67
Strongly disagree	3.82% 19	Strongly disagree	7.60% 25
TOTAL	498	TOTAL	329

# 2022

## Q11 Central Administration provide adequate support to instruction

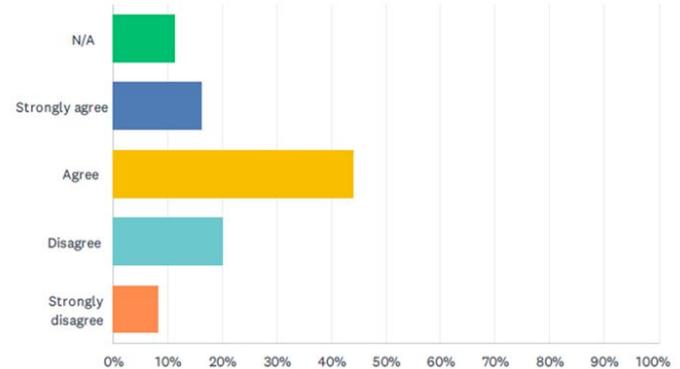
Answered: 500 Skipped: 3



# 2024

## Q11 Central Administration provide adequate support to instruction

Answered: 327 Skipped: 102

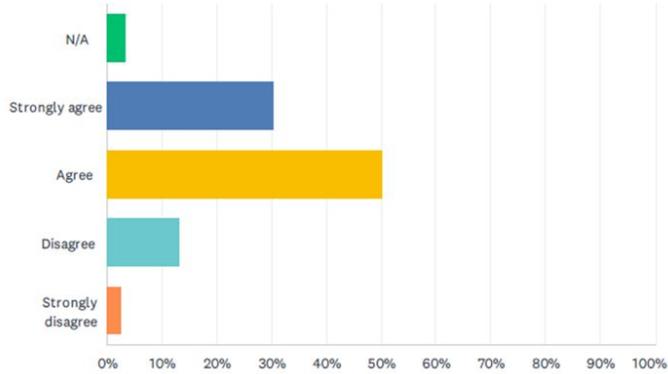


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	14.00% 70	N/A	11.31% 37
Strongly agree	8.40% 42	Strongly agree	16.21% 53
Agree	55.40% 277	Agree	44.04% 144
Disagree	18.00% 90	Disagree	20.18% 66
Strongly disagree	4.20% 21	Strongly disagree	8.26% 27
TOTAL	500	TOTAL	327

# 2022

## Q12 Building Administration communicates effectively

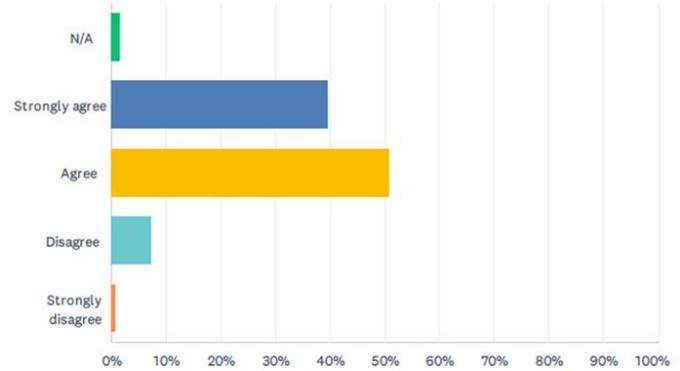
Answered: 500 Skipped: 3



# 2024

## Q12 Building Administration communicates effectively

Answered: 327 Skipped: 102



ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	3.40%	17 N/A	1.53%
Strongly agree	30.40%	152 Strongly agree	39.76%
Agree	50.40%	252 Agree	50.76%
Disagree	13.20%	66 Disagree	7.34%
Strongly disagree	2.60%	13 Strongly disagree	0.61%
TOTAL	500	TOTAL	327

# 2022

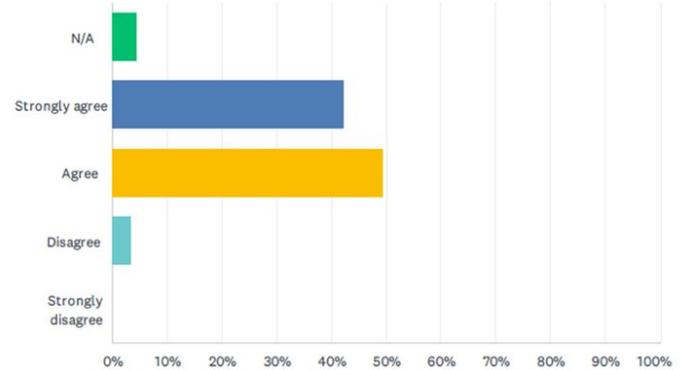
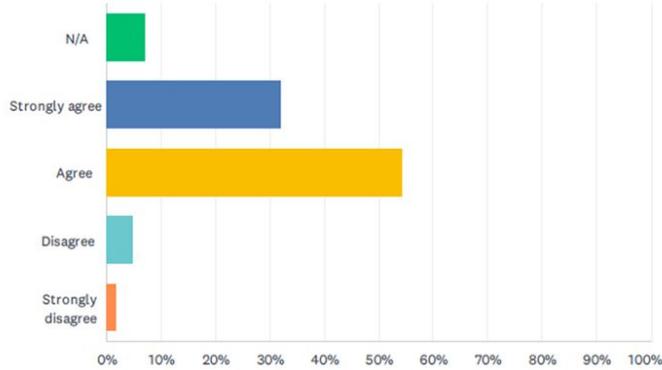
# 2024

## Q13 Building Administration allows me to be innovative

## Q13 Building Administration allows me to be innovative

Answered: 499 Skipped: 4

Answered: 329 Skipped: 100

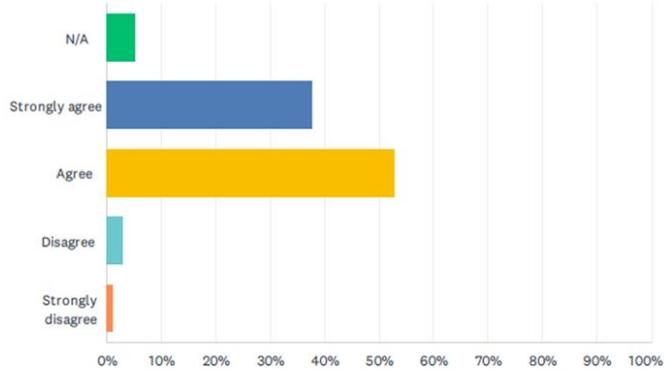


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	7.01% 35	N/A	4.56% 15
Strongly agree	32.06% 160	Strongly agree	42.25% 139
Agree	54.31% 271	Agree	49.54% 163
Disagree	4.81% 24	Disagree	3.34% 11
Strongly disagree	1.80% 9	Strongly disagree	0.30% 1
TOTAL	499	TOTAL	329

# 2022

## Q14 Building Administration supports my work with students

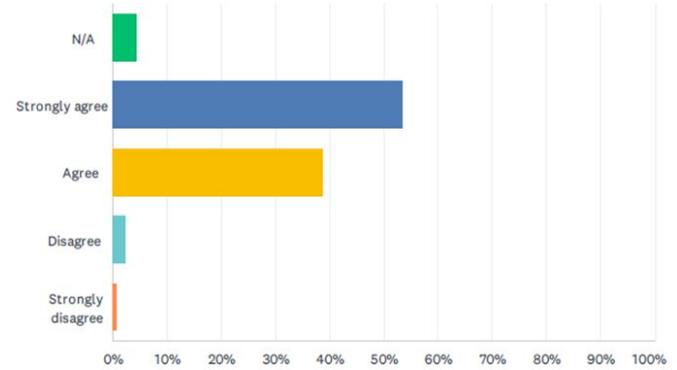
Answered: 501 Skipped: 2



# 2024

## Q14 Building Administration supports my work with students

Answered: 329 Skipped: 100

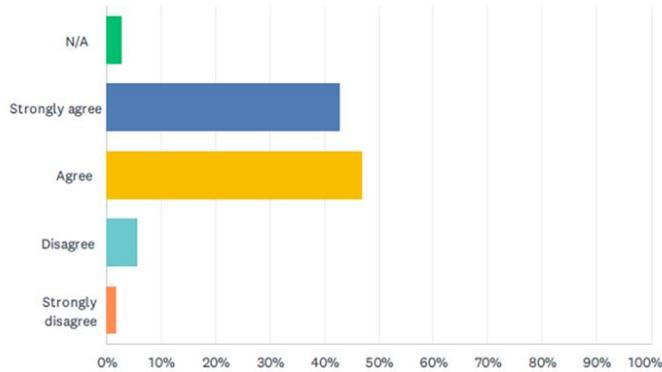


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	5.39% 27	N/A	4.56% 15
Strongly agree	37.72% 189	Strongly agree	53.50% 176
Agree	52.89% 265	Agree	38.91% 128
Disagree	2.99% 15	Disagree	2.43% 8
Strongly disagree	1.00% 5	Strongly disagree	0.61% 2
TOTAL	501	TOTAL	329

# 2022

## Q15 Building Administration promotes a positive school environment

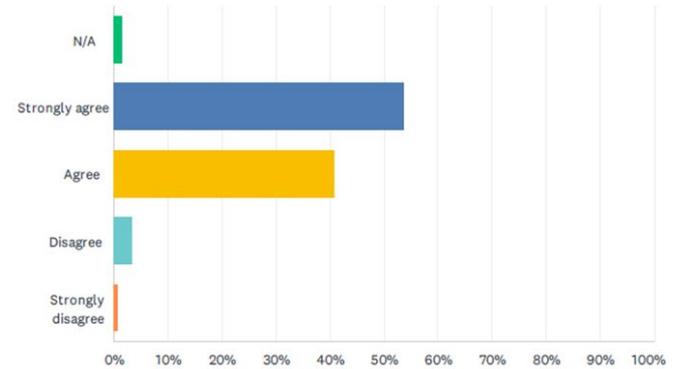
Answered: 501 Skipped: 2



# 2024

## Q15 Building Administration promotes a positive school environment

Answered: 327 Skipped: 102



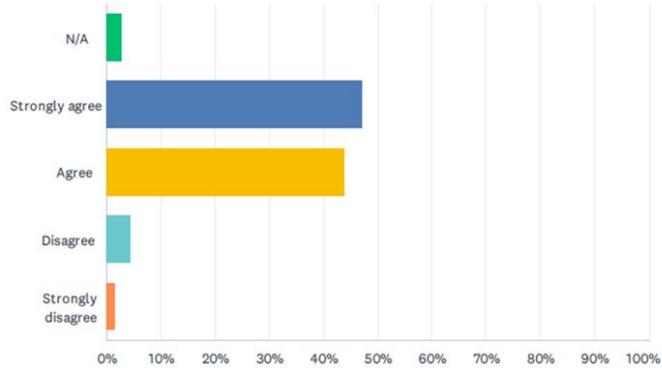
ANSWER CHOICES	RESPONSES
N/A	2.79% 14
Strongly agree	42.91% 215
Agree	46.91% 235
Disagree	5.59% 28
Strongly disagree	1.80% 9
TOTAL	501

ANSWER CHOICES	RESPONSES
N/A	1.53% 5
Strongly agree	53.82% 176
Agree	40.67% 133
Disagree	3.36% 11
Strongly disagree	0.61% 2
TOTAL	327

# 2022

## Q16 Building Administration is approachable

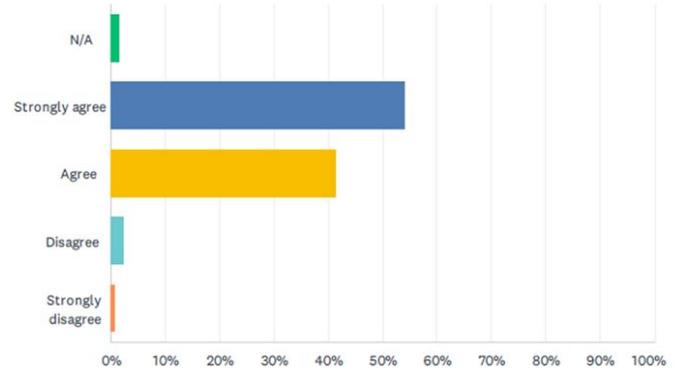
Answered: 502 Skipped: 1



# 2024

## Q16 Building Administration is approachable

Answered: 327 Skipped: 102



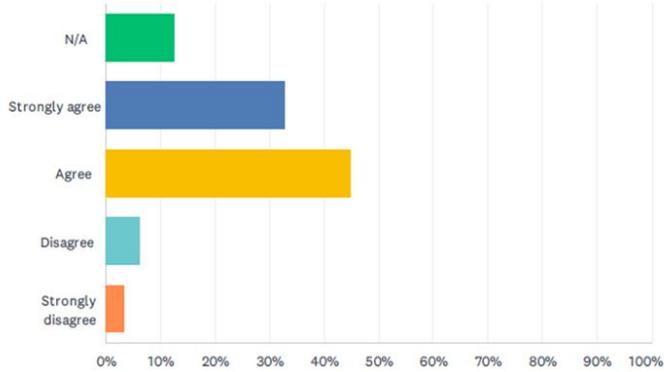
ANSWER CHOICES	RESPONSES	
N/A	2.79%	14
Strongly agree	47.21%	237
Agree	44.02%	221
Disagree	4.58%	23
Strongly disagree	1.39%	7
TOTAL		502

ANSWER CHOICES	RESPONSES	
N/A	1.53%	5
Strongly agree	54.13%	177
Agree	41.28%	135
Disagree	2.45%	8
Strongly disagree	0.61%	2
TOTAL		327

# 2022

## Q17 Building Administration supports me with student discipline issues

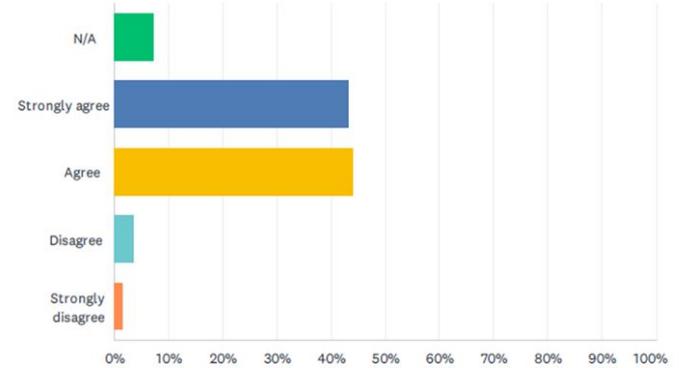
Answered: 501 Skipped: 2



# 2024

## Q17 Building Administration supports me with student discipline issues

Answered: 328 Skipped: 101

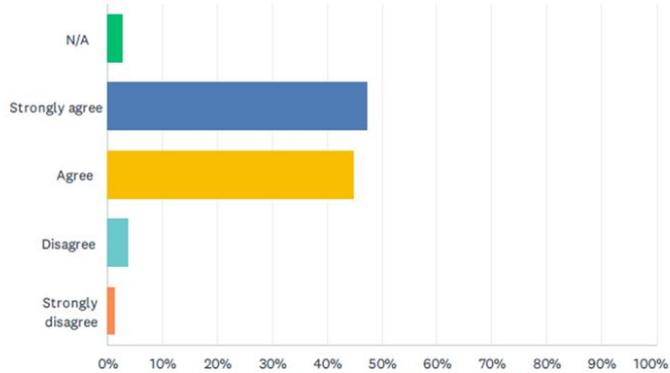


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	12.57% 63	N/A	7.32% 24
Strongly agree	32.93% 165	Strongly agree	43.29% 142
Agree	44.91% 225	Agree	44.21% 145
Disagree	6.19% 31	Disagree	3.66% 12
Strongly disagree	3.39% 17	Strongly disagree	1.52% 5
TOTAL	501	TOTAL	328

# 2022

## Q18 Building Administration treats me with respect

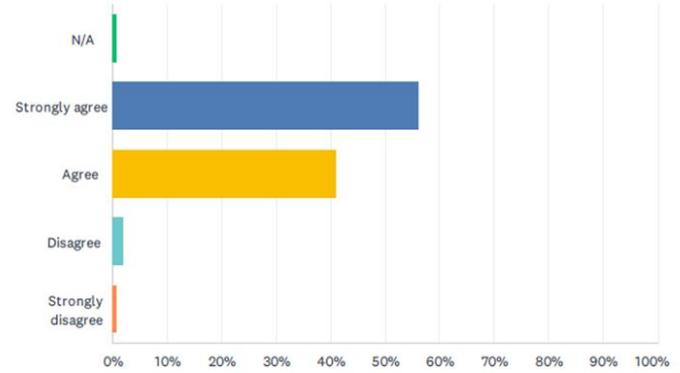
Answered: 501 Skipped: 2



# 2024

## Q18 Building Administration treats me with respect

Answered: 328 Skipped: 101

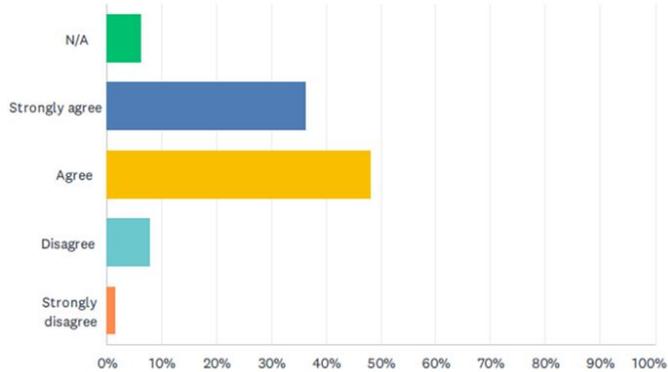


ANSWER CHOICES		RESPONSES	ANSWER CHOICES		RESPONSES
N/A	14	2.79%	N/A	2	0.61%
Strongly agree	237	47.31%	Strongly agree	184	56.10%
Agree	225	44.91%	Agree	134	40.85%
Disagree	19	3.79%	Disagree	6	1.83%
Strongly disagree	6	1.20%	Strongly disagree	2	0.61%
<b>TOTAL</b>	<b>501</b>		<b>TOTAL</b>	<b>328</b>	

# 2022

## Q19 Building Administration are effective instructional leaders

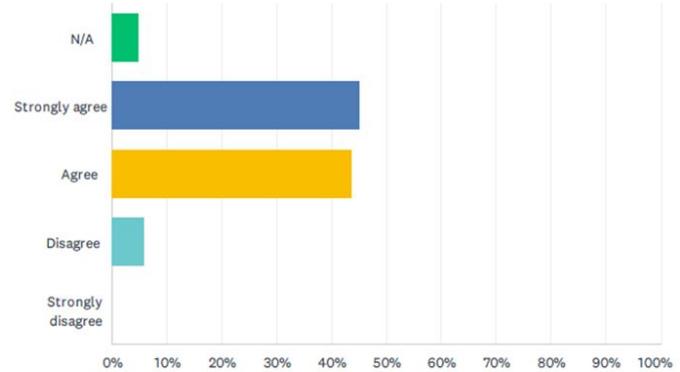
Answered: 501 Skipped: 2



# 2024

## Q19 Building Administration are effective instructional leaders

Answered: 329 Skipped: 100

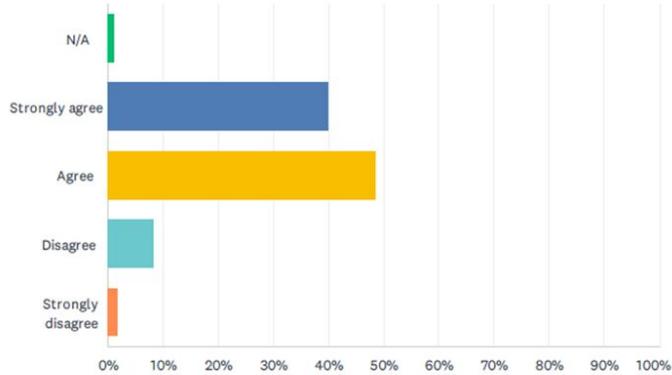


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	6.19%	31 N/A	4.86%
Strongly agree	36.33%	182 Strongly agree	45.29%
Agree	48.10%	241 Agree	43.77%
Disagree	7.78%	39 Disagree	5.78%
Strongly disagree	1.60%	8 Strongly disagree	0.30%
TOTAL	501	TOTAL	329

# 2022

## Q20 Our school is safe and secure

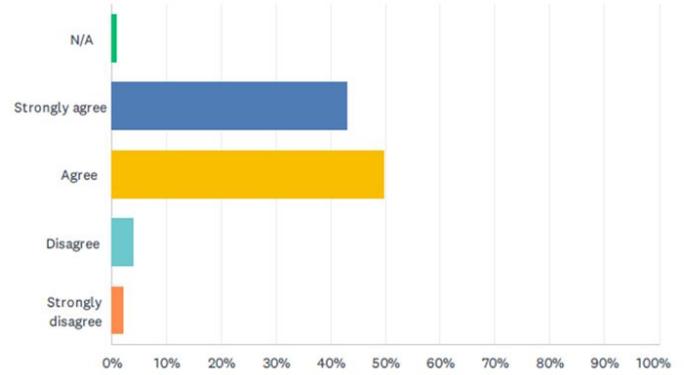
Answered: 501 Skipped: 2



# 2024

## Q20 Our school is safe and secure

Answered: 329 Skipped: 100

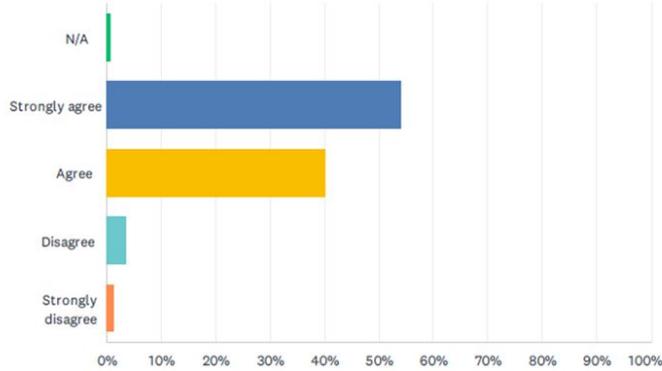


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	1.00%	5 N/A	0.91%
Strongly agree	40.12%	201 Strongly agree	43.16%
Agree	48.70%	244 Agree	49.85%
Disagree	8.38%	42 Disagree	3.95%
Strongly disagree	1.80%	9 Strongly disagree	2.13%
TOTAL		501 TOTAL	329

# 2022

## Q21 Our school is generally clean

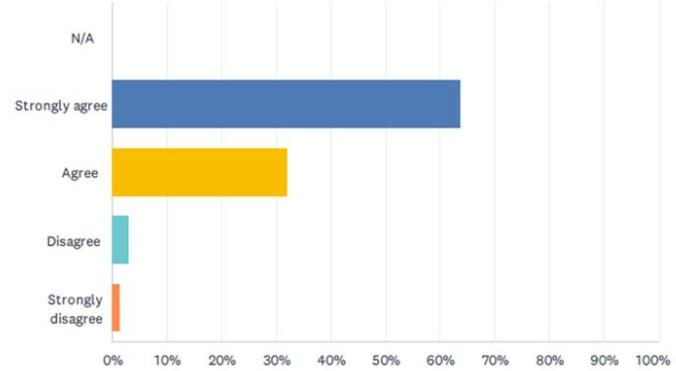
Answered: 500 Skipped: 3



# 2024

## Q21 Our school is generally clean

Answered: 329 Skipped: 100

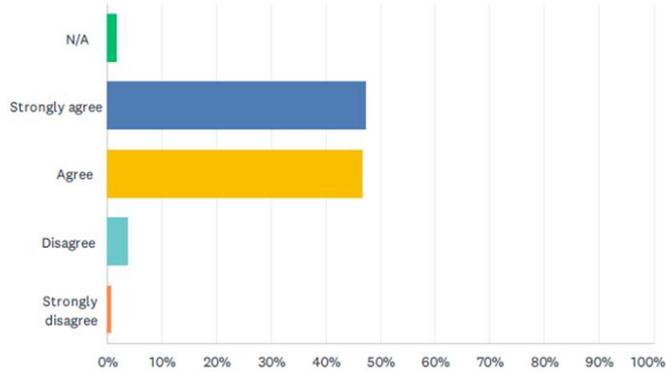


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	0.60%	N/A	0.00%
Strongly agree	54.20%	Strongly agree	63.83%
Agree	40.40%	Agree	31.91%
Disagree	3.60%	Disagree	3.04%
Strongly disagree	1.20%	Strongly disagree	1.22%
TOTAL	500	TOTAL	329

# 2022

## Q22 Our school is welcoming to parents and visitors

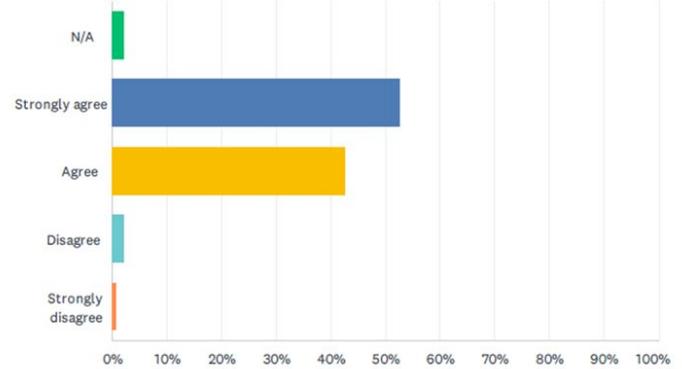
Answered: 500 Skipped: 3



# 2024

## Q22 Our school is welcoming to parents and visitors

Answered: 329 Skipped: 100

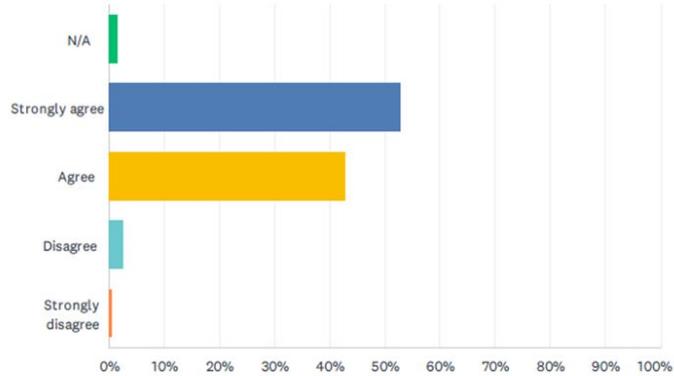


ANSWER CHOICES		RESPONSES		ANSWER CHOICES		RESPONSES	
N/A	1.60%	8		N/A	2.13%	7	
Strongly agree	47.40%	237		Strongly agree	52.58%	173	
Agree	46.60%	233		Agree	42.55%	140	
Disagree	3.80%	19		Disagree	2.13%	7	
Strongly disagree	0.60%	3		Strongly disagree	0.61%	2	
TOTAL		500		TOTAL		329	

# 2022

## Q23 Our school is welcoming to students

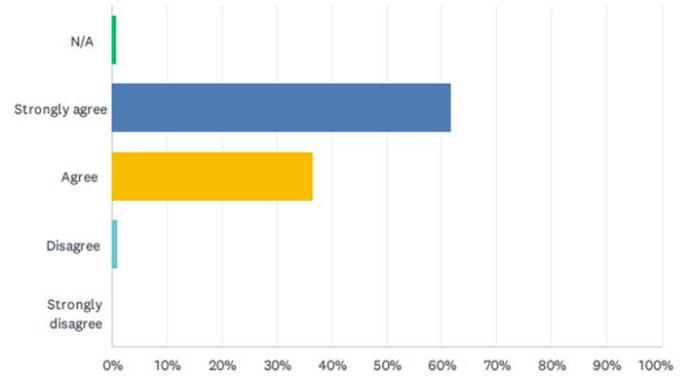
Answered: 500 Skipped: 3



# 2024

## Q23 Our school is welcoming to students

Answered: 326 Skipped: 103

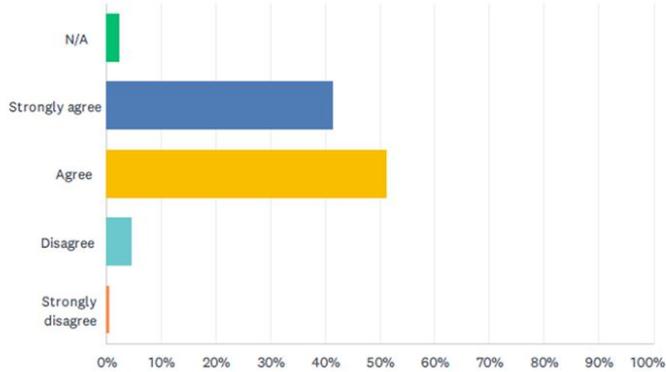


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	1.40%	7 N/A	0.61%
Strongly agree	52.80%	264 Strongly agree	61.66%
Agree	42.80%	214 Agree	36.50%
Disagree	2.60%	13 Disagree	0.92%
Strongly disagree	0.40%	2 Strongly disagree	0.31%
TOTAL		500 TOTAL	326

# 2022

## Q24 Our school encourages families to be involved

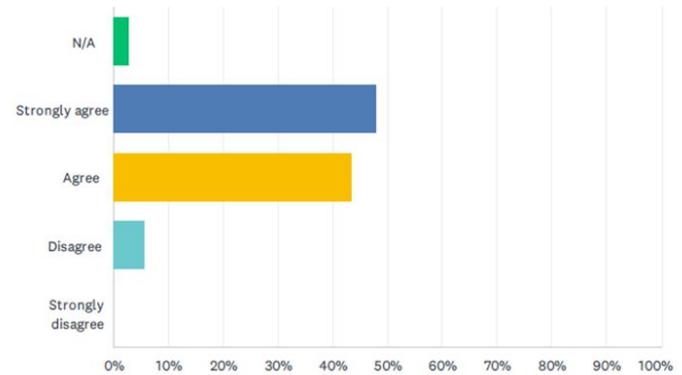
Answered: 500 Skipped: 3



# 2024

## Q24 Our school encourages families to be involved

Answered: 327 Skipped: 102



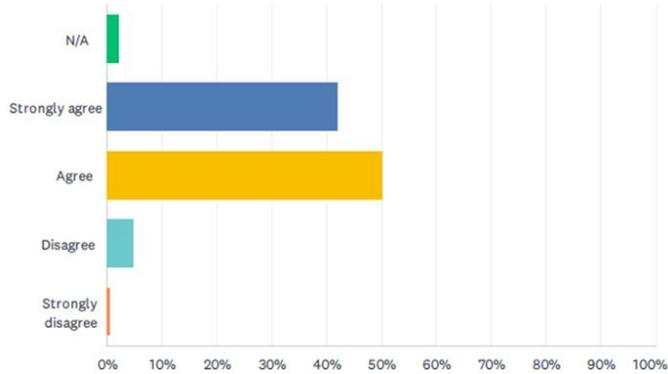
ANSWER CHOICES	RESPONSES
N/A	2.40%
Strongly agree	41.40%
Agree	51.20%
Disagree	4.60%
Strongly disagree	0.40%
TOTAL	500

ANSWER CHOICES	RESPONSES
N/A	2.75%
Strongly agree	48.01%
Agree	43.43%
Disagree	5.50%
Strongly disagree	0.31%
TOTAL	327

# 2022

## Q25 Our school reflects a positive culture

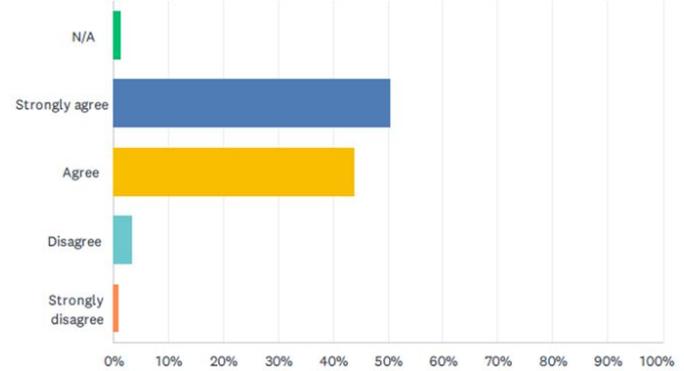
Answered: 499 Skipped: 4



# 2024

## Q25 Our school reflects a positive culture

Answered: 328 Skipped: 101

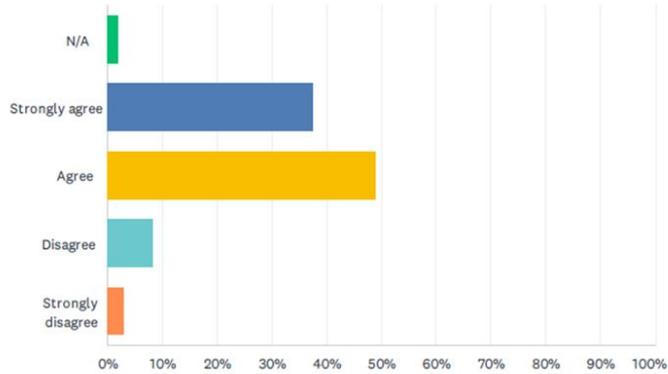


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	2.20%	11 N/A	1.22%
Strongly agree	42.08%	210 Strongly agree	50.61%
Agree	50.30%	251 Agree	43.90%
Disagree	5.01%	25 Disagree	3.35%
Strongly disagree	0.40%	2 Strongly disagree	0.91%
TOTAL		499 TOTAL	328

# 2022

Q26 Our school has behavior expectations that are clear

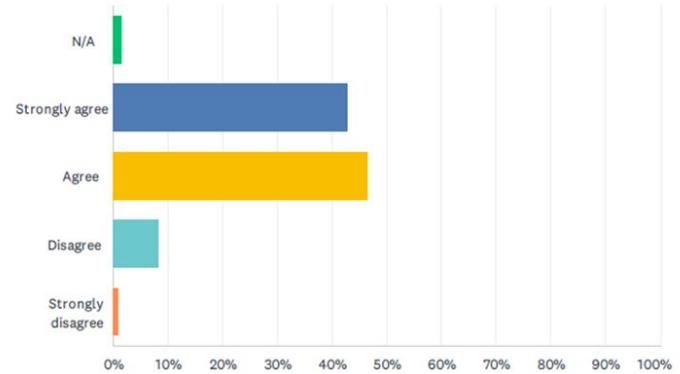
Answered: 501 Skipped: 2



# 2024

Q26 Our school has behavior expectations that are clear

Answered: 327 Skipped: 102

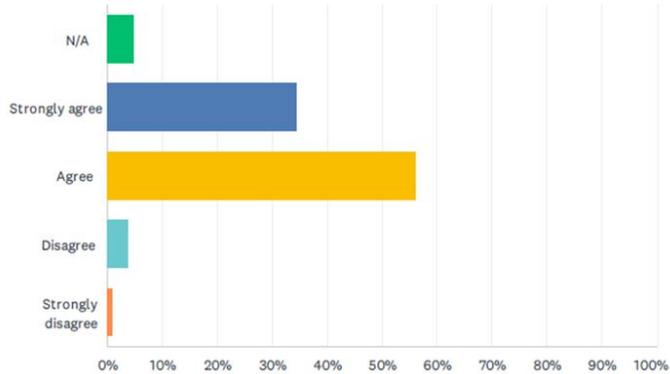


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	2.00%	N/A	1.53%
Strongly agree	37.52%	Strongly agree	42.81%
Agree	49.10%	Agree	46.48%
Disagree	8.38%	Disagree	8.26%
Strongly disagree	2.99%	Strongly disagree	0.92%
TOTAL	501	TOTAL	327

# 2022

Q27 Learning Environment reflects a clear understanding of school vision

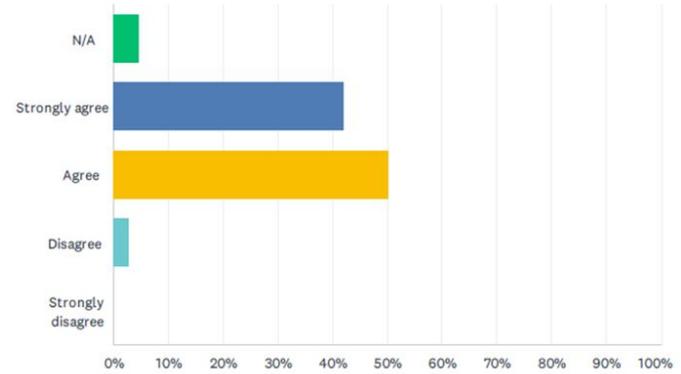
Answered: 500 Skipped: 3



# 2024

Q27 Learning Environment reflects a clear understanding of school vision

Answered: 326 Skipped: 103

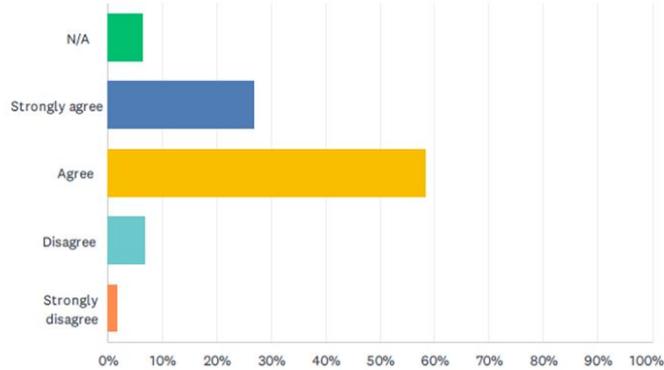


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	4.80%	24 N/A	4.60%
Strongly agree	34.60%	173 Strongly agree	42.02%
Agree	56.00%	280 Agree	50.31%
Disagree	3.80%	19 Disagree	2.76%
Strongly disagree	0.80%	4 Strongly disagree	0.31%
TOTAL		500 TOTAL	326

# 2022

## Q28 Learning Environment reflects valuable professional development

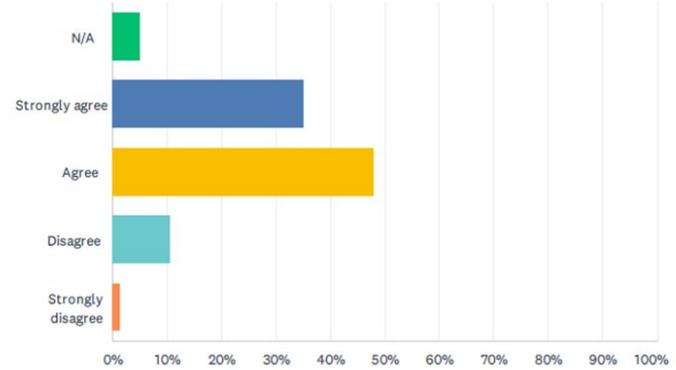
Answered: 499 Skipped: 4



# 2024

## Q28 Learning Environment reflects valuable professional development

Answered: 327 Skipped: 102

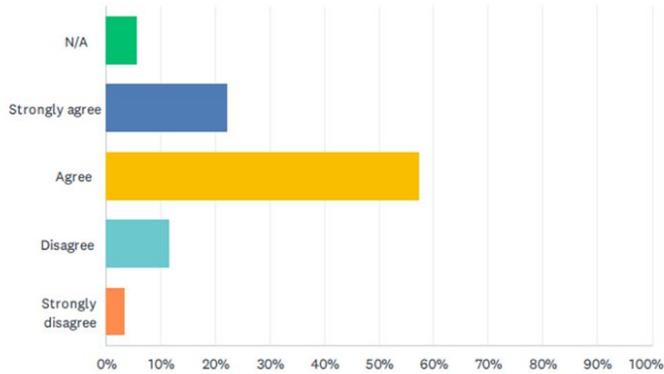


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	6.41%	32 N/A	5.20%
Strongly agree	26.85%	134 Strongly agree	35.17%
Agree	58.32%	291 Agree	48.01%
Disagree	6.81%	34 Disagree	10.40%
Strongly disagree	1.60%	8 Strongly disagree	1.22%
TOTAL	499	TOTAL	327

# 2022

Q29 Learning Environment reflects few interruptions of student learning

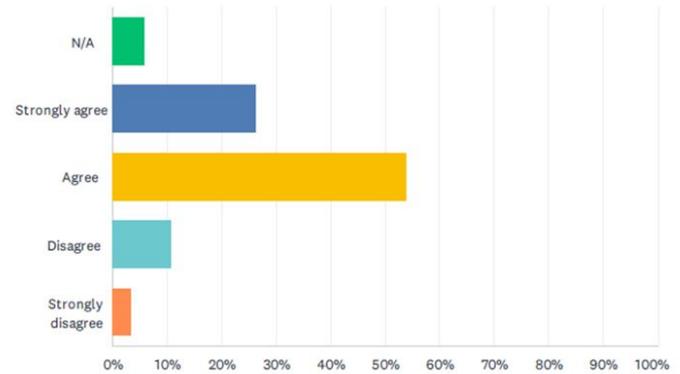
Answered: 498 Skipped: 5



# 2024

Q29 Learning Environment reflects few interruptions of student learning

Answered: 328 Skipped: 101

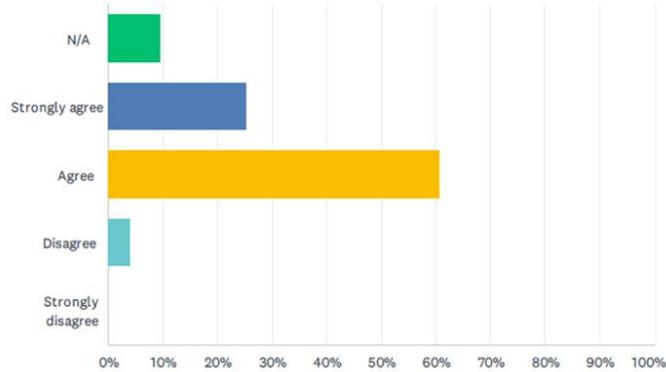


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	5.62%	28 N/A	5.79%
Strongly agree	22.09%	110 Strongly agree	26.22%
Agree	57.43%	286 Agree	53.96%
Disagree	11.45%	57 Disagree	10.67%
Strongly disagree	3.41%	17 Strongly disagree	3.35%
TOTAL	498	TOTAL	328

# 2022

## Q30 Learning Environment reflects teacher use of student achievement data

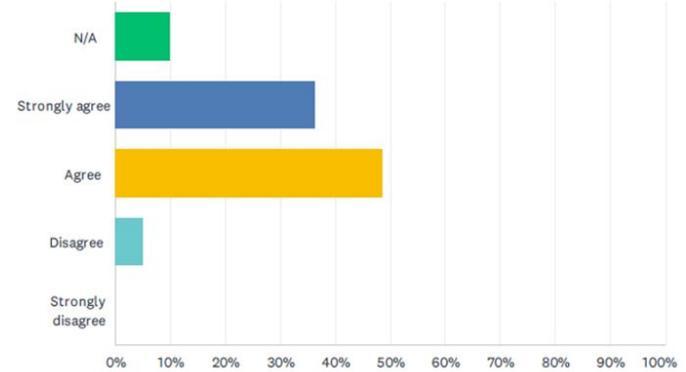
Answered: 500 Skipped: 3



# 2024

## Q30 Learning Environment reflects teacher use of student achievement data

Answered: 329 Skipped: 100

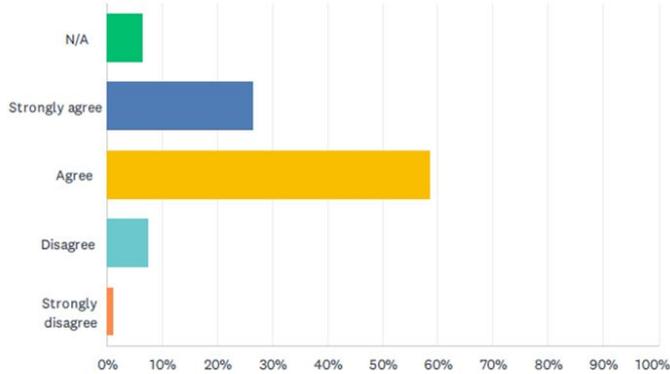


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	9.60%	N/A	10.03%
Strongly agree	25.40%	Strongly agree	36.17%
Agree	60.80%	Agree	48.63%
Disagree	4.00%	Disagree	5.17%
Strongly disagree	0.20%	Strongly disagree	0.00%
TOTAL	500	TOTAL	329

# 2022

## Q31 Learning Environment reflects student learning needs

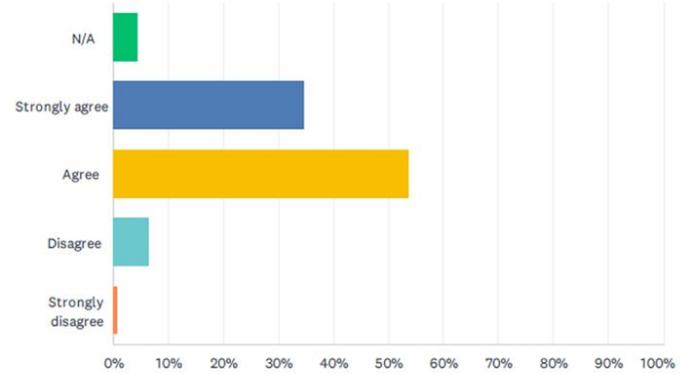
Answered: 499 Skipped: 4



# 2024

## Q31 Learning Environment reflects student learning needs

Answered: 329 Skipped: 100

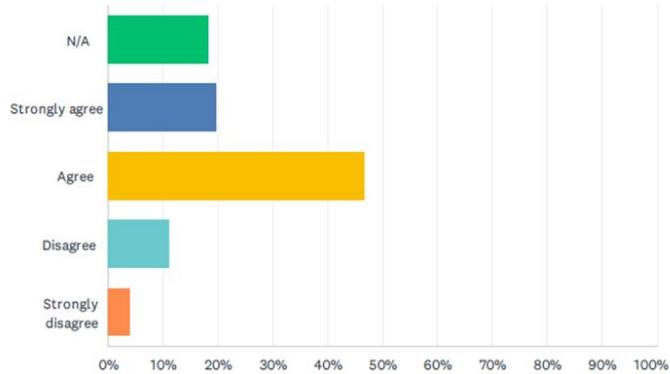


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	6.41%	32 N/A	4.56% 15
Strongly agree	26.45%	132 Strongly agree	34.65% 114
Agree	58.72%	293 Agree	53.80% 177
Disagree	7.41%	37 Disagree	6.38% 21
Strongly disagree	1.00%	5 Strongly disagree	0.61% 2
TOTAL		499 TOTAL	329

# 2022

## Q32 Learning Environment reflects productive PLC's

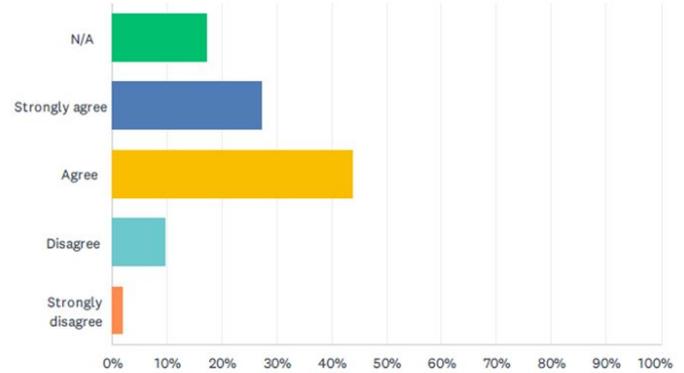
Answered: 500 Skipped: 3



# 2024

## Q32 Learning Environment reflects productive PLC's

Answered: 326 Skipped: 103

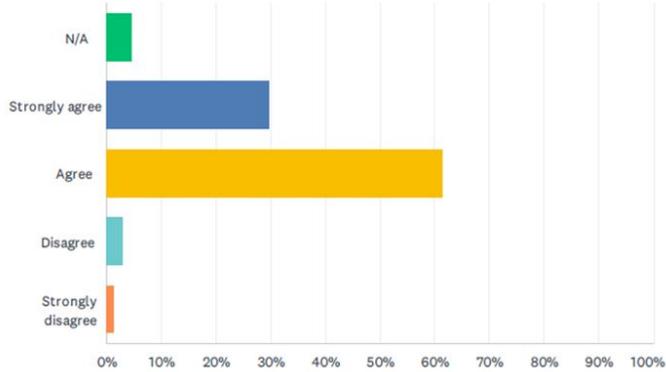


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	18.40%	92 N/A	17.18%
Strongly agree	19.80%	99 Strongly agree	27.30%
Agree	46.80%	234 Agree	43.87%
Disagree	11.00%	55 Disagree	9.82%
Strongly disagree	4.00%	20 Strongly disagree	1.84%
TOTAL		500 TOTAL	326

# 2022

Q33 Learning Environment reflects that students treat me with respect

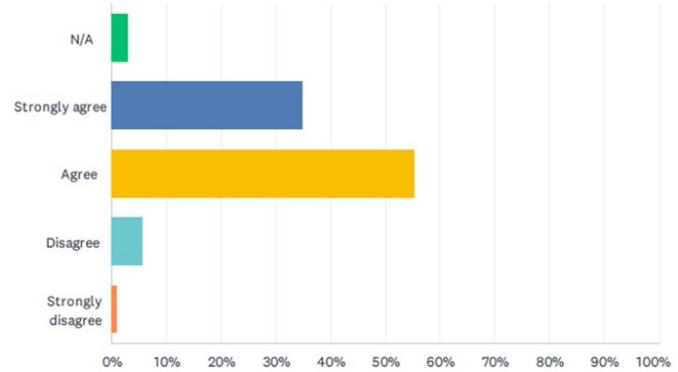
Answered: 500 Skipped: 3



# 2024

Q33 Learning Environment reflects that students treat me with respect

Answered: 328 Skipped: 101

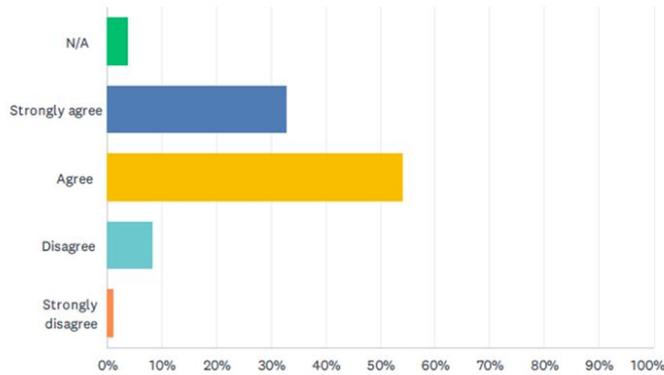


ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	4.60%	23 N/A	3.05%
Strongly agree	29.80%	149 Strongly agree	35.06%
Agree	61.40%	307 Agree	55.49%
Disagree	3.00%	15 Disagree	5.49%
Strongly disagree	1.20%	6 Strongly disagree	0.91%
TOTAL	500	TOTAL	328

# 2022

Q34 Learning Environment reflects that all staff members treat students with respect

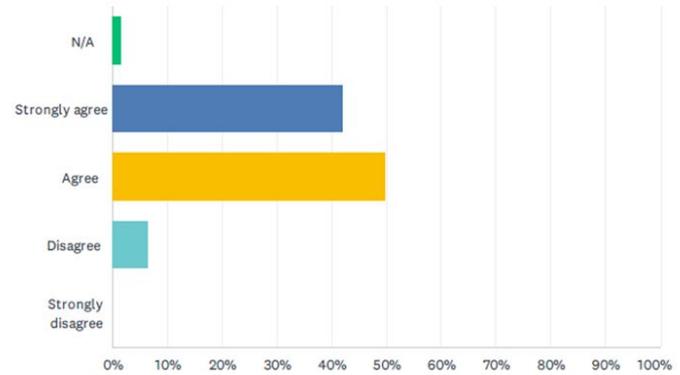
Answered: 499 Skipped: 4



# 2024

Q34 Learning Environment reflects that all staff members treat students with respect

Answered: 329 Skipped: 100



ANSWER CHOICES	RESPONSES	ANSWER CHOICES	RESPONSES
N/A	3.81% 19	N/A	1.52% 5
Strongly agree	32.87% 164	Strongly agree	41.95% 138
Agree	54.11% 270	Agree	49.85% 164
Disagree	8.22% 41	Disagree	6.38% 21
Strongly disagree	1.00% 5	Strongly disagree	0.30% 1
TOTAL	499	TOTAL	329



**MEMORANDUM**

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Brandon Anderson, Director of Plant Facilities  
**DATE:** 11/13/2024  
**RE:** **Board Update and Discussion – Water at Plant Facilities**

---

**ISSUE & BACKGROUND:**

When our KDHE inspector was in town to inspect our wells at Jennie Barker and Plymell he pointed out that if we have more than 25 staff members working out of Plant Facilities, we are considered a Public Water Supply and should have our well registered and inspected by KDHE. We currently have 28 FTE's at Plant Facilities.

Director of Plant Facilities, Brandon Anderson will be present and stand for questions.

**ALTERNATIVES:**

Costs to drill well and bring everything to code, approximately \$50,000

Costs to set meter, plumb in water line to receive treated city water \$8,000 - \$10,000

Monthly Water Bill moving forward - ???

**RECOMMENDATION:**

For safety and security of our employee's and on the recommendation of the KDHE inspector, I believe we should tie in to the City Water source.

**FISCAL NOTE:**

I believe we would need to re-drill and properly case the well. We would need to install a chlorination system and other associated costs (well house, concrete slab, safety fencing)

**ATTACHMENTS:**

Water Well Record from 1976  
Email from Inspector  
Email from the City of Garden City  
Quotes for Water Line Installation  
from Meter to Building

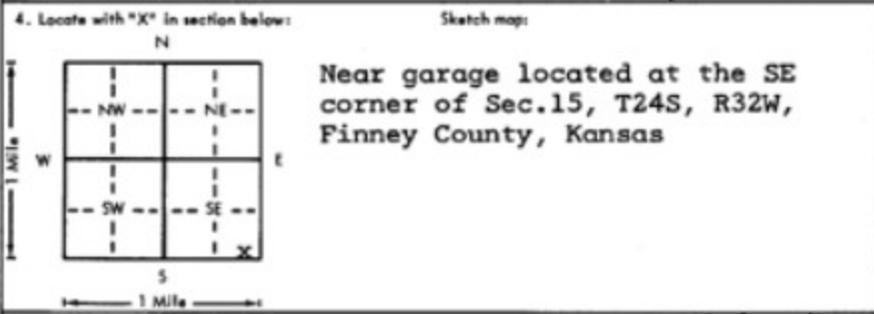
POINT PEN-PRESS FIRMLY,  
PRINT CLEARLY.

WATER WELL RECORD  
KSA 82a-1201-1215

Kansas Department of Health and  
Environment-Division of Environment  
(Water well Contractors)  
Topeka, Kansas 66620

1. Location of well:	County <b>Finney</b>	Fraction <b>SE 1/4 SE 1/4 SE 1/4</b>	Section number <b>15</b>	Township number <b>T 24 S R 32</b>	Range number <b>32</b>
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2. Distance and direction from nearest town or city: <b>City, Kansas</b> Street address of well location if in city:	<b>2 E of Garden</b>	3. Owner of well: <b>Rays Truck Implement</b> R.R. or street: <b>E Hwy. 50</b> City, state, zip code: <b>Garden City, Kansas 67846</b>
--	----------------------	--



6. Bore hole dia. <u>10</u> in. Completion date <u>4-22-76</u> Well depth <u>270</u> ft.
7. <input type="checkbox"/> Cable tool <input checked="" type="checkbox"/> Rotary <input type="checkbox"/> Driven <input type="checkbox"/> Dug <input type="checkbox"/> Hollow rod <input type="checkbox"/> Jetted <input type="checkbox"/> Bored <input type="checkbox"/> Reverse rotary
8. Use: <input checked="" type="checkbox"/> Domestic <input type="checkbox"/> Public supply <input type="checkbox"/> Industry <input type="checkbox"/> Irrigation <input type="checkbox"/> Air conditioning <input type="checkbox"/> Stock <input type="checkbox"/> Lawn <input type="checkbox"/> Oil field water <input type="checkbox"/> Other
9. Casing: Material <u>Plas</u> Height: <u>Above G.S.</u> Threaded <input type="checkbox"/> Welded <input type="checkbox"/> Surface <input type="checkbox"/> <u>18</u> in. RMP <input checked="" type="checkbox"/> PVC <input checked="" type="checkbox"/> Weight <u>30</u> lbs./ft. Dia. <u>5</u> in. to <u>240</u> ft. depth / Wall thickness: inches or Dia. <u>5</u> in. to <u>240</u> ft. depth / gage No. <u>320</u>

5. Type and color of material	From	To
Top soil	0	2
Coarse sand & gravel	2	21
Boulders & medium gravel	21	42
Coarse sand & gravel very hard	42	66
Tan clay with gravel streaks	66	75
Fine to coarse sand med, gravel	75	101
Fine to coarse sand light gravel streaks	101	136
Tan clay & sand & gravel streaks	136	168
Tan clay	168	241
Tan clay sand and gravel streaks	241	250
Fine to coarse sand med. gravel	250	256
Tan clay with light sand streaks	256	260
Fine sand & med. gravel	260	268
Tan clay	268	280
MMI Black shale	280	300

(Use a second sheet if needed)

10. Screens: Manufacturer's name _____ Type <u>Plastic</u> Dia. <u>5</u> " Slot/gauge <u>1/8</u> " Length <u>30</u> " Set between <u>240</u> ft. and <u>270</u> ft. Gravel pack? <input checked="" type="checkbox"/> Size range of material <u>2.5mm</u>
11. Static water level: _____ no./day/yr. <u>66</u> ft. below land surface Date <u>12-4-75</u>
12. Pumping level below land surface <u>not pumped</u> _____ ft. after _____ hrs. pumping _____ g.p.m. _____ ft. after _____ hrs. pumping _____ g.p.m. Estimated maximum yield <u>50</u> g.p.m.
13. Water sample submitted: _____ no./day/yr. Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Date _____
14. Well head completion: <input checked="" type="checkbox"/> Fittes adapter _____ inches above grade
15. Well grouted? <u>yes</u> With: <input type="checkbox"/> Neat cement <input type="checkbox"/> Bentonite <input checked="" type="checkbox"/> Concrete Depth: From <u>5</u> ft. to <u>10</u> ft.
16. Nearest source of possible contamination: <u>unk</u> ft. _____ Direction _____ Type _____ Well disinfected upon completion? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17. Pump: _____ Not installed Manufacturer's name <u>Goulds</u> Model number <u>13EM10</u> HP <u>1</u> Volts <u>230</u> Length of drop pipe <u>168</u> ft. capacity <u>15</u> g.p.m. Type: <input checked="" type="checkbox"/> Submersible <input type="checkbox"/> Turbine <input type="checkbox"/> Jet <input type="checkbox"/> Reciprocating <input type="checkbox"/> Centrifugal <input type="checkbox"/> Other

18. Elevation:  Topography: <input checked="" type="checkbox"/> Hill <input type="checkbox"/> Slope <input type="checkbox"/> Upland <input type="checkbox"/> Valley	19. Remarks:
---	--------------

20. Water well contractor's certification: This well was drilled under my jurisdiction and this report is true to the best of my knowledge and belief. <b>Layne-Western Co.</b> 150 Business name License No. Address <u>Garden City, Kansas</u> Signed <u>[Signature]</u> Date <u>5-27-76</u> Authorized representative
--

24 320 15 SE SE SE

November 6, 2024

Garden City School District Building

4665 US 50

Garden City, KS 67846

Re: Water Line Installation

Ken,

We see your project as follows,

1. On south side of building, tie onto 1" water meter on outlet side
2. Trench ~65' to the north to the building and stub water line into building west of furnace room
3. Install 1" DC backflow device on south wall and bring water line up to storage space above
4. Install ~100' of water line to existing water service to the north. Tie onto water line where existing service comes up to storage area
5. Cap off old service where accessible
6. Digging and backfill to be done via excavator
7. Certify DC upon completion
8. We exclude in this quote
  - a. Water meter fees
  - b. Water tap fees
  - c. Water packing
  - d. Reseeding of grass
  - e. Fine grading
  - f. Repair / cost of repair of unmarked lines

Project Price: \$8,997.00 + Sales Tax if Applicable

Sincerely,



Mike Kreutzer





R.J. Plumbing & General Contracting  
 509 N Main St.  
 Now Pay With Credit Card  
 Garden City, Ks 67846

Phone: 620-272-4606  
 Fax: 620-277-7836  
 Email: rj\_generalcontracting@yahoo.com

# Estimate

2423

Printed 11/11/2024

**Bill To:**

USD 457 Garden City  
 Attn: Ken Kerr  
 USD 457 Service Center  
 1205 Fleming St.  
 Garden City, KS 67846

Mobile: (620) 272-3168  
 Fax: (620) 805-8748

**Work Location:**

Primary  
 USD 457 Garden City  
 Ken Kerr  
 USD 457 Service Center  
 1205 Fleming St.  
 Garden City, KS 67846

Mobile: (620) 272-3168  
 Fax: (620) 805-8748

**Expected Service Date:** 11/8/2024 Run new water line

**Expected Service Time:** 8:00 am

Date	Product/Service	Description	Price	Qty	Tax	Amount
11/8/2024	Perform agreed services supply products	Perform Quoted work	\$4,937.35		\$0.00	\$4,937.35

Subtotal: \$4,937.35  
 Tax: \$0.00  
**Total: \$4,937.35**

Notes

Dig with backhoe and purchase permit's and replace water line with PEX pipe, bring up to code and backfill.

The quote is a best guess, and can change with conditions on the job, any materials or services performed not on list will be an additional charge. If any changes occur there will be a discussion with customers at that time.

We want your opinion and input before work is started and at completion. Please feel free to voice any concerns.  
 We will need to collect 50% before work can be started. And remainder (and any extra) when the job is complete.

I hereby acknowledge that I agree to the terms of this estimate and give my authority to begin to schedule for to begin, and agree to pay the cost of services as specified above.

Customer Signature \_\_\_\_\_ Date / /

125

This also can be edited in the Estimate Agreement Option

**We want your business!**

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Brandon Anderson, Director of Plant Facilities  
**DATE:** 11/13/2024  
**RE:** Consider and Act on alternative roof proposal from A-LERT Roofing Systems/Centurion Industries or approve the A/E Services Proposal from GMCN Architects for Plymell Elementary to provide the scope of work, project administration and construction documents.

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### **ISSUE:**

Every year Plant Facilities works with staff and other experts to pinpoint needed capital projects in the district that require more detail and expertise to complete and desire to work with an Architect or Engineering firm to assist with the vital basics to the projects to ensure we are properly preparing and supervising this important work. The 2025 plan for roofing projects is prioritized as;  
Bernadine Sitts Partial Re-Roof (approximately 70,000 sq. ft.)  
Plymell Elementary Partial Re-Roof (approximately 11,330 sq. ft.)  
Garfield Early Childhood Partial Re-Roof (approximately 33,107 sq. ft.)  
Director of Plant Facilities, Brandon Anderson, will present and stand for questions.

### **BACKGROUND:**

Within discussions with staff, we have recommended the following roof projects for the district in 2025. We have asked GMCN to make a proposal for services for the 3 jobs and give the proposed total costs. Prior to moving forward these estimates allow us to recommend projects that are needed and affordable within our annual capital budget.

### **ALTERNATIVES:**

We are still awaiting the results of the scan at Bernadine Sitts and cannot move forward with the Garfield Roof proposal, but we do have an alternative roofing solution to Plymell Elementary by A-LERT Roof Systems/Centurion Industries that would basically over-build a metal roof over the existing structure.

**RECOMMENDATION:**

Consideration of an alternative solution for the roof project at Plymell or approve the A/E Services Proposal for Plymell.

**FISCAL NOTE:**

We have \$408,000 budgeted for the Plymell roof. The A-LERT/Centurion Quote is \$291,030; we would only need to adjust a few HVAC units. Our projected project cost for a TPO roof at Plymell is \$372,980-\$395,640 excluding any HVAC or Electric Conduit Adjustments-Directing the electrical would be a costly endeavor estimated around \$75,000-\$100,000.

**ATTACHMENTS:**

A-LERT Rook Systems/Centurion Industries Proposal



Centurion Industries, Inc.  
A-Lert Roof System Division  
810 North Main \* P.O. Box 79  
Erie, Kansas 66733  
P (620) 244-3201 \* F (830) 643-1912



November 12, 2024

Brandon Anderson  
USD 457 Garden City Public Schools  
Director of Facilities

Dear Mr. Anderson:

We respectfully submit the following proposal to manufacture and install an A-Lert Standing Seam Roof System on the Plymell Elementary School building, located in Plymell, KS.

Scope of work: Manufacture and install a standing seam roof system with new wall panel, flashing, gutter, downspouts and trim as required. Roof panels will have a Galvalume finish and be continuous in length from eave to ridge eliminating panel end laps. Includes the following items.

Material Specifications:

1. Roof Panel – 24 gauge steel with a Galvalume finish. A-Lert “SSR” panel, 16” wide with a 2” high major rib corrugation. Roof pitch to be 1/2”:12”. Concealed fasteners. UL-90.
2. Purlins and Verticals – per A-Lert’s engineers design requirements. Members to be red oxide primer and labor to install.
3. Wall Panel – 24 gauge “SSR” panel with a Kynar 500 finish and labor to install.
4. Gutter – 6” x 6” x 24 gauge with a prefinished Kynar 500 finish and labor to install.
5. Downspouts – 3-1/2” x 4” prefinished to match gutter and labor to install.
6. Trim and other flashing – 24 gauge with a Kynar 500 finish and labor to install. Trims and flashings; including Highside, Counter, Reglet, Rake, J-Trim, Eave, and Coping Cap (*Counter and Reglet to be a Galvalume finish*).
7. Roof jacks and labor to install.
8. Roof Curb – 1/8” Aluminum sheets and labor to install.
9. Building Permit.
10. Performance Bond.
11. A-Lert’s 20 year Watertight, Materials, and Workmanship Warranty.

The following are excluded items and material:

1. Any work not directly related to new standing seam metal roofing as shown per A-Lert’s proposal drawing.
2. Any work with PEMB.
3. Any type of demolition.
4. Sales Tax.
5. Prevailing Wages.
6. Cash Allowance or Contingencies.
7. Architectural Fees, and Inspection of existing structure by a structural engineer.

8. Any work with the existing framing structure, decking, or sheathing and labor to install.
9. Any work to the existing flat roofs, metal roofs, shingle roofs, wall panels or soffit panels.
10. Concrete or Masonry work, HVAC, Mechanical, Gas, Electrical, and Plumbing.
11. Any work involved with the existing fascia mounted lighting, cameras, satellite, sensors, electrical boxes, conduit, antennas, or wiring.
12. Disconnecting, reconnecting, lowering or raising of any HVAC units, power vents, antennas, satellites, or wiring.
13. Ductwork and labor to extend from existing to the new roof curbs.
14. Any work with louvers.
15. Roof insulation, curb insulation or vapor barriers and labor to install.
16. Downspout boots or splash blocks and labor to install.
17. Soffit panels and labor to install.
18. Any work with painting.
19. Wood blocking and labor to install.
20. Landscaping, tree or bush trimming, or removal and haul-off from job-site.
21. Snow guards and labor to install.
22. Any work with signage, letters, or plaques.
23. Crane rental.
24. Any work with doors, windows, canopies, awnings, or skylights.
25. Any work with Asbestos, LEAD, mold, or mildew.
26. Firewall, fire barrier, fire partitions, smoke barriers, smoke partitions and draft stops.

The above described work on the Plymell Elementary School building can be done for a lump sum total of:

Two Hundred Eighty-Three Thousand Six Hundred Ninety-Five and No/100 Dollars \$283,695.00

Alternate 1 – Furnish and install A-Lert’s “AL-12” Soffit panels in the two areas as discussed per site visit:

ADD: Seven Thousand Three Hundred Thirty-Five and No/100 Dollars \$7,335.00

*\*\*\*Pricing Based on vendor purchasing agreement with the Education Service Center at Greenbush*

Terms- 25% down upon acceptance of this proposal, monthly draws during construction and balance upon completion. Proposal good fourteen days. Tax is excluded from bids. Customer must provide proper proof of tax exemption to avoid sales tax. **THIS PROPOSAL IS BASED UPON NO REQUIRED MODIFICATIONS TO THE EXISTING SUB-STRUCTURE. CUSTOMER RESPONSIBLE FOR REMOVAL AND DISPOSAL OF ANY ASBESTOS MATERIALS OR ANY OTHER HARMFUL SUBSTANCES THAT MAY BE ENCOUNTERED AT THE JOBSITE.**

*Due to the volatility of the steel market, this proposal is only valid for 14 days from proposed date.*

*This document summarizes a project A-Lert Roof Systems proposes to perform for you. It will automatically be withdrawn 14 days after the date on the face of this project summary. The parties shall endeavor to promptly enter into written contract after execution of this document summary under terms (which may differ from those presented in the document summary) agreeable to both parties. In no event shall A-Lert Roof Systems be bound by this project summary if A-Lert Roof Systems determines that its customer credit worthiness standards have not been met.*

If we can be of any further assistance or if you have any questions, please don't hesitate to call me at 1-620-704-2757.

Respectfully submitted,

*Justin Wall*

Justin Wall  
Regional Account Representative  
Centurion Industries, Inc.  
A-Lert Roof Systems Division

**ACCEPTANCE**

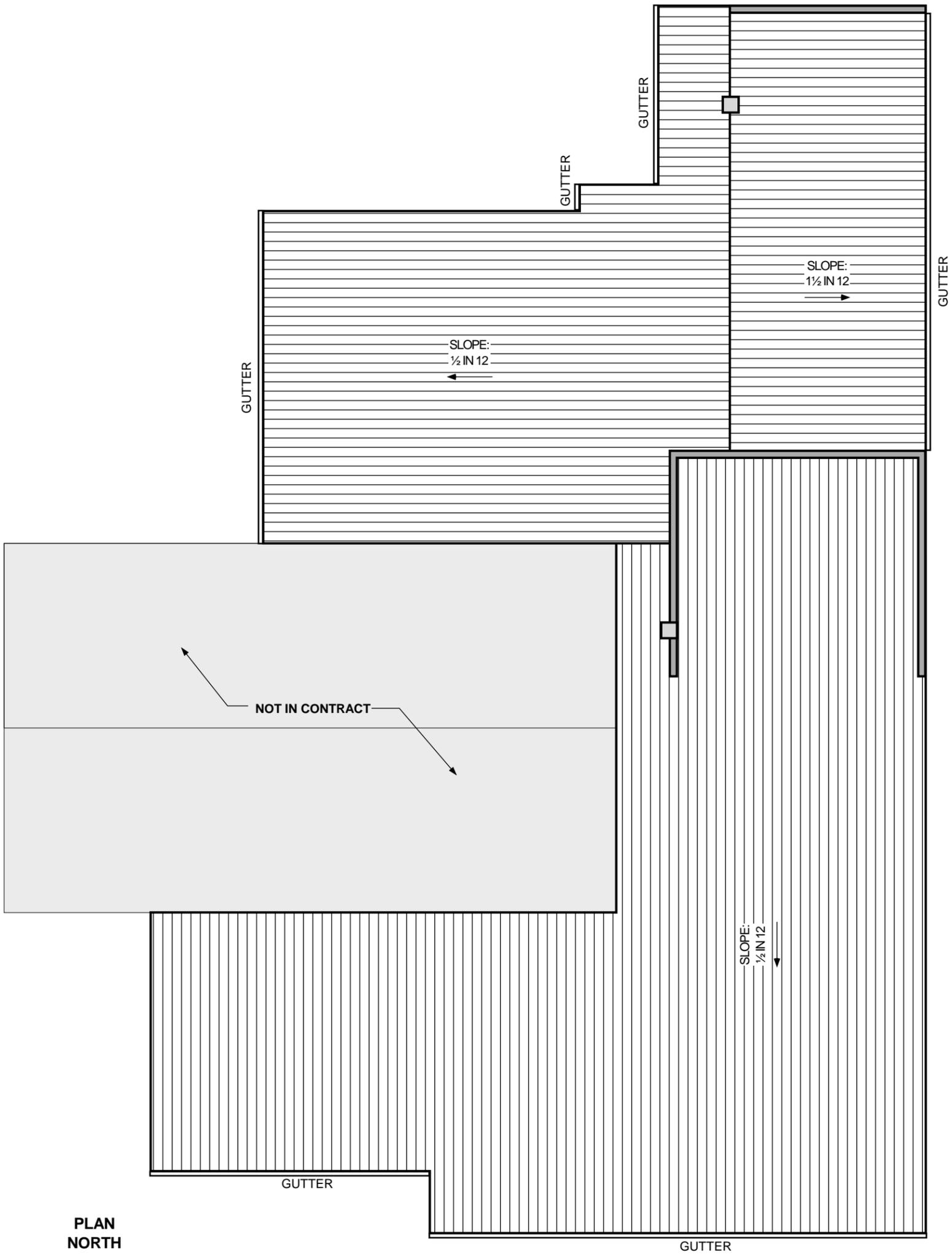
You are hereby authorized to complete the work described in the above proposal, for which I agree to pay the amount mentioned above.

**Total Amount.....\$** \_\_\_\_\_  
**Deposit.....\$** \_\_\_\_\_  
**Balance.....\$** \_\_\_\_\_

DATE: \_\_\_\_\_

ACCEPTED: \_\_\_\_\_

\_\_\_\_\_ (title)

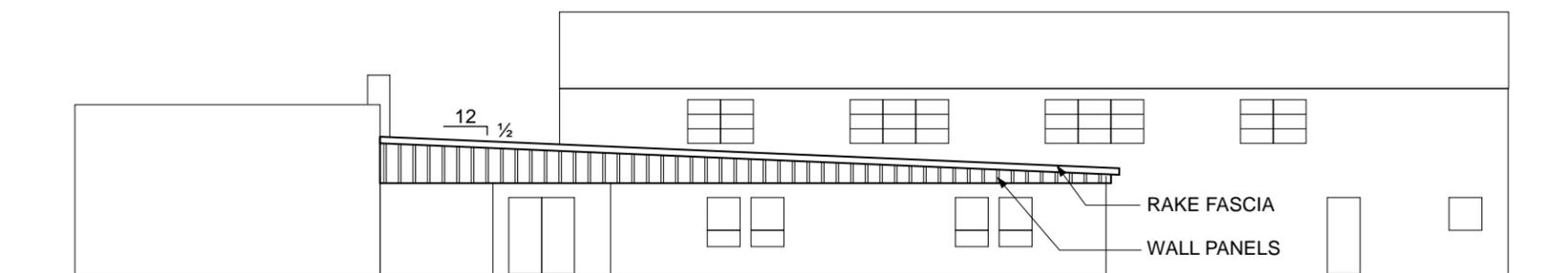


PLAN  
NORTH



## ROOF PLAN

SCALE: 1/16" = 1'-0"



## NORTH ELEVATION

SCALE: 1/16" = 1'-0"



### PROPOSED RETROFIT ROOF PROJECT FOR PLYMELL ELEMENTARY SCHOOL

USD 457 Garden City Public Schools  
20 WEST PLYMELL ROAD  
GARDEN CITY, KANSAS 67846

DATE  
NOVEMBER 08, 2024

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Brandon Anderson, Director of Plant Facilities  
**DATE:** 11/19/2024  
**RE:** **Consider and Act on bids received for 2 Pick Up Trucks for Plant Facilities**

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### **ISSUE & BACKGROUND:**

Within our budget we have funds allocated to purchase vehicles to help maintain a functioning and efficient fleet for department use. We just purchased 2 vans for use by Maintenance and are presenting bids received for a  $\frac{3}{4}$  ton diesel pick-up for grounds and a  $\frac{1}{2}$  ton pick-up for a supervisor who would pass his  $\frac{3}{4}$  ton Ford down to Grounds.

Director of Plant Facilities, Brandon Anderson will be present and stand for questions.

### **ALTERNATIVES:**

### **RECOMMENDATION:**

Bids are due on November 26<sup>th</sup> and at that time bids will be reviewed and a recommendation made at that time.

### **FISCAL NOTE:**

We are hoping that bids will come in favorable to our budgeted allocation of \$200,000 total. Our first 2 vans cost right at \$87,000 delivered. We have \$113,000 to use on these 2 vehicles.

### **ATTACHMENTS:**

Bid Specs  
Bids Received

**USD 457**  
**1205 Fleming Street**  
**Garden City, KS 67846**

**Specifications and equipment for:** One (1) New or Pre-Owned full size,  $\frac{3}{4}$  ton, Double Cab, work truck

- 4 – wheel drive
- Chevrolet – GMC – Dodge -Ford
- If pre-owned, mileage less than 20,000

**Notes:** Any deviations from stated specifications **Must** be noted for bid to be valid.

**Minimum:** Is the least acceptable requirement for that item

**Required:** No deviation is acceptable

**Required Specifications:**

- Engine V8, 6.6L Turbo-Diesel
- Transmission 10 Speed Automatic
- Towing 2.5" Receiver, 7-wire electrical Harness and 7-pin Connector, Integrated trailer brake controller
- AC/Heating Front Control
- Cruise control Adaptive Cruise Control
- Tilt steering Required
- Seating Cloth/Vinyl  
Front – 40/20/40 split-bench (3-person capacity), fold down  
Back – 60/40 split-bench
- Floor mats Standard
- Windows Deep tinted, powered
- Fuel tank 16-20 gallon or largest capacity available
- Radio AM/FM/XM
- Exterior color White
- Spare tire Full size, mounted under frame with lockable carrier
- Safety Features:
  - Backup Camera
  - Lane Departure Warning
  - Blind Spot Information System
  - Security System
- 3 Year 36,000 Bumper to Bumper Warranty
- 5 Year 60,000 Powertrain Warranty

Lewis

Diesel 2500 Double Cab



Vehicle: [Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck (Complete)

## Standard Equipment

### Package

Trailer Package includes trailer hitch, 7-pin connector and (CTT) Hitch Guidance (Deleted when (ZW9) pickup bed delete is ordered.)

### Mechanical

Engine, 6.6L V8 with Direct Injection and Variable Valve Timing, gasoline, (401 hp [299 kW] @ 5200 rpm, 464 lb-ft of torque [629 N-m] @ 4000 rpm) (STD)

Transmission, Allison 10-Speed automatic (STD) (Standard with (L8T) 6.6L V8 gas engine.)

Rear axle, 3.73 ratio (Requires (L8T) 6.6L V8 gas engine. Not available with (L5P) Duramax 6.6L Turbo-Diesel V8 engine.)

Durabed, pickup bed (STD)

GVWR, 10,500 lbs. (4763 kg) (STD) (Included and only available with CK20953 and (L8T) 6.6L V8 gas engine with 17" wheels.)

Push Button Start

Air filter, heavy-duty

Air filtration monitoring

Transfer case, two-speed electronic shift with push button controls (Requires 4WD models.)

Auto-locking rear differential

Four wheel drive

Cooling, external engine oil cooler

Cooling, auxiliary external transmission oil cooler

Battery, heavy-duty 720 cold-cranking amps/80 Amp-hr maintenance-free with rundown protection and retained accessory power (Included and only available with (L8T) 6.6L V8 gas engine.)

Alternator, 170 amps (Requires (L8T) 6.6L V8 gas engine.)

Frame, fully-boxed, hydroformed front section and a fully-boxed stamped rear section

Recovery hooks, front, frame-mounted, Black

Suspension Package

Steering, Recirculating Ball with smart flow power steering system

Brakes, 4-wheel antilock, 4-wheel disc with DURALIFE rotors

Brake lining wear indicator

Capless Fuel Fill (Requires (L8T) 6.6L V8 gas engine. Not available with (ZW9) pickup bed delete.)

Exhaust, single, side

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Data Version: 23994. Data Updated: Nov 19, 2024 6:49:00 PM PST



Vehicle: [Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck (Complete)

## Exterior

Wheels, 17" (43.2 cm) painted steel, Silver (STD)

Tires, LT245/75R17E all-season, blackwall (STD)

Tire, spare LT245/75R17E all-season, blackwall (STD) (Included and only available with (QH) LT245/75R17E all-season, blackwall tires with (E63) Durabed, pickup bed. Available to order when (ZW9) pickup bed delete and (QH) LT245/75R17E all-season, blackwall tires are ordered.)

Tire carrier lock keyed cylinder lock that utilizes same key as ignition and door (Deleted with (ZW9) pickup bed delete.)

Bumpers, front, Black

Bumpers, rear, Black

CornerStep, rear bumper

BedStep, Black integrated on forward portion of bed on driver and passenger side (Deleted when (ZW9) pickup bed delete is ordered.)

Moldings, beltline, Black

Cargo tie downs (12), fixed rated at 500 lbs per corner (Deleted with (ZW9) pickup bed delete.)

Headlamps, halogen reflector with halogen Daytime Running Lamps

IntelliBeam, automatic high beam on/off

Taillamps with incandescent tail, stop and reverse lights

Lamps, cargo area, cab mounted integrated with center high mount stop lamp, with switch in bank on left side of steering wheel

Mirrors, outside high-visibility vertical trailing lower convex mirrors, manual-folding/extending (extends 3.31" [84.25mm]), molded in Black (Not included on Regular Cab models.)

Mirror caps, Black

Glass, solar absorbing, tinted

Tailgate, standard (Deleted with (ZW9) pickup bed delete.)

Tailgate and bed rail protection cap, top

Tailgate, locking, utilizes same key as ignition and door (Upgraded to (QT5) EZ Lift power lock and release tailgate when (PGV) WT Convenience Package or (ZLQ) WT Fleet Convenience Package is ordered. Not available with (ZW9) pickup bed delete.)

Tailgate, gate function manual, no EZ Lift (Deleted with (ZW9) pickup bed delete.)

Door handles, Black grained

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Data Version: 23894. Data Updated: Nov 19, 2024 6:49:00 PM PST.



Vehicle: [Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck (Complete)

## Entertainment

Audio system, Chevrolet Infotainment 3 system 7" diagonal HD color touchscreen, AM/FM stereo, Bluetooth audio streaming for 2 active devices, voice command pass-through to phone, Wireless Apple CarPlay and Wireless Android Auto compatibility (STD)

Audio system feature, 6-speaker system (Requires Crew Cab or Double Cab model.)

Wireless phone projection for Apple CarPlay and Android Auto

Bluetooth for phone connectivity to vehicle infotainment system

Wi-Fi Hotspot capable (Terms and limitations apply. See onstar.com or dealer for details.)

## Interior

Seats, front 40/20/40 split-bench with covered armrest storage and under-seat storage (lockable) (STD)

Vinyl seat trim

Seat adjuster, driver 4-way manual

Seat adjuster, passenger 4-way manual

Seat, rear 60/40 folding bench (folds up), 3-passenger (includes child seat top tether anchor) (Requires Crew Cab or Double Cab model.)

Floor covering, rubberized-vinyl (Not available with LPO floor liners.)

Steering wheel, urethane

Instrument cluster 6-gauge cluster featuring speedometer, fuel level, engine temperature, tachometer, voltage and oil pressure

Driver Information Center, 3.5" diagonal monochromatic display

Exterior Temperature Display located in radio display

Compass located in instrument cluster

Rear Seat Reminder (Requires Crew Cab or Double Cab model.)

Window, power front, driver's express up/down

Window, power front, passenger express down

Windows, power rear, express down (Not available with Regular Cab models.)

Door locks, power

Remote Keyless Entry with 2 transmitters

USB Ports, 2, Charge/Data ports located on instrument panel

Power outlet, front auxiliary, 12-volt

Air conditioning, single-zone

Air vents, rear, heating/cooling (Not available on Regular Cab models.)

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Data Version: 23994. Data Updated: Nov 19, 2024 6:48:00 PM PST.



Vehicle: [Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck ( Complete )

### Interior

Mirror, inside rearview, manual tilt

Assist handles front A-pillar mounted for driver and passenger, rear B-pillar mounted

Chevrolet Connected Access capable (Subject to terms. See onstar.com or dealer for details.)

### Safety-Mechanical

Automatic Emergency Braking

Front Pedestrian Braking

StabiliTrak stability control system with Proactive Roll Avoidance and traction control, includes electronic trailer sway control and hill start assist

### Safety-Exterior

Daytime Running Lamps with automatic exterior lamp control

### Safety-Interior

Airbags, Dual-stage frontal airbags for driver and front outboard passenger; Seat-mounted side-impact airbags for driver and front outboard passenger; Head-curtain airbags for front and rear outboard seating positions; Includes front outboard Passenger Sensing System for frontal outboard passenger airbag (Always use seat belts and child restraints. Children are safer when properly secured in a rear seat in the appropriate child restraint. See the Owner's Manual for more information.)

OnStar and Chevrolet connected services capable (Terms and limitations apply. See onstar.com or dealer for details.)

HD Rear Vision Camera (Deleted when (ZW9) pickup bed delete is ordered.)

Hitch Guidance dynamic single line to aid in trailer alignment for hitching (Deleted with (ZW9) pickup bed delete.)

Lane Departure Warning

Following Distance Indicator

Forward Collision Alert

Seat Belt Adjustable Guide Loops, front row only (Included and only available on Crew Cab and Double Cab models.)

Buckle to Drive prevents vehicle from being shifted out of Park until driver seat belt is fastened; times out after 20 seconds and encourages seat belt use, can be turned on and off in Settings menu.

Rear Seat Belt Indicator (Requires Crew Cab or Double Cab model.)

Teen Driver a configurable feature that lets you activate customizable vehicle settings associated with a key fob, to help encourage safe driving behavior. It can limit certain available vehicle features, and it prevents certain safety systems from being turned off. An in-vehicle report card gives you information on driving habits and helps you to continue to coach your new driver

Tire Pressure Monitoring System

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Data Version: 23994. Data Updated: Nov 19, 2024 8:48:00 PM PST.



Vehicle: [Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck (Complete )

### Safety-Interior

3 Years of Remote Access. The Remote Access Plan gives you simplified remote control of your properly equipped vehicle and unlocks a variety of great features in your myChevrolet mobile app. See dealer for details. (Remote Access Plan does not include emergency or security services. See onstar.com for details and limitations. Available on select Apple and Android devices. Service availability, features and functionality vary by vehicle, device, and the plan you are enrolled in. Terms apply. Device data connection required.)

### Processing-Other

Trailer Information Label provides max trailer ratings for tongue weight, conventional, gooseneck and 5th wheel trailering (Not available with (ZW9) pickup bed delete.)

### WARRANTY

Basic Years: 3  
Basic Miles/km: 36,000  
Drivetrain Years: 5  
Drivetrain Miles/km: 60,000  
Drivetrain Note: 3.0L & 6.0L Duramax® Turbo-Diesel engines, and certain commercial, government, and qualified fleet vehicles: 5 years/100,000 miles  
Corrosion Years (Rust-Through): 6  
Corrosion Years: 3  
Corrosion Miles/km (Rust-Through): 100,000  
Corrosion Miles/km: 36,000  
Roadside Assistance Years: 5  
Roadside Assistance Miles/km: 60,000  
Roadside Assistance Note: 3.0L & 6.0L Duramax® Turbo-Diesel engines, and certain commercial, government, and qualified fleet vehicles: 5 years/100,000 miles  
Maintenance Note: First Visit: 12 Months/12,000 Miles

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Vehicle: [Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck (Complete )

## Window Sticker

### SUMMARY

[Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck

MSRP:\$49,100.00

Interior:Jet Black, Cloth seat trim

Exterior 1:Summit White

Exterior 2:No color has been selected.

Engine, Duramax 6.6L Turbo-Diesel V8

Transmission, Allison 10-Speed automatic

### OPTIONS

CODE	MODEL	MSRP
CK20953	[Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck	\$49,100.00
	<b>OPTIONS</b>	
1WT	Work Truck Preferred Equipment Group	\$0.00
AKO	Glass, deep-tinted	Inc.
AZ3	Seats, front 40/20/40 split-bench	\$0.00
BHP	Winter Grille Cover	Inc.
C49	Defogger, rear-window electric	Inc.
DBG	Mirrors, outside power-adjustable vertical trailing	Inc.
E63	Durabed, pickup bed	\$0.00
FE9	Emissions, Federal requirements	\$0.00
GAZ	Summit White	\$0.00
GU6	Rear axle, 3.42 ratio	Inc.
H1T	Jet Black, Cloth seat trim	\$0.00
IOR	Audio system, Chevrolet Infotainment 3 system	\$0.00
JFO	GVWR, 11,200 lbs. (5080 kg)	Inc.
JL1	Trailer brake controller, integrated	\$275.00
K05	Engine block heater	Inc.
K34	Cruise control, electronic	Inc.
K40	Exhaust brake	Inc.

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Data Version: 23994. Data Updated: Nov 19, 2024 6:49:00 PM PST.



Vehicle: [Fleet] 2024 Chevrolet Silverado 2500HD (CK20953) 4WD Double Cab 162" Work Truck (Complete )

KW5	Alternator, 220 amps	Inc.	
L5P	Engine, Duramax 6.6L Turbo-Diesel V8		\$9,490.00
MGM	Transmission, Allison 10-Speed automatic	Inc.	
NZZ	Skid Plates	Inc.	
PCV	WT Convenience Package		\$1,010.00
PYN	Wheels, 17" (43.2 cm) painted steel, Silver		\$0.00
QHQ	Tires, LT245/75R17E all-season, blackwall		\$0.00
QT5	Tailgate, gate function manual with EZ Lift	Inc.	
UY2	Trailer wiring provisions		\$35.00
VYU	Snow Plow Prep/Camper Package		\$150.00
ZHQ	Tire, spare LT245/75R17E all-season, blackwall		\$0.00
—	Battery, heavy-duty dual 730 cold-cranking amps/70 Amp-hr	Inc.	
—	Capped Fuel Fill	Inc.	
<b>SUBTOTAL</b>			<b>\$60,060.00</b>
Adjustments Total			\$0.00
Destination Charge			\$1,995.00
<b>TOTAL PRICE</b>			<b>\$62,055.00</b>

#### FUEL ECONOMY

Est City:N/A

Est Highway:N/A

Est Highway Cruising Range:N/A

*\$57977<sup>00</sup>  
After Fleet Discant*

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Data Version: 23994. Data Updated: Nov 19, 2024 6:49:00 PM PST.

**USD 457  
1205 Fleming Street  
Garden City, KS 67846**

**Specifications and equipment for:** One (1) New or Pre-Owned full size, ½ ton, Double Cab, work truck

- 4 – wheel drive
- Chevrolet – GMC – Dodge - Ford
- If pre-owned, mileage less than 20,000

**Notes:** Any deviations from stated specifications **Must** be noted for bid to be valid.

**Minimum:** Is the least acceptable requirement for that item

**Required:** No deviation is acceptable

**Required Specifications:**

- Engine 8 Cyl, 5.3L
- Transmission 10 Speed Automatic
- Towing 2" Receiver, 7-wire electrical Harness and 7-pin connector
- AC/Heating Front Control
- Cruise control Adaptive Cruise Control
- Tilt steering Required
- Seating Cloth/Vinyl  
Front – 40/20/40 split-bench (3-person capacity), fold down  
Back – 60/40 split-bench
- Floor mats Standard
- Windows Deep tinted, powered
- Fuel tank 16-20 gallon or largest capacity available
- Radio AM/FM/XM
- Exterior color White
- Spare tire Full size, mounted under frame with lockable carrier
- Safety Features:
  - Backup Camera
  - Lane Departure Warning
  - Blind Spot Information System
  - Security System
- 3 Year 36,000 Bumper to Bumper Warranty
- 5 Year 60,000 Powertrain Warranty

Lewis

1500 Double Cab 5.3L Gas



Vehicle: [Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck (Complete)

### Standard Equipment

#### Package

Chevy Safety Assist includes (UHY) Automatic Emergency Braking, (UKJ) Front Pedestrian Braking, (UHX) Lane Keep Assist with Lane Departure Warning, (UE4) Following Distance Indicator, (UEU) Forward Collision Alert and (TQ5) IntelliBeam

#### Mechanical

Durabed, pickup bed

Engine, TurboMax (310 hp [231 kW] @ 5600 rpm, 430 lb-ft of torque [583 Nm] @ 3000 rpm) (STD) (Not available with (Z71) Z71 Off-Road Package, (VYU) Snow Plow Prep Package or (ZW9) pickup bed delete.)

Transmission, 8-speed automatic, electronically controlled with overdrive and tow/haul mode. Includes Cruise Grade Braking and Powertrain Grade Braking (STD) (Included and only available with (L3B) TurboMax engine. Requires (AZ3) front 40/20/40 split-bench seats.)

GVWR, 7000 lbs. (3175 kg) (Requires Crew Cab or Double Cab 4WD model and (L3B) TurboMax engine. Requires Double Cab 4WD model and (L84) 5.3L EcoTec3 V8 engine.)

Rear axle, 3.42 ratio

Push Button Start

Automatic Stop/Start (Not available with (5W4) Special Services Package, (9C1) Police Pursuit Package or (FHS) E85 FlexFuel capability.)

Transfer case, single speed electronic Autotrac with push button control (4WD models only)

Four wheel drive

Battery, heavy-duty 730 cold-cranking amps/80 Amp-hr, maintenance-free with rundown protection and retained accessory power

Alternator, 220 amps (Included with (L3B) TurboMax engine, (VYU) Snow Plow Prep Package, (5W4) Special Service Package or (9C1) Police Pursuit Package.)

Recovery hooks, front, frame-mounted, Black

Frame, fully-boxed, hydroformed front section

Suspension Package, Standard

Steering, Electric Power Steering (EPS) assist, rack-and-pinion

Brakes, 4-wheel antilock, 4-wheel disc with DURALIFE rotors

Brake lining wear indicator

Capless Fuel Fill

Exhaust, single outlet

#### Exterior

Wheels, 17" x 8" (43.2 cm x 20.3 cm) Ultra Silver painted steel (STD)

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Data Version: 23994. Data Updated: Nov 19, 2024 6:49:00 PM PST.



Vehicle: [Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck (Complete )

## Exterior

Tires, 255/70R17 all-season, blackwall (STD)

Tire, spare 255/70R17 all-season, blackwall (STD) (Included with (QBN) 255/70R17 all-season, blackwall tires.)

Wheel, 17" x 8" (43.2 cm x 20.3 cm) full-size, steel spare

Tire carrier lock, keyed cylinder lock that utilizes same key as ignition and door

Bumpers, front, Black (semi-gloss)

Bumpers, rear, Black (semi-gloss)

CornerStep, rear bumper

Cargo tie downs (12), fixed rated at 500 lbs per corner

Headlamps, halogen reflector with halogen Daytime Running Lamps

IntelliBeam, automatic high beam on/off

Lamps, cargo area, cab mounted integrated with center high mount stop lamp, with switch in bank on left side of steering wheel (incandescent on Regular Cab models, LED on Crew Cab and Double Cab models)

Taillamps with incandescent tail, stop and reverse lights

Mirrors, outside manual, Black (Standard on Crew Cab and Double Cab models only. Not available on Regular Cab models.)

Glass, solar absorbing, tinted

Door handles, Black

Tailgate and bed rail protection cap, top

Tailgate, standard

Tailgate, locking utilizes same key as ignition and door (Removed when (QT5) EZ Lift power lock and release tailgate is ordered.)

Tailgate, gate function manual, no EZ Lift

## Entertainment

Audio system, Chevrolet Infotainment 3 system 7" diagonal HD color touchscreen, AM/FM stereo, Bluetooth audio streaming for 2 active devices, voice command pass-through to phone, Wireless Apple CarPlay and Wireless Android Auto compatibility (STD)

Sirius XM, delete (Can be upgraded to (U2K) SiriusXM.)

Audio system feature, 6-speaker system (Requires Crew Cab or Double Cab model.)

Wireless phone projection for Apple CarPlay and Android Auto

Bluetooth for phone, connectivity to vehicle infotainment system

Wi-Fi Hotspot capable (Terms and limitations apply. See onstar.com or dealer for details.)

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Vehicle: [Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck (Complete )

## Interior

Seats, front 40/20/40 split-bench with covered armrest storage and under-seat storage (lockable) (STD)

Seat trim, Vinyl

Seat adjuster, driver 4-way manual

Seat adjuster, passenger 4-way manual

Seat, rear 60/40 folding bench (folds up), 3-passenger (includes child seat top tether anchor) (Requires Crew Cab or Double Cab model.)

Floor covering, rubberized-vinyl (Not available with LPO floor liners.)

Steering wheel, urethane

Steering column, Tilt-Wheel, manual with wheel locking security feature

Steering column lock, electrical

Instrument cluster, 6-gauge cluster featuring speedometer, fuel level, engine temperature, tachometer, voltage and oil pressure

Driver Information Center, 3.5" diagonal monochromatic display

Exterior Temperature Display located in radio display

Compass located in instrument cluster

Window, power front, drivers express up/down

Window, power front, passenger express down

Windows, power rear, express down (Not available with Regular Cab models.)

Door locks, power

Remote Keyless Entry, with 2 transmitters

Cruise control, electronic with set and resume speed, steering wheel-mounted

Power outlet, front auxiliary, 12-volt

USB Ports, 2, Charge/Data ports located on instrument panel

Air conditioning, single-zone manual

Air vents, rear, heating/cooling (Not available on Regular Cab models.)

Mirror, inside rearview, manual tilt

Assist handles front A-pillar mounted for driver and passenger, rear B-pillar mounted

## Safety-Mechanical

Automatic Emergency Braking

Front Pedestrian Braking

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Vehicle: [Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck (Complete )

### Safety-Mechanical

StabiliTrak, stability control system with Proactive Roll Avoidance and traction control, includes electronic trailer sway control and hill start assist

### Safety-Exterior

Daytime Running Lamps with automatic exterior lamp control

### Safety-Interior

Airbags, Dual-stage frontal airbags for driver and front outboard passenger; Seat-mounted side-impact airbags for driver and front outboard passenger; Head-curtain airbags for front and rear outboard seating positions; Includes front outboard Passenger Sensing System for frontal outboard passenger airbag (Always use seat belts and child restraints. Children are safer when properly secured in a rear seat in the appropriate child restraint. See the Owner's Manual for more information.)

OnStar Services capable (See onstar.com for details and limitations. Services vary by model. Service plan required.)

OnStar Basics (OnStar Fleet Basics for Fleet) Drive confidently with core OnStar services including remote commands, built-in voice assistance, real-time traffic and navigation, and Automatic Crash Response to help if you're in need. (OnStar Basics includes remote commands, Navigation, Voice Assistance, and Automatic Crash Response, for eligible vehicles with compatible software. For MY25 vehicles, OnStar Basics is standard for 8 years; OnStar plan, working electrical system, cell reception and GPS signal required. OnStar links to emergency services. Service coverage varies with conditions and location. Service availability, features and functionality vary by device and software version. See onstar.com for details and limitations.)

HD Rear Vision Camera

Lane Keep Assist with Lane Departure Warning

Following Distance Indicator

Forward Collision Alert

Rear Seat Reminder (Requires Crew Cab or Double Cab model.)

Rear Seat Belt Indicator (Requires Crew Cab or Double Cab model.)

Teen Driver a configurable feature that lets you activate customizable vehicle settings associated with a key fob, to help encourage safe driving behavior. It can limit certain available vehicle features, and it prevents certain safety systems from being turned off. An in-vehicle report card gives you information on driving habits and helps you to continue to coach your new driver

Buckle to Drive prevents vehicle from being shifted out of Park until driver seat belt is fastened; times out after 20 seconds and encourages seat belt use, can be turned on and off in Settings menu

Tire Pressure Monitoring System, auto learn includes Tire Fill Alert (does not apply to spare tire)

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Vehicle: [Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck ( Complete )

## WARRANTY

Warranty Note: <<< Preliminary 2025 Warranty >>>

Basic Years: 3

Basic Miles/km: 36,000

Drivetrain Years: 5

Drivetrain Miles/km: 60,000

Drivetrain Note: Silverado TurboMax<sup>TM</sup> engines, 3.0L & 6.0L Duramax<sup>®</sup> Turbo-Diesel engines, and certain commercial, government, and qualified fleet vehicles: 5 years/100,000 miles

Corrosion Years (Rust-Through): 6

Corrosion Years: 3

Corrosion Miles/km (Rust-Through): 100,000

Corrosion Miles/km: 36,000

Roadside Assistance Years: 5

Roadside Assistance Miles/km: 60,000

Roadside Assistance Note: Silverado TurboMax<sup>TM</sup> engines, 3.0L & 6.0L Duramax<sup>®</sup> Turbo-Diesel engines, and certain commercial, government, and qualified fleet vehicles: 5 years/100,000 miles

Maintenance Note: First Visit: 12 Months/12,000 Miles

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Vehicle: [Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck (Complete )

## Window Sticker

### SUMMARY

[Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck

MSRP:\$43,600.00

Interior:Jet Black, Cloth seat trim

Exterior 1:Summit White

Exterior 2:No color has been selected.

Engine, 5.3L EcoTec3 V8

Transmission, 10-speed automatic, electronically controlled

### OPTIONS

CODE	MODEL	MSRP
CK10753	[Fleet] 2025 Chevrolet Silverado 1500 (CK10753) 4WD Double Cab 147" Work Truck	\$43,600.00
<b>OPTIONS</b>		
1WT	Work Truck Preferred Equipment Group	\$0.00
AKO	Glass, deep-tinted	Inc.
AZ3	Seats, front 40/20/40 split-bench	\$0.00
C49	Defogger, rear-window electric	Inc.
CTT	Hitch Guidance	Inc.
DLF	Mirrors, outside heated power-adjustable	Inc.
FE9	Emissions, Federal requirements	\$0.00
G80	Auto-locking rear differential	\$395.00
GAZ	Summit White	\$0.00
GU5	Rear axle, 3.23 ratio	Inc.
H1T	Jet Black, Cloth seat trim	\$0.00
IQR	Audio system, Chevrolet Infotainment 3 system	\$0.00
KC4	Cooling, external engine oil cooler	Inc.
KNP	Cooling, auxiliary external transmission oil cooler	Inc.
KW7	Alternator, 170 amps	\$0.00
L84	Engine, 5.3L EcoTec3 V8	\$1,595.00
MHT	Transmission, 10-speed automatic, electronically controlled	Inc.

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Vehicle: [Fleet] 2025 Chevrolet Silverado 1500 (GK10753) 4WD Double Cab 147" Work Truck (Complete )

PCV	WT Convenience Package	\$565.00
QBN	Tires, 255/70R17 all-season, blackwall	\$0.00
QBR	Tire, spare 255/70R17 all-season, blackwall	\$0.00
RD6	Wheels, 17" x 8" (43.2 cm x 20.3 cm) Ultra Silver painted steel	\$0.00
VK3	License plate kit, front	\$0.00
Z82	Trailer Package	\$425.00
<b>SUBTOTAL</b>		<b>\$46,580.00</b>
Adjustments Total		\$0.00
Destination Charge		\$1,995.00
<b>TOTAL PRICE</b>		<b>\$48,575.00</b>

**FUEL ECONOMY**

Est City:16 MPG

Est Highway:19 MPG

Est Highway Cruising Range:456.00 mi

\$43903<sup>00</sup>  
After Fleet Discount

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## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Jessica Nothern, Chief Financial Officer  
**DATE:** November 19, 2024  
**RE:** Property & Casualty Insurance

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### **ISSUE:**

The Board of Education is asked to discuss options for the district's Property & Casualty Insurance.

### **BACKGROUND:**

The district's Property & Casualty Insurance is currently through EMC Insurance. EMC has seen significant losses for the past several years and has restructured their plans. We are covered through 12/31/2024. EMC has submitted our renewal for 2025 with some new conditions. The biggest change is that our deductible for wind/hail will increase to 2% of the insured value on each building. We have been presented a new option by Iron Insurance through the State pool called KICS. KICS has a defined deductible of \$500,000 per occurrence. There are pros and cons to EMC and KICS. Trent Specht will be at the meeting to present both options. The Board will need to discuss how they would like to proceed.

### **ALTERNATIVES:**

EMC Insurance  
KICS Insurance

### **RECOMMENDATION:**

1. Discuss the options.
2. Approve one of the options.
3. Recommend an alternative solution.

### **FISCAL NOTE:**

The annual expense for EMC would be around \$945,321. The annual expense for KICS would be \$1,157,346.

### **ATTACHMENTS:**

None

## MEMORANDUM

**TO:** Board of Education  
**THRU:** Dr. Mike Dominguez, Superintendent  
**FROM:** Josh Guymon Deputy Superintendent  
**DATE:** 11/20/2024  
**RE:** New Courses from Curriculum Council

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### **ISSUE:**

The Board of Education is asked to consider and approve the addition of the following new courses:

- GCCC CompTIA Security+ (elective course 0.5 credit)
- Agriculture Leadership and Communications (elective course 0.5 credit)
- Eclectic String Orchestra (elective course 0.5 credit)
- GCCC CJ Interviewing and Report Writing (Dual Credit course 0.5 credit)
- GCCC General Biology (Dual Credit course 0.5 credit)
- GCCC Biology I (Dual Credit course 0.5 credit)
- GCCC Biology II (Dual Credit course 0.5 credit)
- GCCC Phlebotomy (Dual Credit course 0.5 credit)
- GCCC Contemporary Mathematics (Dual Credit course 0.5 credit)
- GCCC Certified Medication Aid (Dual Credit course 0.5 credit)
- GCCC Anatomy and Physiology (Dual Credit course 0.5 credit)
- GCCC Anatomy and Physiology I (Dual Credit course 0.5 credit)

### **BACKGROUND:**

GCHS seeks to add the new courses to allow students more elective choices and more dual credit opportunities.

### **ALTERNATIVES:**

1. Approve the courses as presented
2. Do not approve the courses

### **RECOMMENDATION:**

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

### **FISCAL NOTE:**

No additional funding is needed to fund these courses

### **ATTACHMENTS:**

Application to Curriculum Council for approval

Ag Comm

**Process for New Course Offering - All Schools**

This form is to be completed for a course that has never been approved by the Curriculum Council.

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p>Recommended / Not Recommended</p> <p>* <u>[Signature]</u> Department Chair / Date</p> <p>* <u>[Signature]</u> Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p>Recommended / Not Recommended</p> <p><u>[Signature]</u> 11-5-24 Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p>Skyward Course Information Completed</p> <p><u>[Signature]</u> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p>Recommended / Not Recommended**</p> <p><u>[Signature]</u> 11-12-24 Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p>Recommended / Not Recommended</p> <p><u>[Signature]</u> 11-12-24 Asst./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p>Approved / Not Approved</p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____</p> <p>Date Zendesk Submitted</p> <p>_____</p> <p>Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____</p> <p>Date Changes Complete</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

## Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: <u>Elizabeth Meyer</u> Department of Submission: <u>Trade &amp; Health</u> Date Completed by Professional: <u>11/4/24</u>	Building Submitting Request: <u>Garden City High School</u> Date Submitted to Department Chair: _____
Course Name: <u>Agriculture Leadership and Communications</u>	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <u>Ag Leadership</u> <hr/> Long description of course (30 characters) <u>Ag Leadership &amp; Communications</u>
Kansas Course Code (KCCMS): <u>18203</u>	
Please attach the following: <input checked="" type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.                      **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <del>Intro to Agriculture</del>	Indicate the following: <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course  <input type="checkbox"/> Either (depends on grad reqs)
BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Course Length: <input type="checkbox"/> 1 quarter <input type="checkbox"/> 1 semester <input checked="" type="checkbox"/> 2 semesters  Credit to be Earned: <u>1.0</u> Is this a dual credit course? YES / <input checked="" type="radio"/> NO Is this a GCCC course? YES / <input checked="" type="radio"/> NO Number of USD 457 Credits: <u>N/A</u> (3 GCCC credit hours = 0.5 credit at USD 457)	<div style="background-color: yellow; padding: 10px; border: 1px solid black;"> <p>*course description included in objective/competencies page</p> <p>*Intro to Ag is freshmen only, unfunded entry level (not a necessity to be pre-req)</p> </div>

<p>GPA Set: <input checked="" type="checkbox"/> normal    <input type="checkbox"/> indexed</p> <p>Skyward Filter:</p> <p><input type="checkbox"/> LA   <input type="checkbox"/> OC   <input type="checkbox"/> FA   <input type="checkbox"/> MA   <input type="checkbox"/> SS   <input type="checkbox"/> PE</p> <p><input type="checkbox"/> SCI   <input type="checkbox"/> CO   <input checked="" type="checkbox"/> GE   <input type="checkbox"/> FL   <input type="checkbox"/> STEM</p>	<p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
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**BELOW TO BE COMPLETED BY TECHNOLOGY**

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>
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***ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.***

KANSAS STATE DEPARTMENT OF EDUCATION  
**CAREER TECHNICAL EDUCATION (CTE) COURSE COMPETENCIES**

**Agriculture Leadership & Communications Course No. 18203 Credit: 1.0**

Student name: \_\_\_\_\_ Graduation Date: \_\_\_\_\_

Pathways and CIP Codes: Agribusiness Systems (01.0101); Comprehensive Agriculture Science (01.9999); Animal Science (01.0901); Biotechnology in Agriculture (26.1201); Food Products & Processing Systems (01.0401); Natural Resources & Environmental Systems (03.0101); Plant Systems (01.1101); Power, Structural & Technical Systems (01.0201)

**Course Description: Application Level:** Agricultural Leadership courses help students develop leadership skills with a focus on opportunities in the food, fiber, and natural resources industries. Topics may include but are not limited to human relationships and effective communication, decision-making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities.

**Directions:** The following competencies are required for full approval of this course. Check the appropriate number to indicate the level of competency reached for learner evaluation.

**RATING SCALE:**

- 4. **Exemplary Achievement:** Student possesses outstanding knowledge, skills or professional attitude.
- 3. **Proficient Achievement:** Student demonstrates good knowledge, skills or professional attitude.  
Requires limited supervision.
- 2. **Limited Achievement:** Student demonstrates fragmented knowledge, skills or professional attitude.  
Requires close supervision.
- 1. **Inadequate Achievement:** Student lacks knowledge, skills or professional attitude.
- 0. **No Instruction/Training:** Student has not received instruction or training in this area.

**BENCHMARK 1: AGRICULTURE FOCUS: AGRICULTURE ON LOCAL LEVEL**

**Competencies**

#	DESCRIPTION	RATING
1.1	Analyze various definitions of leadership.	_____
1.2	Discuss the contributions of agricultural education to leadership development.	_____
1.3	Evaluate Myths about leaders and leadership.	_____
1.4	Identify various agriculture leaders in the community.	_____
1.5	Identify opportunities for leadership in various agriculture careers and the work place.	_____

**BENCHMARK 2: AGRICULTURE FOCUS: AGRICULTURE TRENDS & GLOBAL IMPACTS**

**Competencies**

#	DESCRIPTION	RATING
2.1	Examine historical and current data to identify issues impacting agriculture systems.	_____
2.2	Research, examine and discuss issues and trends that impact local, state, national and global agriculture.	_____
2.3	Identify credited sources on the internet that provide factual information on agriculture.	_____
2.4	Explain emerging trends and the opportunities they may create within agriculture.	_____

# GARDEN CITY AGRICULTURAL EDUCATION SYLLABUS

**Course:** Agriculture Leadership & Communications

**Instructor:** Ms. Meyer

**Phone:** (620) 805-5464

**Email:** [emeyer@gckschools.com](mailto:emeyer@gckschools.com)

## **COURSE DESCRIPTION:**

Agricultural Leadership courses help students develop leadership skills with a focus on opportunities in the food, fiber, and natural resources industries. Topic may include but are not limited to human relationships and effective communication, decision-making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities.

**GRADING SCALE:** All coursework will be graded in accordance to the district grading scale:

<b>GRADING SCALE</b>	
<b>A</b>	100% - 90%
<b>B</b>	89% - 80%
<b>C</b>	79% - 70%
<b>D</b>	69% - 60%
<b>F</b>	59% - 0%

## **MAKE-UP WORK POLICY**

In accordance with the Garden City High School Late Work Policy, work may be turned in up to 2 weeks late, with a penalty. Work received 1 week late will receive an automatic 50% deduction and work turned in after 2 weeks of the due date will receive a 0%. If you know you will be missing a class, notify Ms. Meyer **prior** to your absence to create a plan for you to make up the homework you will miss. The same due date will apply if you are missing a class for sports or school activities as if you were still present for class, so plan accordingly.

# GARDEN CITY AGRICULTURAL EDUCATION

## SYLLABUS

### REQUIRED MATERIALS

- 3-ring binder
- 1 subject-bound notebook OR 1 package loose-leaf notebook paper
- Pencils
- CHARGED iPad
- Appropriate PPE for the lab environment

### CLASSROOM EXPECTATIONS

- Food and drinks
  - Water in closed containers is allowed in the classroom. During certain labs or classroom activities, students may be asked to store this and their bookbags in another location due to safety reasons.
  - All other drinks and food are not permitted in the classroom unless you have previously notified Ms. Meyer of a medical reason. This includes gum.
- Phones
  - Phones are to be placed in your assigned number of the cell phone hanger in the back of the classroom every day. Any phones being used during class time without prior permission will be turned into the office for the student or guardian to pick up after school, in accordance with the school district phone policy.
  - Bluetooth headphones are NOT permitted at any time in the classroom or lab facilities. School-appropriate music may be requested to add into our class playlist.
  - Smart watches may ONLY be worn for the time feature. All other functions must be silenced (this includes calculators).
- Language:
  - Appropriate, positive, and uplifting language must be used at all times.
  - *Las mismas reglas se aplican en español si prefieres usarlo.*
- Lab safety
  - Proper safety protocol addressed in class MUST be followed at all times when operating in the shop and laboratory setting.
- Academic Honesty
  - Use of AI tools, online generators, or automated content creation services is strictly prohibited when completing assignments.
- RESPECT
  - Your actions, words, and work must reflect respect for yourself and others along with the classroom/laboratory environment.

**\*\*\*\* All other school policies not mentioned are also in effect at all times. \*\*\*\***

# GARDEN CITY AGRICULTURAL EDUCATION

## SYLLABUS

### FFA

By being enrolled in an Agricultural Education course you also have the opportunity to become a member of our FFA chapter. Because FFA is one component of the 3-circle model of agricultural education, you are highly encouraged to participate in the Career Development Experiences (CDE) offered to FFA members. To learn more about these opportunities and FFA in general, please attend our Garden City FFA Back to School BBQ (families welcome!) on Monday, August 19th at 6PM in the ag room.

Please note, if you choose to attend these CDEs, these may be graded to replace the test grade for their respective units in this class and will primarily focus on your effort and behavior during the experience. You are also eligible to participate in any additional FFA events throughout the year as long as you maintain eligible grades. If you wish to attend CDEs that are not part of class material, you and your teammates will need to attend a minimum of 2 practices with Ms. Meyer and Mrs. Hensley on Monday evenings at 6PM. While parts of your FFA membership may be incorporated during class, it is up to you to decide how much intention you put into your FFA experience.

### CLASSROOM DISCIPLINE POLICY

#### Negative Consequences

If students fail to meet expectations outlined above (Makeup Work, Required Materials, Classroom Expectations), they can expect the following:

1. Warning Issued - this may be verbal, non-verbal, or written
2. Removed from classroom - this includes the hallway, office, or other areas determined on a case-by-case basis. Student is still expected to make up any work or instruction missed by original deadline should this occur. Work not submitted due to behavioral absence will result in a 0.
3. Phone call home
4. After school detention
5. Conference with parent/guardian, principal, coaches, counselors and/or administration
6. Removed from class setting permanently

#### Positive Consequences

If students meet expectations outlined above (Makeup Work, Required Materials, Classroom Expectations), they can expect the following:

1. Safe and productive learning environment
2. Adequate time to accomplish tasks and learn material
3. Enjoyable hands-on experiences

# GARDEN CITY AGRICULTURAL EDUCATION SYLLABUS

## Syllabus Signature Sheet

Review the syllabus with your guardian and sign the form below. Return the form to Ms. Meyer by **Tuesday, August 20th**. Please plan to provide your classroom materials by this date as well.

I acknowledge I have read the syllabus for Ms. Meyer's Intro to Agriscience class. I recognize by nature of this course I may be at higher risk for injury and will not hold my instructor or USD 457 liable for any accidents which may occur. I will do my part to maintain a safe working environment for myself and others. By signing below, I agree to uphold all expectations listed.

**Student printed name:** \_\_\_\_\_

**Student signature:** \_\_\_\_\_

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

**Guardian printed name:** \_\_\_\_\_

**Guardian signature:** \_\_\_\_\_

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

Questions, comments, or concerns? Feel free to email Ms. Meyer at [emeyer@usd457.org](mailto:emeyer@usd457.org) and/or write that information below:

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**Looking forward to a GREAT year with you!!**

## State Course Codes

### High School

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#### Subject Area 18: Agriculture, Food, and Natural Resources (secondary)

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##### Animal Systems

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###### **18147 - Animal Systems—Independent Study**

Courses in Animal Systems—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to animal systems. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

###### **18148 - Animal Systems—Workplace Experience**

Animal Systems—Workplace Experience courses provide work experience in fields related to animal systems (management, care, and/or processing). Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### **18149 - Animal Systems—Other**

Other Animal Systems courses.

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##### Agribusiness

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###### **18201 - Agribusiness Management**

(Formerly Agricultural Business) Agribusiness Management courses provide students with the information and skills necessary for success in agribusiness and in operating entrepreneurial ventures in the agricultural industry. These courses may cover topics such as economic principles, budgeting, risk management, finance, business law, marketing and promotion strategies, insurance, and resource management. Other possible topics include developing a business plan, employee/employer relations, problem-solving and decision-making, commodities, and building leadership skills. These courses may also incorporate a survey of the careers within the agricultural industry.

###### **18202 - Agricultural Entrepreneurship**

Agricultural Entrepreneurship courses focus on the personal skills necessary for success in entrepreneurial ventures in the agricultural industry. Topics include setting goals, assessing and solving problems, evaluating financial progress and success, business planning, information management and evaluation, and recordkeeping.

###### **18203 - Agricultural Leadership and Communications**

Agricultural Leadership courses help students develop leadership skills with a focus on opportunities in the food, fiber, and natural resources industries. Topics may include but are not limited to human relationships and effective communication, decision-making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities.

## State Course Codes

### High School

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#### Subject Area 18: Agriculture, Food, and Natural Resources (secondary)

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##### Agribusiness

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#### **18204 - Particular Topics in Agribusiness**

These courses examine specific topics related to Agribusiness, such as international agriculture or commodities, rather than provide a general study of agribusiness principles.

#### **18205 - Agriculture Communications**

Courses help students develop leadership skills with a focus on opportunities in the food, fiber, & natural resources industries. Topics may include but are not limited to human relationships and effective communication, decision-making and problem-solving, leadership qualities and styles, and ensuring successful completion of group activities

#### **18206 - Research in Agriculture**

Allows students to prepare, conduct and evaluate science based projects as they relate to science in agriculture in the classroom, shop or greenhouse.

#### **18247 - Agribusiness—Independent Study**

Courses in Agribusiness—Independent Study, often conducted with instructors as mentors, enable students to explore topics of interest related to agribusiness. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

#### **18248 - Agribusiness—Workplace Experience**

Agribusiness—Workplace Experience courses provide work experience in fields related to agribusiness. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

#### **18249 - Agribusiness—Other**

Other Agribusiness Courses

## State Course Codes

### High School

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#### Subject Area 18: Agriculture, Food, and Natural Resources (secondary)

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##### **18220 - Applications in Agribusiness**

Applications in Agribusiness provide students with the information and skills necessary for career success in agribusiness and in the operation of entrepreneurial ventures. Topics include economic principles, budgeting, risk management, finance, business law, insurance and resource management. Other possible topics are: development of a business plan, employee/employer relations problem solving and decision making, using computers. A survey of the careers within the agricultural industry is also incorporated. This course focuses specifically on the marketing and promotional strategies for agricultural products. Students will develop a marketing plan for a specific product including target audience research and presentation skills. Agricultural sales techniques for products will also be covered.

##### **18317 - Advanced Food Science**

Allows students to develop knowledge and skills used by the food supply careers as a nutritionist, food chemist, chef, or process engineer. Emphasis will be placed on food chemistry, nutrition and digestion, quality food factors, food safety and biotechnology. Students will be able to explore food preparation of another country and to understand and appreciate ethnic foods from a global perspective which includes hands on laboratory experiences.

##### **18320 - Applied Biotechnology**

Introduces theories and methods relating to applications of biotechnology in agriculture. The course emphasizes emerging laboratory technologies around agricultural biotechnology including food and natural resource management. The course will explore plant and animal genetic engineering, alternative fuel production, food production, agricultural pests and controls, and other topics.

##### **18415 - Agricultural Engineering and Technology**

Agricultural Engineering Technology courses provide students with the skills and knowledge that are specifically applicable to the tools and equipment used in the agriculture engineering industry. In learning to apply basic technical knowledge and skills (engineering principles, project management, and automated systems, among others), students may explore a broad range of topics, including the operation, mechanics, and care of tools, technology and machines, electrical and biological engineering, automated systems, precision and emerging technologies.

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#### **Agricultural Production/Processing**

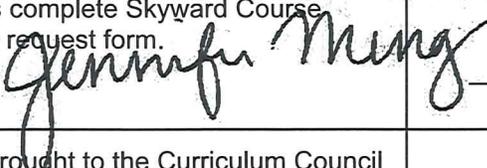
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##### **18301 - Plant and Animal Science**

Agricultural Production courses combine content related to animal and plant production, providing comprehensive coverage of the production functions of the agricultural industry. These courses typically cover such topics as care and management of farm animals, crop production and harvesting, plant and animal insect and disease control, efficient resource management, and farm management.

## Process for New Course Offering - All Schools

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<b>Recommended / Not Recommended</b>  <hr/> Department Chair / Date 11/5/24 <hr/> Date of Department Mtg.
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<b>Recommended / Not Recommended</b>  <hr/> Head Principal Signature / Date 11-5-24
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<b>Skyward Course Information Completed</b>  Summer Miles <hr/> Department Chair
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<b>Recommended / Not Recommended**</b>  <hr/> Curriculum Council Chair Signature / Date 11-12-24
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<b>Recommended / Not Recommended</b>  <hr/> Asst./Deputy Superintendent Signature / Date 11-12-24
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<b>Approved / Not Approved</b>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<hr/> Date Zendesk Submitted <hr/> Date Forms Delivered
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<hr/> <b>Date Changes Complete</b> <input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction

**\*\*Course Not Approved (Notes from Curriculum Council):**

**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**

## Request for New Course Offering - All Schools

### BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR

Professional Submitting Request: Summer Miller  Department of Submission: Music  Date Completed by Professional: 9/17/2024	Building Submitting Request: Garden City High School  Date Submitted to Department Chair: 9/17/2024
Course Name: Eclectic String Orchestra (ESO, for short)	<b>SKYWARD INFORMATION:</b> Short description of course (15 characters) <i>prints on transcripts</i> Eclec String Orch  Long description of course (30 characters) Eclectic String Orchestra  Students must be concurrently enrolled in their regular orchestra class (9th Gr: Freshman; 10th Gr: Philharmonic; 11th/12th Gr: Symphonic/Chamber). Students must have 3-4 years previous experience in orchestra. This semester long, non-auditioned class is designed for 9th, 10th, 11th, and 12th grade orchestra students who just love to play their violin, viola, cello, or bass. Music will be chosen based on the level of the ensemble.
Kansas Course Code (KCCMS): <u>05104</u>	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased <u>for additional credit to be offered?</u> <input checked="" type="checkbox"/> YES* <input type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
<b>List any pre-requisite courses:</b> 6-8th Orchestra <b>Concurrent enrollment in their regular orchestra class:</b> 9th Gr: Freshman; 10th Gr: Philharmonic; 11th/12th Gr: Symphonic/Chamber	<b>Indicate the following:</b> <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course  <input type="checkbox"/> Either (depends on grad reqs)

### BELOW TO BE COMPLETED BY COUNSELOR

<b>Course Length:</b> <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters  <b>Credit to be Earned:</b> <u>.5</u>	<b>NOTES:</b>
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Is this a dual credit course? YES / **NO**

Is this a GCCC course? YES / **NO**

Number of USD 457 Credits: \_\_\_\_\_ (3 GCCC credit hours = 0.5 credit at USD 457)

GPA Set:  normal  indexed

**Skyward Filter:**

- LA  OC  FA  MA  SS  PE
- SCI  CO  GE  FL  STEM

**\*TECHNOLOGY ON BACK**

**BELOW TO BE COMPLETED BY TECHNOLOGY**

- KCCMS Mapping Confirmed
- Skyward Updates including any Course Code Assigned —> \_\_\_\_\_
- Grad Requirements & Filtering Confirmed
- GCHS Registrar/Counseling Department Notified of Completion
- Forms Returned to Office of Curriculum & Instruction

**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**

## State Course Codes

### High School

#### Subject Area 05: Fine and Performing Arts (secondary)

#### Music

General Band courses develop students' technique for playing brass, woodwind, and percussion instruments and cover a variety of nonspecified band literature styles (concert, marching, orchestral, and modern styles).

##### **05102 - Concert Band**

Courses in Concert Band are designed to promote students' technique for playing brass, woodwind, and percussion instruments and cover a variety of band literature styles, primarily for concert performances.

##### **05103 - Marching Band**

Courses in Marching Band are intended to develop students' technique for playing brass, woodwind, and percussion instruments and cover appropriate band literature styles, primarily for marching performances.

##### **05104 - Orchestra**

Orchestra courses are designed to develop students' abilities to play brass, woodwind, percussion, and string instruments, covering a variety of string and orchestral literature styles.

##### **05105 - Contemporary Band**

Contemporary Band courses help students develop their techniques for playing brass, woodwind, percussion, and string instruments, as well as guitars and keyboards, focusing primarily on contemporary stage band literature styles, such as traditional jazz, jazz improvisation, and rock.

##### **05106 - Instrumental Ensembles**

Instrumental Ensemble courses are intended to develop students' technique for playing brass, woodwind, percussion, and/or string instruments in small ensemble groups. Instrumental Ensemble courses cover one or more instrumental ensemble or band literature styles.

##### **05107 - Piano**

Piano courses introduce students to the fundamentals of music and basic keyboard techniques such as scales, chords, and melodic lines. These courses may also include more advanced keyboard techniques.

##### **05108 - Guitar**

Guitar courses introduce students to the fundamentals of music and guitar-playing techniques, such as strumming and chords. These courses may also include more advanced guitar-playing techniques.

## State Course Codes

### High School

#### Subject Area 05: Fine and Performing Arts (secondary)

#### Music

##### **05109 - Individual Technique—Instrumental Music**

Individual Technique—Instrumental Music courses provide individuals with instruction in instrumental techniques. These courses may be conducted on either an individual or small group basis.

##### **05110 - Chorus**

Chorus courses provide the opportunity to sing a variety of choral literature styles for men's and/or women's voices and are designed to develop vocal techniques and the ability to sing parts.

##### **05111 - Vocal Ensembles**

Vocal Ensemble courses are intended to develop vocal techniques and the ability to sing parts in small ensemble or madrigal groups. Course goals may include the development of solo singing ability and may emphasize one or several ensemble literature styles.

##### **05112 - Individual Technique—Vocal Music**

Individual Technique—Vocal Music courses provide instruction in and encourage the development of vocal techniques (including aural development) other than the ability to sing in groups. These courses may be conducted on either an individual or small group basis.

##### **05113 - Music Theory**

Music Theory courses provide students with an understanding of the fundamentals of music and include one or more of the following topics: composition, arrangement, analysis, aural development, and sight reading.

##### **05114 - AP Music Theory**

AP Music Theory courses are designed to be the equivalent of a first-year music theory college course as specified by the College Board. AP Music Theory develops students' understanding of musical structure and compositional procedures. Usually intended for students who already possess performance-level skills, AP Music Theory courses extend and build upon students' knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

##### **05115 - IB Music**

IB Music courses prepare students to take the International Baccalaureate Music exam at either the Subsidiary or Higher level. IB Music courses develop students' knowledge and understanding of music through training in musical skills (listening, performing, and composing); exposure to music theory; and formulation of an historic and global awareness of musical forms and styles. Historical, theoretical, and practical studies are suggested by the IB Curriculum Board.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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#### Music

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##### **05116 - Music History/Appreciation**

Music History/Appreciation courses survey different musical styles and periods with the intent of increasing students' enjoyment of musical styles and/or developing their artistic or technical judgment. Music History/Appreciation courses may also focus on developing an understanding of a particular style or period.

##### **05117 - Music History**

Similar in nature to Music History/Appreciation courses, Music History courses focus specifically on the history of music.

##### **05118 - Music Appreciation**

Similar in nature to Music History/Appreciation courses, Music Appreciation courses focus specifically on students' appreciation of music. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives.

##### **05119 - Composition/Songwriting**

Composition/Songwriting courses prepare students to express themselves through creating music. These courses may use conventional or nonconventional notation and may include harmonization in addition to melody writing. Along with musical instruments, students may also use computers for creating music.

##### **05147 - Music—Independent Study**

Music—Independent Study courses, often conducted with instructors, professional musicians, or voice coaches as mentors, enable students to explore music-related topics. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

##### **05148 - Music—Workplace Experience**

Music—Workplace Experience courses provide students with work experience in a field related to music. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

##### **05149 - Music—Other**

Other Music courses.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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###### **05151 - Art Appreciation**

Art Appreciation courses introduce students to the many forms of art and help them form an aesthetic framework through which they can judge and critique art of various ages and cultures. These courses also explore the place and significance of art in our society.

###### **05152 - Art History**

Art History courses introduce students to significant works of art, artists, and artistic movements that have shaped the art world and have influenced or reflected periods of history. These courses often emphasize the evolution of art forms, techniques, symbols, and themes.

###### **05153 - AP Art—History of Art**

Designed to parallel college-level Art History courses, AP Art—History of Art courses provide the opportunity for students to critically examine architecture, sculpture, painting, and other art forms within their historical and cultural contexts. In covering the art of several centuries (not necessarily in chronological order), students learn to identify different styles, techniques, and influences and to formulate and articulate their reactions to various kinds of artwork.

###### **05154 - Creative Art—Comprehensive**

Creative Art—Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of a particular art form and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles.

###### **05155 - Creative Art—Drawing/Painting**

Creative Art—Drawing/Painting courses cover the same topics as Creative Art—Comprehensive courses, but focus on drawing and painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

###### **05156 - Creative Art—Drawing**

Creative Art—Drawing courses cover the same topics as Creative Art—Drawing/Painting, but focus on drawing. In keeping with this attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, and so on), but some courses may focus on only one medium.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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##### **05157 - Creative Art—Painting**

Creative Art—Painting courses cover the same topics as Creative Art—Drawing/Painting, but focus on painting. In keeping with this attention on two-dimensional work, students typically work with several media (such as watercolor, tempera, oils, acrylics, and so on), but some courses may focus on only one medium.

##### **05158 - Creative Art—Sculpture**

Creative Art—Sculpture courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works. Students typically work with several media (such as clay, ceramics, wood, metals, textiles, and so on), but some courses may focus on only one medium.

##### **05159 - Ceramics/Pottery**

Ceramics/Pottery courses cover the same topics as Creative Art—Comprehensive courses, but focus on creating three-dimensional works out of clay and ceramic material. Particular attention is paid to the characteristics of the raw materials, their transformation under heat, and the various methods used to create and finish objects.

##### **05160 - Printmaking/Graphics**

Printmaking/Graphics courses cover the same topics as Creative Art—Comprehensive courses, but focus on design principles, printmaking, and graphic design.

##### **05161 - Printmaking**

Printmaking courses introduce students to a variety of printmaking techniques using processes such as relief printing (monoprint, collograph block); intaglio (etching and engraving); and perigraphy (silkscreen films, stencils, block-out). These courses emphasize design elements and principles and introduce art criticism as applied to fine art prints. Lessons may also include the historical development of printmaking in Western and non-Western cultures.

##### **05162 - Graphic Design II**

Course emphasizes applying artistic techniques, tools, and principles of design to effectively communicate ideas and information through digital and printed media. Topics covered may include concept design, layout, visual communication, and image generation, all using a variety of traditional and digital mediums, techniques, tools, and software's.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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###### **05163 - Advertising Design**

Advertising Design courses relate and apply creative expression and design principles to the field of advertising and commercial art. The courses offer practical experiences in generating original ideas, executing layouts, and preparing artwork for reproduction. Advertising Design courses may also provide a historical and contemporary view of art as students learn to critique work.

###### **05164 - Textiles**

Textiles courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on textiles. These courses may survey a wide range of crafts and art forms using textiles, or they may focus on only one type of art form; possibilities include weaving, macramé, quilting, batik, stitchery, and so on.

###### **05165 - Crafts**

Crafts courses teach the same lessons as Creative Art—Comprehensive courses, but do so with a focus on crafts. These courses may survey a wide range of crafts, or they may focus on only one type of craft; possibilities include calligraphy, quilting, silk-screening, cake-decorating, tole-painting, maskmaking, knitting, crocheting, paper-making, and so on.

###### **05166 - Jewelry**

Jewelry courses apply art and design principles to the creation of jewelry. Typically, students explore using various media, such as ceramic, papier-mâché, glass, plastic, copper-enameled, brass, and silver. Course topics include exposure to jewelry of diverse world cultures and the history of jewelry design. Some Jewelry courses may concentrate on metalwork processes such as brazing, soldering, casting, welding, riveting, and finishing as they relate to the creation of jewelry.

###### **05167 - Photography**

Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### Visual Arts

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###### **05168 - Film/Videotape**

Film/Videotape courses expose students to the materials, processes, and artistic techniques involved in film, television, or videotape. Students learn about the operation of a camera, lighting techniques, camera angles, depth of field, composition, storyboarding, sound capture, and editing techniques. Course topics may also include production values and various styles of filmmaking (documentary, storytelling, news magazines, animation, and so on). As students advance, the instruction becomes more refined, and students are encouraged to develop their own artistic style. Students may also study major filmmakers, cinematographers, and their films and learn about film, television, and video and their relationships to drama and theater.

###### **05169 - Computer-Assisted Art**

Computer-Assisted Art courses enable students to discover and explore how the computer can be used to create or to assist in producing various forms of artwork. Computer-Assisted Art courses provide the opportunity to become more adept in both the art form and in the use of the computer.

###### **05170 - Art Portfolio**

Art Portfolio courses offer students the opportunity to create a professional body of work that reflects their personal style and talent. Students are often encouraged to display their work publicly.

###### **05171 - AP Studio Art—General Portfolio**

Designed for students with a serious interest in art, AP Studio Art—General Portfolio courses enable students to refine their skills and create artistic works to be submitted to the College Board for evaluation. Given the nature of the AP evaluation, the courses typically emphasize quality of work, attention to and exploration of a particular visual interest or problem, and breadth of experience in the formal, technical, and expressive aspects of the student's art. AP Studio Art—General Portfolio evaluations require submission of artwork exemplifying talent in drawing, color organization, design, and sculpture.

###### **05172 - AP Studio Art—Drawing Portfolio**

AP Drawing is designed for students with a professional or academic interest in the art of drawing. These courses focus on a variety of concepts and approaches in drawing, enabling students to demonstrate a depth of knowledge of the processes, and a range of abilities, and versatility with media, technique, problem solving, and scope. They can demonstrate such conceptual variety through either the use of one or the use of several media. These courses enable students to refine their skills and create artistic works to submit via portfolio to the College Board for evaluation.

## State Course Codes

### High School

#### Subject Area 05: Fine and Performing Arts (secondary)

##### Visual Arts

###### **05173 - IB Art/Design**

IB Art/Design courses prepare students to take the International Baccalaureate Art/Design exams at either the Subsidiary or Higher level. IB Art/Design courses help develop students' aesthetic and creative faculties, offer training in awareness and criticism of art, and enable students to create quality works of art of their own. Students perform both studio and research work; the research component is designed to investigate particular topics or concepts of interest in further detail.

###### **05174 - AP 2D Art and Design**

AP 2-D Art and Design courses are designed for students with a professional or academic interest in two-dimensional art. These courses focus on a variety of concepts and approaches in drawing and 2-D design, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. Such conceptual variety can be demonstrated through the use of one or several media. Students refine their skills and create artistic works to submit via a portfolio to the College Board for evaluation.

###### **05175 - AP 3-D Art and Design**

AP 3-D Art and Design courses are designed for students with a professional or academic interest in three-dimensional art. These courses focus on a variety of concepts and approaches in 3-D design and creation, enabling students to demonstrate a range of abilities and versatility with media, technique, problem solving, and scope. They can demonstrate such conceptual variety through the use of one or several media. Students refine their skills and create artistic works to submit via portfolio to the College Board for evaluation.

###### **05197 - Visual Arts—Independent Study**

Visual Art—Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form or topic. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic in greater detail, or to develop more advanced skills.

###### **05198 - Visual Arts—Workplace Experience**

Visual Arts—Workplace Experience courses provide students with work experience in a field related to visual arts. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### **05199 - Visual Arts—Other**

Other Visual Arts courses.

## State Course Codes

### High School

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#### Subject Area 05: Fine and Performing Arts (secondary)

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##### All Others

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##### **05201 - Integrated Fine Arts**

Integrated Fine Arts courses explore self-expression across the fine arts: any subset or all of the visual arts, music, drama, theater, and literature may be included in the curriculum for these courses. Students both study and critique the works of others and participate in or produce art themselves. These courses often include comparative study of various art forms over time (i.e., the interrelationship of literature, music, and the performing arts of a particular time period and culture).

##### **05995 - Fine and Performing Art—Aide**

Fine and Performing Arts—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students.

##### **05997 - Fine and Performing Art—Independent Study**

Fine and Performing Art—Independent Study courses, often conducted with instructors or professional artists as mentors, enable students to explore a particular art form. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular form or style, to explore a topic of in greater detail, or to develop more advanced skill.

##### **05998 - Fine and Performing Art—Workplace Experience**

Fine and Performing Art—Workplace Experience courses provide students with work experience in a field related to the fine and performing arts. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

##### **05999 - Fine and Performing Art—Other**

Other Fine and Performing Art courses.

# **Eclectic String Orchestra Syllabus**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **JAZZ/BLUES/SWING UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **R&B/HIP HOP/REGGAE UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **MARIACHI UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **INTERNAT'L MUSIC/FOLK MUSIC UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **AMERICAN & CELTIC FIDDLE MUSIC UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **ROCK-N-ROLL/BOOGIE WOOGIE UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# **MUSICALS/SHOWTUNES/FILM SCORING UNIT**

## **Week 1: Introduction**

- **Unique rhythmic patterns**
- **Musical form/structure**
- **History of the style**
- **Artists who made the style popular**
- **Listening examples**

## **Week 2: Music Introduction**

- **Identify unique rhythmic patterns in the pieces**
- **Compare/contrast music & Style with other styles & Music**
- **Study the form & Structure – compare/contrast with other styles/music**

## **Weeks 3-8: Rehearse music**

- **Weekly listening examples of style**
- **Study one artist weekly**

## **Week 9: Performance**

- **Performance**
- **Reflect on performance**
- **Reflect on what we learned**

# CSCI-230

## Process for New Course Offering - All Schools

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p><b>Recommended / Not Recommended</b></p> <p><u>Amy Anderson 11-5-24</u> Department Chair / Date</p> <p><u>11-4-24</u> Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature] 11-5-24</u> Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p><b>Skyward Course Information Completed</b></p> <p><u>Jennifer Mung</u> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p><b>Recommended / Not Recommended**</b></p> <p><u>[Signature] 11-12-24</u> Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature] 11-12-24</u> Asst./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____</p> <p style="text-align: center;">Date Zendesk Submitted</p> <p>_____</p> <p style="text-align: center;">Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____</p> <p style="text-align: center;"><b>Date Changes Complete</b></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

**Request for New Course Offering - All Schools**

**BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR**

Professional Submitting Request: <u>Emily Hannah DeLoach</u>	Building Submitting Request: <u>ECCTB</u>
Department of Submission: <u>Counselors</u>	Date Submitted to Department Chair: <u>11/4/24</u>
Date Completed by Professional: <u>11/4/24</u>	
Course Name: <u>ECCTC CompTIA Security</u>	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <u>ECCTC CompTIA</u>
	Long description of course (30 characters) <u>ECCTC CompTIA Security</u>
Kansas Course Code (KCCMS): <u>10108</u>	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost. **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <u>None</u>	Indicate the following: <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course <input type="checkbox"/> Either (depends on grad reqs)

**BELOW TO BE COMPLETED BY COUNSELOR**

CompTIA Security+

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**COURSE INFORMATION**

Course Number-Section: CSCI 230

Final Exam:

Start/End Date:

**INSTRUCTOR INFORMATION**

Instructor:

Phone:

Email:

Office Location: [Click here to enter text.](#)

**CONTACTING INSTRUCTOR**

**EMAIL RESPONSE TIME**

**COURSE DESCRIPTION**

**DESCRIPTION:** This class introduces students to computer network vulnerabilities and threats and how to safeguard computer networks from those vulnerabilities and threats. This course will expose the student to network security planning, network security technology, network security organization and the legal and ethical issues associated with network security. In this course, students will learn the skills necessary for Security+ certification.

**PREREQUISITES:** No prerequisite.

**GCCC'S ESSENTIAL SKILLS OUTCOMES**

Students will develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social responsibility as part of their educational experiences at the college. These outcomes align with the college's commitment to engaging students in the collection, analysis, and communication of information.

**TEXTBOOK INFORMATION**

Security+ Guide to Network Security Fundamentals (2018), 6th Edition by Mark Ciampa  
ISBN9781337685856

**STUDENT LEARNER OUTCOMES**

Students will be able to

1. Explain the challenges of securing information
2. Define information security and explain why it is important
3. Define malware
4. Define cryptography
5. Explain how to implement cryptography
6. Describe the different types of networking-based attacks
7. List the different types of network security devices and how they can be used

**CompTIA Security+**

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8. List and describe the functions of secure network protocols
9. Describe the different types of wireless network attacks
10. List the steps for securing a client device
11. List and compare the different types of mobile devices and how they are deployed
12. Describe the different types of authentication credentials
13. Describe how to manage access through account management
14. Explain how to assess the security posture of an enterprise
15. Define business continuity
16. Explain how to manage risk

**COURSE TYPE**

**ACCELERATED COURSE:** An accelerated course allows students to complete an academic course in less time than a full semester. This is an intensive course, covering a full semester's work in considerably less time. Therefore, regular, consistent attendance is vital for success, and students are required to do substantially more work outside of class.

**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.

## GARDEN CITY COMMUNITY COLLEGE

### CompTIA Security+

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**ONLINE COURSE:** An online course uses computer-based technologies (i.e. Canvas) to create an online “classroom.” Students are instructed in course content through online learning: tutorials, testing exercises, group collaborations, independent assignments, and long-range projects. Each individual course provides a schedule of assignments and deadlines. Students need to have adequate computer skills as they will be communicating with the instructor and classmates online. This course is an online course, and you are responsible for ensuring that you can access all course material on a regular basis either from the GCCC campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files. If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time. If there is a problem with the Canvas system, notify your instructor and Canvas support (877) 259-3991 (or email [distancelearning@gccccks.edu](mailto:distancelearning@gccccks.edu)).

### **TIME COMMITMENT**

A course is measured in credit hours. Each credit hour requires about 45 hours of work.

### **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

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.)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.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Management Information Systems

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#### 10099 - Management Information Systems—Other

Other Management Information Systems courses.

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##### Network Systems

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#### 10101 - Network Technology

Network Technology courses address the technology involved in the transmission of data between and among computers through data lines, telephone lines, or other transmission media (such as hard wiring, cable television networks, radio waves, and so on). These courses may emphasize the capabilities of networks, network technology itself, or both. Students typically learn about network capabilities—including electronic mail, public networks, and electronic bulletin boards—and network technology—including network software, hardware, and peripherals involved in setting up and maintaining a computer network.

#### 10102 - Networking Systems

Networking Systems courses are designed to provide students with the opportunity to understand and work with hubs, switches, and routers. Students develop an understanding of LAN (local area network), WAN (wide area network), wireless connectivity, and Internet-based communications with a strong emphasis on network function, design, and installation practices. Students acquire skills in the design, installation, maintenance, and management of network systems that may help them obtain network certification.

#### 10103 - Area Network Design and Protocols

Area Network Design and Protocols courses address the role of computers in a network system, the Open Systems Interconnection (OSI) model, structured wiring systems, and simple LAN (local area network) and WAN (wide area network) designs.

#### 10104 - Router Basics

Router Basics courses teach students about router components, start-up, and configuration using CISCO routers, switches, and the IOS (Internetwork Operation System). These courses also cover such topics as TCP/IP protocol, IP addressing, subnet masks, and network trouble-shooting.

#### 10105 - NetWare Routing

NetWare Routing courses introduce students to such topics as Virtual LANs (VLAN) and switched internetworking, comparing traditional shared local area network (LAN) configurations with switched LAN configurations, and they also discuss the benefits of using a switched VLAN architecture. These courses also may cover routing protocols like RIP, IGRP, Novell IPX, and Access Control Lists (ACLs).

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Management Information Systems

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#### 10052 - Information and Support Services I

This course is designed for students who have chosen to pursue an Information Support and Services program of study to introduce the basic conceptual and practical skills necessary to identify, install, and manage relevant hardware and software in a server/client environment. \*\*Prerequisite Information Support & Services I or demonstration of all competencies therein.

#### 10053 - Database Applications

Database Application courses provide students with an understanding of database development, modeling, design, and normalization. These courses typically cover such topics as SELECT statements, data definition, manipulation, control languages, records, and tables. In these courses, students may use Oracle WebDB, SQL, PL/SQL, SPSS, and SAS and may prepare for certification.

#### 10054 - Data Systems/Processing

Data Systems/Processing courses introduce students to the uses and operation of computer hardware and software and to the programming languages used in business applications. Students typically use BASIC, COBOL, and/or RPL languages as they write flowcharts or computer programs and may also learn data-processing skills.

#### 10055 - Particular Topics in Management Information Systems

These courses examine particular topics in management information systems other than those already described.

#### 10097 - Information Support and Services II

: This is a course designed for students who have chosen to pursue an Information Support and Services program of study to emphasize more advanced conceptual and practical skills necessary to identify, install, and manage relevant hardware and software in information systems. This should be a dual enrollment course with the student completing post-secondary credit hours in the Computer Support Specialist certification track (KBOR). Students should be completing preparatory competencies toward successful completion of the CompTIA Server+ or CompTIA A+ exams and attainment of certification. \*\*Prerequisites Information Support & Services I and Information Support & Services II or demonstration of all competencies therein

#### 10098 - Work-Based Learning in Information Support and Services

a capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills. Competencies during the experience, verified by the WBL coordinator or district representative, should continue to align with attainment of appropriate CompTIA certification(s).

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Network Systems

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###### 10106 - Telecommunications

This course delves into the intricacies of modern telecommunications, exploring principles, technologies, and networks that underpin our interconnected world. Students will investigate the evolution of communication systems, from historical advancements to the latest innovations. Topics covered include signal transmission, modulation techniques, multiplexing, network architectures, and the protocols shaping the internet and mobile communications.

###### 10107 - Wireless Networks

Wireless Networks courses focus on the design, planning, implementation, operation, and trouble-shooting of wireless computer networks. These courses typically include a comprehensive overview of best practices in technology, security, and design, with particular emphasis on hands-on skills in (1) wireless LAN set-up and trouble-shooting; (2) 802.11a & 802.11b technologies, products, and solutions; (3) site surveys; (4) resilient WLAN design, installation, and configuration; (5) vendor interoperability strategies; and (6) wireless bridging.

###### 10108 - Network Security

Network Security courses teach students how to design and implement security measures in order to reduce the risk of data vulnerability and loss. Course content usually includes typical security policies; firewall design, installation, and management; secure router design, configuration, and maintenance; and security-specific technologies, products, and solutions.

###### 10109 - Essentials of Network Operating Systems

Essentials of Network Operating Systems courses provide a study of multi-user, multi-tasking network operating systems. In these courses, students learn the characteristics of the Linux, Windows 2000, NT, and XP network operating systems and explore a variety of topics including installation procedures, security issues, back-up procedures, and remote access.

###### 10110 - Microsoft Certified Professional (MCP)

Microsoft Certified Professional courses provide students with the knowledge and skills necessary to be employed as a network administrator in the latest Windows server-networking environment. Topics include installing, configuring, and trouble-shooting the Windows server. These courses prepare students to set up network connections; manage security issues and shares; and develop policies. Students are typically encouraged to take the MCP exam.

###### 10111 - Particular Topics in Networking Systems

These courses examine particular topics in networking systems other than those already described.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Network Systems

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###### 10147 - Network Systems II

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###### 10148 - Networking Systems—Workplace Experience

Networking Systems—Workplace Experience courses provide students with work experience in fields related to networking systems. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### 10149 - Networking Systems—Other

Other Networking Systems courses.

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##### Computer Science/Programming

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###### 10151 - Business Programming

Business Programming courses provide students with experience in using previously written software packages as well as designing and writing programs of their own. The word-processing, spreadsheet, graphics, and database exercises in these courses contain a business industry focus, and the original programs are written in languages typical of this industry (Visual Basic (VB), C++, Java, BASIC, COBOL, and/or RPL).

###### 10152 - Computer Programming

Computer Programming courses provide students with the knowledge and skills necessary to construct computer programs in one or more languages. Computer coding and program structure are often introduced with the BASIC language, but other computer languages, such as Visual Basic (VB), Java, Pascal, C++, and COBOL, may be used instead. Initially, students learn to structure, create, document, and debug computer programs, and as they progress, more emphasis is placed on design, style, clarity, and efficiency. Students may apply the skills they learn to relevant applications such as modeling, data management, graphics, and text-processing.

###### 10153 - Visual Basic (VB) Programming

Visual Basic (VB) Programming courses provide an opportunity for students to gain expertise in computer programs using the Visual Basic (VB) language. As with more general computer programming courses, the emphasis is on how to structure and document computer programs and how to use problem-solving techniques. These courses cover such topics as the use of text boxes, scroll bars, menus, buttons, and Windows applications. More advanced topics may include mathematical and business functions and graphics.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Computer Science/Programming

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###### 10154 - C++ Programming

C++ Programming courses provide an opportunity for students to gain expertise in computer programs using the C++ language. As with more general computer programming courses, the emphasis is on how to write logically structured programs, include appropriate documentation, and use problemsolving techniques. More advanced topics may include multi-dimensional arrays, functions, and records.

###### 10155 - Java Programming

Java Programming courses provide students with the opportunity to gain expertise in computer programs using the Java language. As with more general computer programming courses, the emphasis is on how to structure and document computer programs, using problem-solving techniques. Topics covered in the course include syntax, I/O classes, string manipulation, and recursion.

###### 10156 - Computer Programming—Other Language

Computer Programming—Other Language courses provide students with the opportunity to gain expertise in computer programs using languages other than those specified (such as Pascal, FORTRAN, or emerging languages). As with other computer programming courses, the emphasis is on how to structure and document computer programs, using problem-solving techniques. As students advance, they learn to capitalize on the features and strengths of the language being used.

###### 10157 - AP Computer Science A

Following the College Board's suggested curriculum designed to mirror college-level computer science courses, AP Computer Science A courses provide students with the logical, mathematical, and problem-solving skills needed to design structured, well-documented computer programs that provide solutions to real-world problems. These courses cover such topics as programming methodology, features, and procedures; algorithms; data structures; computer systems; and programmer responsibilities.

###### 10159 - IB Computing Studies

IB Computer Studies courses prepare students to take the International Baccalaureate Computing Studies exam at either the Subsidiary or Higher level. The courses emphasize problem analysis, efficient use of data structures and manipulation procedures, and logical decision-making. IB Computing Studies courses also cover the applications and effects of the computer on modern society as well as the limitations of computer technology.

###### 10160 - Particular Topics in Computer Programming

These courses examine particular topics in computer programming other than those already described.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Computer Science/Programming

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###### 10165 - Applied Game Design

Game technologies represent the culmination of logic, sequence, tool utilization, and extension of skill. Programming process for this course will utilize all previously learned factors of programming logic, artistry, and interactivity.

###### 10197 - Computer Programming—Independent Study

Computer Programming—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to computer programming. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

###### 10198 - Work-Based Learning in Programming and Software Development

A capstone course intended to provide students with opportunities to apply the skills and knowledge learned in previous CTE and general education courses within a professional work environment. The course allows students to earn high school credit for select models of work-based learning, which allow students to interact with industry professionals in order to extend and deepen classroom work and support the development of postsecondary and career readiness knowledge and skills.

###### 10199 - Computer Programming—Other

Other Computer Programming courses.

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##### Media Technology

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###### 10201 - Web Design

Web Design courses teach students how to design web sites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages -such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, and Document Object Model - to develop and maintain a web page. These courses may also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals.

###### 10202 - 2D Animation

Course provides students with the opportunity to explore and produce visual imagery and graphics to communicate information and ideas to multiple audiences. This course uses a variety of media and formats for various fields, such as advertising, TV/Video, and the web.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Media Technology

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###### 10203 - Interactive Media

Interactive Media courses provide students with the knowledge and skills to create, design, and produce interactive media products and services. The courses may emphasize the development of digitally generated and/or computer-enhanced media. Course topics may include 3D animation, graphic media, web development, and virtual reality. Upon completion of these courses, students may be prepared for industry certification.

###### 10204 - Particular Topics in Media Technology

These courses examine particular topics in internet design and applications other than those already described.

###### 10210 - 3D Animation

The 3D Animation course explores the creative and conceptual aspects of designing and producing animated images for storytelling and multimedia presentations including dramatic narratives; artistic and experimental presentations and installations; and ambient, interactive, immersive and performance media. Topics may include motion graphics; compositing and visual effects; 2D and 3D animation; timing and spacing; aspect ratio; video editing; animation physics and expressions; pre- and post-production methods, tools, and processes; animation presentation, transmission, distribution, and marketing; and contextual, cultural, and historical aspects and considerations.

###### 10247 - Media Technology—Independent Study

Media Technology—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to media technology. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

###### 10248 - Graphic Design Workplace Experience

Graphic Design—Workplace Experience courses provide students with work experience in fields related to graphic design. Experience can be an internship, apprenticeship, or simulated work experience. Goals are typically set cooperatively by the student, teacher, and work site supervisor. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Comprehensive - Students can take Graphic Design Workplace Experience as a full credit course for a more in-depth study of the graphic design industry.

###### 10249 - Media Technology—Other

Other Media Technology courses.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Information Support and Services

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###### 10251 - Computer Technology

Computer Technology courses introduce students to the features, functions, and design of computer hardware and provide instruction in the maintenance and repair of computer components and peripheral devices.

###### 10252 - Computer Maintenance

Computer Maintenance courses prepare students to apply basic electronic theory and principles in diagnosing and repairing personal computers and input/output devices. Topics may include operating, installing, maintaining, and repairing computers, network systems, digital control instruments, programmable controllers, and related robotics.

###### 10253 - Information Support and Services

Information Support and Services courses prepare students to assist users of personal computers by diagnosing their problems in using application software packages and maintaining security requirements.

###### 10254 - IT Essentials: PC Hardware and Software

IT Essentials: PC Hardware and Software courses provide students with in-depth exposure to computer hardware and operating systems. Course topics include the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Students learn to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems. In addition, these courses introduce students to networking and often prepare them for industry certification.

###### 10255 - CISCO—The Panduit Network Infrastructure Essentials (PNIE)

CISCO—PNIE courses provide students with the knowledge to create innovative network infrastructure solutions. These courses offer students basic cable installer information and help them acquire the skills to build and use the physical layer of network infrastructure and develop a deeper understanding of networking devices.

###### 10256 - Particular Topics in Information Support and Services

These courses examine particular topics in computer support, maintenance, and repair other than those already described.

###### 10260 - Educational Trainer

Educational Trainer course provides instruction and practice for students who can train teachers, peers, and community in the effective integration of technology. Training on various technology tools, professional demeanor, customer service, and troubleshooting.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### Information Support and Services

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###### 10297 - Information Support and Services—Independent Study

Information Support and Services—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to computer information support and services. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

###### 10298 - Information Support and Services—Workplace Experience

Information Support and Services—Workplace Experience courses provide students with work experience in fields related to information support and/or service. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### 10299 - Information Support and Services—Other

Other Information Support and Services courses.

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##### All Others

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###### 10995 - Computer and Information Sciences—Aide

Computer and Information Sciences—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students.

###### 10997 - Computer and Information Sciences—Independent Study

Computer and Information Sciences—Independent Study courses, often conducted with instructors as mentors, enable students to explore computer-related topics of interest. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

###### 10998 - Computer and Information Sciences—Workplace Experience

Computer and Information Sciences—Workplace Experience courses provide students with work experience in fields related to computer and/or information sciences. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

## State Course Codes

### High School

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#### Subject Area 10: Computer and Information Sciences (secondary)

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##### All Others

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##### 10999 - Computer and Information Sciences—Other

Other Computer and Information Sciences courses.

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#### Subject Area 11: Communications and Audio/Visual Technology (secondary)

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##### Communication

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##### 11001 - Introduction to Communication

Introduction to Communication courses enable students to understand and critically evaluate the role of media in society. Course content typically includes investigation of visual images, printed material, and audio segments as tools of information, entertainment, and propaganda; improvement of presentation and evaluative skills in relation to mass media; recognition of various techniques for delivery of a particular message; and, in some cases, creation of a media product. The course may concentrate on a particular medium.

##### 11002 - Communication Technology

Communication Technology courses enable students to effectively communicate ideas and information through experiences dealing with drafting, design, electronic communication, graphic arts, printing process, photography, telecommunications, and computers. Additional topics covered in the course include information storage and retrieval. Drafting equipment may be used to make scale drawings, including multi-view drawing, photographs, and poster mock-ups.

##### 11003 - Particular Topics in Communication

These courses examine specific topics in communication other than those already described.

##### 11047 - Communication—Independent Study

Communication—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to mass communications. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

## State Course Codes

### High School

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#### Subject Area 31: Information Technology Cluster

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##### **31002 - Introduction to Physical Computing**

Students develop an understanding of programming for the physical world, including but not limited to the Internet of Things (IoT), microcontrollers, robotics, and other physical computing devices that are in use in our world.

##### **31090 - Applied Graphic Design**

The goal of this course is to provide the student with work-based learning opportunities in graphic design. It will be focused on applying technical skills to solve real-world graphic design problems. This course will also provide graphic design instruction in the organization and presentation of his or her work in a portfolio format of professional quality. A portfolio, digital portfolio archive, self-promo, resume and business ensemble will be produced. Instruction in interviewing techniques and employment searches will also be provided.

##### **31091 - Advanced Media Design and Production**

In addition to listed technical competencies Local Education Agencies are encouraged to develop Personalized Learning coursework representative of explicit objectives measured against specific target employment skills that are not available in other courses. These should be enumerated in addition to those listed below. Additional competencies may reflect the work environment, workplace experience and/or the essential skills addressed reflective of previous coursework.

##### **31094 - AP Computer Science Principles**

AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles will give students the opportunity to use technology to address real-world problems and build relevant solutions. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

##### **31095 - Applied Concepts of Network Systems**

Students acquire personalized learning representing explicit objectives measured against specific target employment skills that are not available in other courses. The personalization of learning will be based on a particular work environment, workplace experience and/or the essential skills addressed from previous coursework.

##### **31096 - Web and Design Workplace Experience**

## State Course Codes

### High School

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#### Subject Area 31: Information Technology Cluster

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The Web & Design Workplace Experience course provides students work experiences in the fields related to web and digital interface design. Experience can be an internship, apprenticeship, or simulated work experience where students navigate the complexities of web and digital interface design. Students will develop skills to test layouts, interfaces, functionality, and navigation menus to ensure compatibility and usability across browsers and devices, as well as design and develop graphics, websites, and software. Goals are typically set cooperatively by student, teacher, and work site supervisor. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

#### **31097 - Information Support Project Management & Resource Scheduling**

Course gives students who are not able to find an internship or a cooperative work environment the ability to apply what they learned from the Technical level course. The course will be administered by a teacher in the school with the goal of providing a project base curriculum for the student to solve real world problems. (Example: Analyze existing and planned business environments and develop a strategy for the implementation of information support and services that address the business needs.) Ways to implement would include having student enter CTSO competitions (e.g. Business Professional of America, Network Design Team competition or Cisco Networking Academy NetRiders). Instructor must be able to create a curriculum based on the requirements of the competition.

#### **31098 - Programming and Software Development Project Management**

The Programming and Software Development Project Management course provides students with the information and skills necessary for success in managing projects and operating logistical ventures in technology, business, and industry. This course covers scheduling of resources (including personnel, budget, timelines, and equipment), utilization of Gantt charts, economic principles within the workplace, and risk management. Other possible topics include developing a business plan, finance, business law, marketing and promotion strategies, insurance employee/employer relations, problem-solving and decision-making, and building leadership skills. These courses may also incorporate a survey of the careers within technology and engineering industries.

#### **31099 - Network Systems Project Management and Resource Scheduling**

Course gives students who are not able to find an internship or cooperative work environment the ability to apply what they learned from the Technical level course. The course will be administered by a teacher in the school with the goal of providing a project base curriculum for the student to solve real world problems. (Example Analyze existing and planned business environments and develop a strategy for the implementation of a network infrastructure that addresses the business needs.) Ways to implement would having student enter CTSO competitions (e.g. Business Professional of America: Network Design Team competition or Cisco Networking Academy NetRiders. Instructor must be able to create a curriculum based on the requirements of the competition.

## State Course Codes

### High School

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#### Subject Area 41: Science, Technology, Engineering, and Mathematics Cluster

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##### **41030 - Simulation and Modeling (SAM)**

In (SAM), students create models and simulate social, physical, and biological systems. Students apply statistics and data analysis to understand systems and predict behavior, and they compare models to complex, real data. Students create simulations to communicate central ideas in the physical, biological, and social sciences and deepen their understanding of concepts in discrete math and computer science. This course emphasizes collaboration, professional writing, and the scientific method.

##### **41034 - Artificial Intelligence (AI)**

AI students will develop artificially intelligent systems that create solutions to real problems found in science and industry. Students analyze problems for computational difficulty and analyze solutions for computational efficiency. Students engage in a wide array of applications, including automated vehicles and computer vision.

##### **41036 - Cyber Security**

This course introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in this course, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

##### **41037 - Computational Problem Solving (CPS)**

Computational Problem Solving offers students the opportunity to work in a team to deliver a software solution to a real-world design problem. Teams start by defining problems, which might originate from CPS students, community, or industry clients, or students in other problem-based courses, and use the Agile design process to develop a software solution. Effective practices in problem solving, documentation, software development, presentation, and collaboration are central to the course.

# CRIM-120

## Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request. <i>ETHO</i>	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p><b>Recommended / Not Recommended</b></p> <p><i>Jodi Vargas</i> Department Chair / Date</p> <p><u>11/5/2024</u> Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p><b>Recommended / Not Recommended</b></p> <p><i>[Signature]</i> 11-5-24 Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p><b>Skyward Course Information Completed</b></p> <p><i>Jennif Mungy</i> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p><b>Recommended / Not Recommended**</b></p> <p><i>[Signature]</i> 11-12-24 Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p><b>Recommended / Not Recommended</b></p> <p><i>[Signature]</i> 11-12-24 Asst./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____</p> <p>Date Zendesk Submitted</p> <p>_____</p> <p>Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____</p> <p><b>Date Changes Complete</b></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

**Request for New Course Offering - All Schools**

**BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR**

Professional Submitting Request: <u>Etanin Deloan</u>	Building Submitting Request: <u>ECTS</u>
Department of Submission: <u>Cmsuors</u>	Date Submitted to Department Chair: <u>11/4/24</u>
Date Completed by Professional: <u>11/4/24</u>	
Course Name: <u>GCCC CJ Interviewing and Report Writing</u>	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <u><del>GCCC CJ Interview</del></u> Long description of course (30 characters) <u>GCCC CJ Interviewing/Report</u> <u>GCCC Interv and Report</u>
Kansas Course Code (KCCMS): <u>15653</u>	
Please attach the following: <input checked="" type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost. **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <u>None</u>	Indicate the following: <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course <input type="checkbox"/> Either (depends on grad reqs)

**BELOW TO BE COMPLETED BY COUNSELOR**

<p><b>Course Length:</b>  <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters</p> <p><b>Credit to be Earned:</b> <u>0.5</u></p> <p><b>Is this a dual credit course?</b> YES/NO</p> <p><b>Is this a GCCC course?</b> YES/NO</p> <p><b>Number of USD 457 Credits:</b> <u>0.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)</p> <p><b>GPA Set:</b> <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p><b>Skyward Filter:</b>  <input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE  <input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p><b>NOTES:</b></p> <p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
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**BELOW TO BE COMPLETED BY TECHNOLOGY**

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned --&gt; _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>
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**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**

# CJ Interviewing and Report Writing

3 Credit Hours

## Course Information

**Course Number-Section: CRIM 120**

**Final Exam:**

**Start/End Date:**

## Instructor Information and Communication Expectations

Instructor Information:

**Instructor:**

**Phone:**

**E-mail:**

**Office Location:**

Contacting Instructor:

E-mail Response Time:

## Syllabus Statement for Health/Safety/Sick Policies

For this specific class, you are asked to do the following:

1. Complete your daily health screen on the GCCC Mobile App and follow the instructions on your health pass.
2. Stay home if you are not feeling well (seeking medical care when appropriate). Communicate with your instructor early so s/he can work with you to stay current in class.
3. Sanitize hands and workspaces/desks/tables before and/or at the end of class.
4. Communicate needs and concerns with instructors.

## GARDEN CITY COMMUNITY COLLEGE

### CompTIA Security+

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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.

### **ASSESSMENT**

#### **TESTS**

#### **HOMEWORK**

#### **MAKE-UP/LATE WORK POLICIES**

#### **EXTRA CREDIT POLICY**

#### **ATTENDANCE**

Enter how attendance affects grading in your class—or if it doesn't count toward the class grade. NOT the campus-wide attendance policy.

#### **FINAL EXAM**

#### **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**

Homework = %

Attendance/participation = %

Tests = %

Final Exam = %

**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**

The course delivery mode may be changed due to safety or health concerns (ex. if an instructor becomes ill or if the course needs to change due to size). Students will be advised when any changes occur.

## Course Description

**Description: This course is designed for Criminal Justice majors and in-service officers. Course are placed on effective interviewing, note taking, factual writing of police reports. Kansas Criminal Code and common law enforcement reporting forms are used. This course utilizes word processing and reporting software. Concurrent enrollment in Criminal Investigation I (CRIM-111).**

**Prerequisites: None.**

## Textbook Information

Criminal Investigation by Kären M. Hess, Ph.D.; Christine Hess Orthmann, M.S.; Henry Lim Cho, M.A.  
12th Edition, Student Edition: ISBN: 978-0-357-51167-1

## Student Learning Outcomes

Students will be able to

1. Conduct an interview.
2. Use active listening skills.
3. Distinguish among fact, opinion and inference.
4. Develop strategies to obtain information in a variety of situations.
5. Apply appropriate grammar and punctuation to written communication.
6. Apply conventions of effective report writing in criminal justice.
7. Document verbal and nonverbal behavior.
8. Examine legal and ethical issues related to interviews.
9. Take detailed field notes.
10. Document facts of the case.
11. Write comprehensive, detailed narratives using logical, coherent phrases, sentences and paragraphs.
12. Prepare appropriate criminal justice reports.
13. Demonstrate skills in the collection and interpretation of information from an incident.

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

Insert\_test\_policies

### Homework

Insert\_homework\_policies

### Make-up/Late Work Policies

Insert\_latework\_policies

### Extra Credit Policy

Insert\_extracredit\_policies

### Attendance

Insert\_attendance\_policies

### Final Exam

Insert\_final\_exam\_policies

### 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

**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.

## 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

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:**

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:**

Homework = %

Attendance/participation = %

Tests = %

Final Exam = %

## College Policies, updated 5.10.22

### Syllabus Statement for Face Coverings

To protect the health and safety of the Buster and Garden City communities, the college has adopted a three-phase plan for the wearing of masks. Phases 2 and 3 require masks in all classroom and learning environments. If the college moves to phase 2 or 3, students will be notified on the gcccks.edu website as well as on the Student Feed of the GCCC Mobile App.

Separately, in some classrooms where there are subject-specific needs or additional health concerns, masks may be required regardless of whether the college is in phase 1, 2, or 3. If you are in a classroom with masks required, that requirement will be clearly listed in the course syllabus.

At no point should the professor or other students put themselves into an unsafe situation while attempting to enforce a face-covering policy. Campus Security: 620-272-6828.

### Syllabus Statement for Contact Tracing

In Kansas, a person who may have been exposed to an infectious or contagious disease by being within close proximity of an infected person is known as a contact. For COVID-19 contacts, Kansas law (L. 2020 Special Session, Ch. 1, Section 16 (h)) allows this community college to share contact information when we become aware of a confirmed case involving COVID-19 if the contact consents. For the safety of our academic community, we have adopted the policy that your use of and presence at our facilities as students, faculty and staff is your consent to our release of contact information to public health authorities. If you do not wish to provide such consent, you may opt-out by signing a written form and providing the signed form to the Records Office in the Student and Community Services Center (SCSC). The opt-out consent form can be picked up at the Student Services desk in the Student and Community Services Center (SCSC) or online at:

[https://www.gcccks.edu/covid-19/opt\\_out\\_form.aspx](https://www.gcccks.edu/covid-19/opt_out_form.aspx) ([https://www.gcccks.edu/covid-19/opt\\_out\\_form.aspx](https://www.gcccks.edu/covid-19/opt_out_form.aspx))

### 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

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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

Course Calendar

## Course Summary:

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/12847/assignments/369403">Canvas Resources and Policies Pre-Course Quiz (https://gardencitycc.instructure.com/courses/12847/assignments/369403)</a>	

## State Course Codes

### High School

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#### Subject Area 15: Public, Protective, and Government Service (secondary)

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##### Government Service

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###### 15249 - Government Service—Other

Other Government Service courses.

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##### All Others

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###### 15995 - Public, Protective, and Government Service—Aide

Public, Protective, and Government Service—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students.

###### 15997 - Public, Protective, and Government Service—Independent Study

Public, Protective, and Government Service—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to public, protective, and government service. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

###### 15998 - Public, Protective, and Government Service—Workplace Experience

Public, Protective, and Government Service—Workplace Experience courses provide students with work experience in a field related to public, protective, and/or government service. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### 15999 - Public, Protective, and Government Service—Other

Other Public, Protective, and Government Service courses.

### High School

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#### Subject Area 44: Law, Public Safety, and Security Cluster

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##### 44300 - Practical Law

This course will study the basic legal principles common to a broad base of everyday business activities and will provide practical law information necessary to develop problem-solving skills in

## State Course Codes

### High School

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#### Subject Area 15: Public, Protective, and Government Service (secondary)

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##### Fire Management

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##### Government Service

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###### 15201 - Public Administration

Public Administration courses provide an overview of the structure, roles, and duties of public governments and associated agencies. These courses explore the foundation and evolution of the public service sector, issues related to the provision of services by governmental bodies, and the missions and constraints of various departments within local and state governments. In addition, students may explore a particular public administration topic (such as the tax base and structure, the legislative process, selection of public servants, resource management, and so on) in greater detail.

###### 15202 - Community Protection

Community Protection courses provide students with information regarding the personnel and agencies concerned with protection of the home, city, state, and nation. Topics covered typically include civil defense and disaster preparedness; crime prevention; pollution control; fire prevention and control; legal and social systems and principles; and public health. These topics may be explored from the viewpoint of a community resident and citizen using these services or of that of one interested in pursuing a public service career.

###### 15203 - Public Policy

Public Policy courses provide students with the opportunity to design, propose, and analyze programs and policies implemented by government agencies. Activities typically include identifying social issues and problems, generating recommendations, using data to quantify the extent of a problem or evaluate its solution, communicating ideas and findings, and understanding decision-making processes.

###### 15247 - Government Service—Independent Study

Government Service—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related the provision of government services. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

###### 15248 - Government Service—Workplace Experience

Government Service—Workplace Experience courses provide work experience in fields related to government service. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

## State Course Codes

### High School

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#### Subject Area 15: Public, Protective, and Government Service (secondary)

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##### Security and Protection

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###### 15149 - Security and Protection—Other

Other Security and Protection courses.

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##### Fire Management

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###### 15151 - Fire Science

Fire Science courses introduce students to the field of fire prevention and control and enable them to extend their knowledge through the use of chemical, physical, and engineering principles to understand factors involved in fires. Course topics typically include the chemistry of combustion, factors that influence fire (such as structural design and meteorology), and safety procedures.

###### 15152 - Fire Fighting

Fire Fighting courses offer students the opportunity to learn fire prevention and control under controlled conditions. Typically, students learn about the organization, rules, requirements, and regulations of fire departments; study and practice the tools and techniques used by firefighters to control or extinguish fires; and examine the behavior of fires. These courses also usually include emergency medical procedures and present fire investigation techniques.

###### 15153 - Particular Topics in Fire Management

These courses examine specific topics related to fire management (such as hazardous materials handling), rather than provide a general study of the field.

###### 15197 - Fire Management—Independent Study

Fire Management—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related fire management. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

###### 15198 - Fire Management—Workplace Experience

Fire Management—Workplace Experience courses provide work experience in fields related to fire management. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### 15199 - Fire Management—Other

Other Fire Management courses.

## State Course Codes

### High School

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#### Subject Area 15: Public, Protective, and Government Service (secondary)

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##### Law Enforcement

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###### 15098 - Law Enforcement—Workplace Experience

Law Enforcement—Workplace Experience courses provide work experience in fields related to law enforcement. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### 15099 - Law Enforcement—Other

Other Law Enforcement courses.

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##### Security and Protection

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###### 15101 - Public Safety

Public Safety courses introduce students to the field of public safety and extend their knowledge and skills pertaining to the safety and security of homes, workplaces, and the community. These courses cover such topics as policing, law enforcement, emergency service, and private security and corrections and may cover all or a subset of these services.

###### 15102 - Security Services

Security Services courses provide instruction regarding the safety and security of buildings and facilities and may extend these lessons to include the security and safety of one's self and other human beings.

###### 15103 - Particular Topics in Security

These courses examine specific topics related to security and protective services, rather than provide a general study.

###### 15147 - Security and Protection—Independent Study

Security and Protection—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related the security and protection of the public. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

###### 15148 - Security and Protection—Workplace Experience

Security and Protection—Workplace Experience courses provide work experience in fields related to security and protection. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Corrections courses provide instruction regarding the principles and techniques used by institutions that incarcerate, rehabilitate, and monitor people accused or convicted of crimes.

**15053 - Particular Topics in Law Enforcement**

These courses examine specific topics related to law enforcement (such as forensic science), rather than provide a general study of the field.

**15097 - Law Enforcement—Independent Study**

Law Enforcement—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest related to law enforcement. Independent Study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills.

## State Course Codes

### High School

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#### Subject Area 04: Social Sciences and History (secondary)

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##### Government, Politics, and Law

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###### 04170 - Environmental Law

Environmental Law courses present a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting environmental issues, chemical usage, management, cleanup, disposal, and the exposure and legal responsibilities of those workers engaged in associated occupations. Such topics may include contracts, property rights, employer/employee relationships, liability, and constitutional rights and responsibilities with particular attention paid to conservation and environmental issues.

###### 04197 - Government, Politics and Law—Independent Study

Government, Politics, and Law—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics of interest within one of the fields of Government, Politics, and Law. These courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic of special interest, or to develop more advanced skills.

###### 04198 - Government, Politics and Law—Workplace Experience

Government, Politics, and Law—Workplace Experience courses provide students with work experience in a field related government, politics, and/or law. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### 04199 - Government, Politics and Law—Other

Other Government, Politics and Law courses.

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#### Subject Area 15: Public, Protective, and Government Service (secondary)

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###### 15001 - Exploration of Public Service Careers

Exploration of Public Service Careers courses expose students to the duties, responsibilities, requirements, and career opportunities within public service. Course topics vary and may include (but are not limited to) protective services; correction, judicial, and probation services; fire protection and fire fighting; public administration; and social work. Course activities depend upon the career clusters that students explore.

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##### Law Enforcement

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###### 15051 - Criminal Justice

Criminal Justice courses train students to understand and apply the principles and procedures essential to the U.S. criminal justice system. These courses explore the principles and structure of the justice system and the law, and course content also typically includes investigation, search and arrest, and laboratory, forensic, and trial procedures. Students may also learn CPR and first aid skills, personal defense tactics, and crime prevention techniques.

###### 15052 - Corrections

## State Course Codes

### High School

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#### Subject Area 04: Social Sciences and History (secondary)

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##### Government, Politics, and Law

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###### **04163 - Consumer Law**

Consumer Law courses present a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as consumers and young adults (such as contractual laws, laws pertaining to housing and marriage, and constitutional rights).

###### **04164 - Business Law**

Business Law courses present a history and philosophy of law and the legal system in the United States, with a particular emphasis on those topics affecting students as future business leaders and employees. Such topics may include contracts, commercial paper and debt instruments, property rights, employer/employee relationships, and constitutional rights and responsibilities.

###### **04165 - Legal System**

Legal System courses examine the workings of the U.S. criminal and civil justice systems, including providing an understanding of civil and criminal law and the legal process, the structure and procedures of courts, and the role of various legal or judicial agencies. Although these courses emphasize the legal process, they may also cover the history and foundation of U.S. law (the Constitution, statutes, and precedents). Course content may also include contemporary problems in the criminal justice system.

###### **04166 - Particular Topics in Law**

These courses examine a particular topic in law such as the Constitution, specific statutes, or the legal process rather than provide an overview.

###### **04167 - Simulated Political Process**

Simulated Political Process courses provide students with the opportunity to confront and resolve national and international issues by mirroring local, national, or international governmental bodies. These courses focus on government and international relations, conflict resolution, and policies and procedures of government. Course topics may include simulations of jury trials and national or international governmental organizations.

###### **04169 - IB Global Politics**

IB Global Politics prepare students to take the International Baccalaureate Global Politics exams at the standard or higher level through the exploration of political concepts and development of an understanding of local, national, international, and global dimensions of political activity. Topics may include contemporary global political challenges.

## State Course Codes

### High School

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#### Subject Area 04: Social Sciences and History (secondary)

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##### Government, Politics, and Law

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###### **04157 - AP U.S. Government and Politics**

Following the College Board's suggested curriculum designed to parallel college-level U.S. Government and Politics courses, these courses provide students with an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. The courses generally cover the constitutional underpinnings of the U.S. government, political beliefs and behaviors, political parties and interest groups, the institutions and policy process of national government, and civil rights and liberties.

###### **04158 - AP Comparative Government and Politics**

Following the College Board's suggested curriculum designed to parallel college-level Comparative Government and Politics courses, these courses offer students an understanding of the world's diverse political structures and practices. The courses encompass the study of both specific countries and general concepts used to interpret the key political relationships found in virtually all national policies. Course content generally includes sources of public authority and political power, the relationship between states and society, the relationships between the political and institutional frameworks of citizens and states, political change, and comparative methods.

###### **04159 - AP Government**

AP Government courses prepare students for the AP exams in both U.S. Government and Politics and Comparative Government and Politics. Course content includes the topics covered in those two separate courses as described above.

###### **04160 - U.S. Government, Civics, and Economics (Previously known as Principles of Democracy)**

U.S. Government, Civics, and Economics courses combine a study of the structure of national, state, and local U.S. government with an overview of the principles of market economics. Course content may include contemporary U.S. issues. These courses prepare students to perform effectively as informed citizens.

###### **04161 - Civics**

Civics courses examine the general structure and functions of U.S. systems of government, the roles and responsibilities of citizens to participate in the political process, and the relationship of the individual to the law and legal system. These courses do not typically delve to the same degree of detail into constitutional principles or the role of political parties and interest groups as do comprehensive courses in U.S. Government.

###### **04162 - Law Studies**

Law Studies courses examine the history and philosophy of law as part of U.S. society and include the study of the major substantive areas of both criminal and civil law, such as constitutional rights, torts, contracts, property, criminal law, family law, and equity. Although these courses emphasize the study of law, they may also cover the workings of the legal system.

our legal society. Topics include, but are not limited to, criminal law, juvenile law, torts, family law, discrimination, writing a brief and employee rights.

**44305 - Foundations in Law**

This course helps students understand why we live under the rule of law, and how laws are created, enforced, interpreted, and changed. The course enables students to examine diverse areas of law, including criminal, civil, constitutional, and international. It also explores civil rights issues and the role of advocacy, civics, and the media in our legal system.

**44310 - Legal Proceedings**

This is an application course in which students will demonstrate technical skills related to careers in the legal and judicial field, and analyze the impact of legal and judicial careers on community health and service. Previously "Youth Court."

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# BIOL 105

## Process for New Course Offering - All Schools

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request. <span style="float: right; font-size: 1.5em;">EHD</span>	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"><u>Mark Shea Ory</u>      11/4/24 Department Chair / Date</p> <p style="text-align: center;">_____ Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"><u>[Signature]</u>      11-5-24 Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p style="text-align: center;"><b>Skyward Course Information Completed</b></p> <p style="text-align: center;"><u>[Signature]</u> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p style="text-align: center;"><b>Recommended / Not Recommended**</b></p> <p style="text-align: center;"><u>[Signature]</u>      11-12-24 Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"><u>[Signature]</u> Asst/Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p style="text-align: center;"><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p style="text-align: center;">_____ Date Zendesk Submitted</p> <p style="text-align: center;">_____ Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p style="text-align: center;">_____ <b>Date Changes Complete</b></p> <p style="text-align: center;"><input type="checkbox"/> <b>Forms Returned to Office of Curriculum &amp; Instruction</b></p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

**Request for New Course Offering - All Schools**

**BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR**

Professional Submitting Request: <u>Emily Hamlin DeLoach</u>	Building Submitting Request: <u>ECTS</u>
Department of Submission: <u>Counselors</u>	Date Submitted to Department Chair: <u>11-4-24</u>
Date Completed by Professional: <u>11-4-24</u>	
Course Name: <u>ECCE General Biology</u>	SKYWARD INFORMATION: Short description of course (15 characters) <u>prints on transcripts</u> <u>ECCE Gen Bio</u> Long description of course (30 characters) <u>ECCE Gen Biology</u>
Kansas Course Code (KCCMS): <u>03051</u>	
Please attach the following: <input checked="" type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost. **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i> Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <u>only might if moves to ECTS but currently on plans for ECCE campus</u> <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <u>None</u>	Indicate the following: <u>for ECCE campus</u> <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input checked="" type="checkbox"/> Either (depends on grad reqs)

**BELOW TO BE COMPLETED BY COUNSELOR**

<p><b>Course Length:</b>  <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters</p> <p><b>Credit to be Earned:</b> <u>0.5</u></p> <p><b>Is this a dual credit course?</b> YES/NO <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><b>Is this a GCCC course?</b> YES/NO <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><b>Number of USD 457 Credits:</b> <u>0.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)</p> <p><b>GPA Set:</b> <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p><b>Skyward Filter:</b>  <input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE  <input checked="" type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p><b>NOTES:</b>  Needs new Skyward Course Code</p> <p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
<b>BELOW TO BE COMPLETED BY TECHNOLOGY</b>	
<input type="checkbox"/> KCCMS Mapping Confirmed <input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____ <input type="checkbox"/> Grad Requirements & Filtering Confirmed <input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion <input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction	

**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**



## Fall 24 General Biology

4 Credit Hours

### Course Information

Course Number-Section: BIOL 105 sec 45

Final Exam: 12/10/24

Start/End Date: 9/3/24-12/12/24

### Instructor Information and Communication Expectations

#### Instructor Information:

Instructor: John Schafer

Phone: 276-0437

E-mail: john.schafer@gcccks.edu

Office Location: Fouse 1010

Contacting Instructor: email

Best Method of Contact: email

E-mail Response Time: 24 hours

### Course Description

Description:

Students should be proficient in reading and have developed vocabulary skills. This is an introductory course dealing with the nature of life. Course concepts include simple chemistry, cells, cell processes, DNA processes, inheritance, plants, animals, reproduction and development. The course is for non-majors seeking a lab science. Course offered fall and spring semesters.

Prerequisites: none

## Textbook Information

Starr: Biology Concepts and Applications, 10th edition. Provided in Canvas.

Lab text:

Wachmeister & Scott, 7th edition. Provided in lab

## Student Learning Outcomes

Students will be able to

1. Demonstrate an understanding of the nature of science
  - Scientific processes
  - Scientific methods
2. Demonstrate an understanding of the levels of organization and emergent properties of life
  - Chemical
  - Cellular
  - Organ/organ system
  - Organismal
  - Ecological
3. Demonstrate an understanding of bioenergetics
  - Enzyme activity
- 14
  - Metabolism
  - Cellular respiration/photosynthesis
4. Demonstrate an understanding of the importance of reproduction in maintaining the continuity of life
  - Mitosis
  - Meiosis
  - Differentiation/development
  - Diversity of reproductive strategies
5. Demonstrate an understanding of applying principles of genetics to unity and diversity of life
  - Classical genetics

- Molecular genetics
6. Demonstrate an understanding of discussing evolution as the mechanism of change in biology
- Natural selection
  - Speciation
  - Diversity of life/classification
7. Demonstrate an understanding of the principles of ecology
- Ecosystem organization
  - Ecological interactions
  - Environmental issues
8. Laboratory topics/skills
- Microscopy
  - Quantitative measurement skills incorporating the metric system
  - Analytical and statistical skills including presenting and/or interpreting graphs and tables
  - Experience with living organisms in the laboratory and/or field setting
  - Identification and proper use of laboratory equipment
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## KRSN Course 1010

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 Types

**ACCELERATED COURSE:** An accelerated course allows students to complete an academic course in less time than a full semester. This is an intensive course, covering a full semester's work in considerably less time. Therefore, regular, consistent attendance is vital for success, and students are required to do substantially more work outside of class.

**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.

## Time Commitment

A course is measured in credit hours. Each credit hour requires about 45 hours of work.

## 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

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 by Victoria Shea](http://www.albion.com/netiquette/corerules.html). [↪ \(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html)

## Attendance

### 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.

### Online Attendance 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.

If these criteria are met, coursework will be accepted.

## Assessment

### Tests

Tests/Quizzes:

Test make up roughly 60% of your grade. They are posted in the syllabus and in Canvas

### Homework

Homework: roughly 40%

### Make-up/Late Work Policies

Make-up/Late Work: not accepted

### Extra Credit Policy

Extra Credit: 30 points

### Attendance

Attendance: recorded daily

### Final Exam

Final: Unit exam

### 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

Homework = roughly 40%

Attendance/Participation = 0%

Tests = 60%

Final Exam = unit exam

## College Policies

*(updated 01/11/24)*



### 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.*

## Class Schedule

Class Schedule.

## Course Summary:

Date	Details	Due
Tue Sep 3, 2024	 <a href="https://gardencitycc.instructure.com/calendar?event_id=73254&amp;include_contexts=course_16582">General Biology</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=73254&amp;include_contexts=course_16582">https://gardencitycc.instructure.com/calendar?event_id=73254&amp;include_contexts=course_16582</a>	12am
Wed Sep 4, 2024	 <a href="https://gardencitycc.instructure.com/calendar?event_id=73255&amp;include_contexts=course_16582">General Biology</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=73255&amp;include_contexts=course_16582">https://gardencitycc.instructure.com/calendar?event_id=73255&amp;include_contexts=course_16582</a>	12am
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509520">Living Activity</a> <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509520">https://gardencitycc.instructure.com/courses/16582/assignments/509520</a>	due by 8:30am
Thu Sep 5, 2024	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507472">Chapter 1 video(a)</a> <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507472">https://gardencitycc.instructure.com/courses/16582/assignments/507472</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507470">Microscope Lab</a> <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507470">https://gardencitycc.instructure.com/courses/16582/assignments/507470</a>	due by 11:59pm
Fri Sep 6, 2024	 <a href="https://gardencitycc.instructure.com/calendar?event_id=73256&amp;include_contexts=course_16582">General Biology</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=73256&amp;include_contexts=course_16582">https://gardencitycc.instructure.com/calendar?event_id=73256&amp;include_contexts=course_16582</a>	12am
Mon Sep 9, 2024	 <a href="https://gardencitycc.instructure.com/calendar?event_id=73459&amp;include_contexts=course_16582">General Biology</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=73459&amp;include_contexts=course_16582">https://gardencitycc.instructure.com/calendar?event_id=73459&amp;include_contexts=course_16582</a>	12am
Tue Sep 10, 2024	 <a href="https://gardencitycc.instructure.com/calendar?event_id=73460&amp;include_contexts=course_16582">General Biology</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=73460&amp;include_contexts=course_16582">https://gardencitycc.instructure.com/calendar?event_id=73460&amp;include_contexts=course_16582</a>	12am
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509496">MacroNut Activity as a VL</a> <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509496">https://gardencitycc.instructure.com/courses/16582/assignments/509496</a>	due by 11:59pm
Wed Sep 11, 2024	 <a href="https://gardencitycc.instructure.com/calendar?event_id=73461&amp;include_contexts=course_16582">General Biology</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=73461&amp;include_contexts=course_16582">https://gardencitycc.instructure.com/calendar?event_id=73461&amp;include_contexts=course_16582</a>	12am
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509499">Chapter 3 Video</a> <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509499">https://gardencitycc.instructure.com/courses/16582/assignments/509499</a>	due by 11:59pm
Fri Sep 13, 2024	 <a href="https://gardencitycc.instructure.com/calendar?event_id=73462&amp;include_contexts=course_16582">General Biology</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=73462&amp;include_contexts=course_16582">https://gardencitycc.instructure.com/calendar?event_id=73462&amp;include_contexts=course_16582</a>	12am

Date	Details	Due
Tue Sep 17, 2024	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509498">Chemistry Lab 3 as a Virtual Lab</a> ( <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509498">https://gardencitycc.instructure.com/courses/16582/assignments/509498</a> )	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507469">Chapter 1 Lecture Notes</a> ( <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507469">https://gardencitycc.instructure.com/courses/16582/assignments/507469</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507468">Chapter 1 PowerPoint</a> ( <a href="https://gardencitycc.instructure.com/courses/16582/assignments/507468">https://gardencitycc.instructure.com/courses/16582/assignments/507468</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509493">Chapter 2 Lecture Notes</a> ( <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509493">https://gardencitycc.instructure.com/courses/16582/assignments/509493</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509492">Chapter 2 PowerPoint</a> ( <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509492">https://gardencitycc.instructure.com/courses/16582/assignments/509492</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509495">Chapter 3 Lecture Notes</a> ( <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509495">https://gardencitycc.instructure.com/courses/16582/assignments/509495</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509494">Chapter 3 PowerPoint</a> ( <a href="https://gardencitycc.instructure.com/courses/16582/assignments/509494">https://gardencitycc.instructure.com/courses/16582/assignments/509494</a> )	

# BIOL 114

## Process for New Course Offering - All Schools

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request. <span style="float: right; font-size: 1.2em;">ETHD</span>	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"><u>Mark Shuey 11/4/24</u> Department Chair / Date</p> <p style="text-align: center;"><u>11/4/24</u> Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"><u>[Signature] 11-5-24</u> Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p style="text-align: center;"><b>Skyward Course Information Completed</b></p> <p style="text-align: center;"><u>[Signature]</u> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p style="text-align: center;"><b>Recommended / Not Recommended**</b></p> <p style="text-align: center;"><u>[Signature] 11-12-24</u> Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"><u>[Signature] 11-12-24</u> Asst./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p style="text-align: center;"><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p style="text-align: center;">_____</p> <p style="text-align: center;">Date Zendesk Submitted</p> <p style="text-align: center;">_____</p> <p style="text-align: center;">Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p style="text-align: center;">_____</p> <p style="text-align: center;"><b>Date Changes Complete</b></p> <p style="text-align: center;"><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

**Request for New Course Offering - All Schools**

**BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR**

Professional Submitting Request: Emily Hamlin DeLoach Building Submitting Request: GCHS  
Department of Submission: Counselors Date Submitted to Department Chair: 11/4/24  
Date Completed by Professional: 11/4/24

Course Name: GCCC Biology I  
SKYWARD INFORMATION:  
Short description of course (15 characters)  
*prints on transcripts* GCCC BIO I  
Long description of course (30 characters)  
GCCC Biology I

Kansas Course Code (KCCMS): 03052

Please attach the following:  
 Standards/Course Objectives  
 Syllabus  
 Description of Course  
80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.

Does any additional curriculum need to be purchased for additional credit to be offered?  YES\*  NO  
*\*If yes, please attach information regarding curriculum to be purchased that includes cost.  
\*\*If approved by building principal, Council will assume that cost of new curriculum is not a concern.*  
Does this course have the potential or need for a supplemental salary?  YES\*  NO  
*Not at this time - It will one day ever be @ GCCC*  
*\*If yes, please attach an explanation of the supplemental including cost and hours.*

List any pre-requisite courses:  
None

Indicate the following:  
 Required Course  Elective Course  
 Either (depends on grad reqs)

**BELOW TO BE COMPLETED BY COUNSELOR**

<p><b>Course Length:</b>  <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters</p> <p><b>Credit to be Earned:</b> <u>0.5</u></p> <p><b>Is this a dual credit course?</b> YES/NO <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><b>Is this a GCCC course?</b> YES/NO <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p><b>Number of USD 457 Credits:</b> <u>0.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)</p> <p><b>GPA Set:</b> <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p><b>Skyward Filter:</b>  <input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE  <input checked="" type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p><b>NOTES:</b>  Needs new  Skyward (CMS) code.</p> <p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
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**BELOW TO BE COMPLETED BY TECHNOLOGY**

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>
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**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**

# Course Syllabus

 Edit

**24** Spring

Credit Hours 4

## Course Information

**Course Number-Section: BIOL 114-01**

**Final Exam: BIOL 114-01 - 05/08/23- 8:30am**

**Start/End Date: 1/15/23- 5/9/23**

## Instructor Information and Communication Expectations

Instructor Information:

**Instructor:** S.Lalicker

**Phone:** (620)276-9550 FOUSE Secretary. It is better to email me.

**E-mail:** shelli.lalicker@gcccks.edu

**Office Location:** F1105

Contacting Instructor:

shelli.lalicker@gcccks.edu

E-mail Response Time:

It is my goal to email you before the next class period. Please do NOT wait to email me the night before an assignment is due. Emails may not be answered after 4:00 or on weekends.

## Course Description

**Description:** For students majoring in Biology, this is an introductory course dealing with the nature of life. Course concepts include simple chemistry, cells, cell processes, DNA processes, inheritance, plants, animals, reproduction, and development. Three hours of Lecture and 1.5 hours of lab per week. (Fall / Spring / Summer)

**Prerequisites: None** **Textbook Information**

Starr: Biology Concepts and Applications, 11th edition – Included in your Cengage Unlimited registration.

 **Student Learning Outcomes**

Students will be able to . . .

Students will be able to

1. Demonstrate an understanding of the nature of science
  2. Scientific processes
  3. Scientific methods
  
2. Demonstrate an understanding of the levels of organization and emergent properties of life
  3. Basic biological chemistry
  4. Structure and function of biological molecules
  5. Cellular structure and functions
  
3. Demonstrate an understanding of bioenergetics
  4. Enzyme activity
  5. Cellular respiration
  6. Photosynthesis
  
4. Demonstrate an understanding of cellular reproduction
  5. Binary fission
  6. Mitosis
  7. Meiosis
  
5. Identify the basic principles of Mendelian and molecular genetics, and relate these to the basic principles of Natural Selection and evolution
  6. Classical genetics
  7. Molecular genetics
  8. DNA replication

## 9. Gene expression and regulation

6. Design and perform experiments in a laboratory setting
7. Microscopy
8. Quantitative measurement skills incorporating the metric system
9. Analytical and statistical skills including presenting and/or interpreting graphs and tables
10. Experience with living organisms in the laboratory

KRSN Course **BIO 1020**  ([https://www.kansasregents.org/academic\\_affairs/transfer-articulation](https://www.kansasregents.org/academic_affairs/transfer-articulation))

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

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

Everyone entering the class will be expected to-

1. Arrive and be settled when class starts.
2. Ask questions throughout the class on any material.
  1. If you do not want to ask during class, PLEASE see me during office hours, send an email ([lalicker@gcccks.edu](mailto:shell.lalicker@gcccks.edu) (<mailto:shell.lalicker@gcccks.edu>)) , or ask in a weekly discussion board.
3. If you need to step out of the room, do so quietly and do not interrupt class when you return.
4. Stay off your phone.
5. Pay attention in class –
  1. Notes out.
  2. Ask clarifying questions.
  3. Pay attention.

6. If you are going to miss a class,
  1. contact me BEFORE you miss the class.
  2. review Canvas to see what was completed in class that day.
  3. contact another student about any assignments completed in class.
7. Show respect to all.

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>) by Victoria Shea. [http://www.albion.com/netiquette/corerules.html%20\(Links%20to%20an%20external%20site.\)Links%20](http://www.albion.com/netiquette/corerules.html%20(Links%20to%20an%20external%20site.)Links%20)

## 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. A change in practice time does not excuse you from class.

If these criteria are met, coursework will be accepted.

## Assessment

### Tests

Unit-lecture exams will pertain to material covered during lectures. Exams will be taken in the testing center. It is the student's responsibility to take the exam by the given deadline. There are lab assignments/quizzes for each completed lab. These lab practical quizzes have varying point values and pertain to material covered during labs. Lab quizzes will be taken in the lab or on Canvas when appropriate for the lab content. It is the student's responsibility to take each quiz on the due date.

### Homework

Lecture homework will be assigned through Canvas. Lab homework will be assigned from the lab manual and is due at the end of lab, submitted online by Sunday at 11:59 pm the week of the lab, or the next lab day.

### Make-up/Late Work Policies

It is expected that students will complete all work by the given deadlines. Late work for lab and lecture homework may be turned in within 24 hours for half credit. No late work will be accepted after 24 hours.

Every student is allowed to make up one lab during the semester during office hours. After one lab make up is used, a zero will be placed in the gradebook for all other labs and online lab assignments that pertain to the missed lab. If you are not in class to complete the lab, you will not be allowed to complete the online lab assignments.

Every student is allowed to make up ONE exam each semester for full points. Exams can only be made up if the student contacts me PRIOR to the exam date. If an extension is granted, it is the student's responsibility to take the exam within one week of the original test due date.

### Extra Credit Policy

No extra credit is awarded in this class

### Attendance

Attendance is recorded daily. If a student is 5 or more minutes late, that student will be marked as absent for that class period and a zero will be placed in the grade book for assignments for that day.

### Final Exam

The final exam is cumulative, containing questions from topics we have covered throughout the semester during lecture and lab.

## 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

Classroom assignments and homework(canvas) = 15%

Labs, lab assignments and/or quizzes = 25%

Exams = 60%

# 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

[Course Calendar \(https://gardencitycc.instructure.com/courses/14904/files/1585151?wrap=1\)](https://gardencitycc.instructure.com/courses/14904/files/1585151?wrap=1)   
[\(https://gardencitycc.instructure.com/courses/14904/files/1585151/download?download\\_frd=1\)](https://gardencitycc.instructure.com/courses/14904/files/1585151/download?download_frd=1)

## Course Summary:

Date	Details	Due
Wed Jan 17, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451097">Canvas Access</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451097"> (https://gardencitycc.instructure.com/courses/14904/assignments/451097)</a>	due by 11:59pm
Sun Jan 21, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451104">Chapter 1 Post Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451104"> (https://gardencitycc.instructure.com/courses/14904/assignments/451104)</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451142">Is Sammy Alive?</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451142">https://gardencitycc.instructure.com/courses/14904/assignments/451142</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451150">Microscope Lab Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451150">https://gardencitycc.instructure.com/courses/14904/assignments/451150</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451161">Practice kingdoms</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451161">https://gardencitycc.instructure.com/courses/14904/assignments/451161</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451170">Syllabus and Safety Contract</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451170">https://gardencitycc.instructure.com/courses/14904/assignments/451170</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451171">Syllabus and Safety Contract Quiz take after we have covered the Safety Contract and the Syllabus</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451171">https://gardencitycc.instructure.com/courses/14904/assignments/451171</a>	due by 11:59pm
Tue Jan 23, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451130">Chemical Model Lab in class</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451130">https://gardencitycc.instructure.com/courses/14904/assignments/451130</a>	due by 11:59pm
Thu Jan 25, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451148">Macromolecule model lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451148">https://gardencitycc.instructure.com/courses/14904/assignments/451148</a>	due by 11:55am
Sun Jan 28, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451107">Chapter 2 post quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451107">https://gardencitycc.instructure.com/courses/14904/assignments/451107</a>	due by 11:59pm
Tue Jan 30, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451146">Macromolecule lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451146">https://gardencitycc.instructure.com/courses/14904/assignments/451146</a>	due by 2:30pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451147">Macromolecule lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451147">https://gardencitycc.instructure.com/courses/14904/assignments/451147</a>	due by 11:59pm
Sun Feb 4, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451111">Chapter 3 Post Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451111">https://gardencitycc.instructure.com/courses/14904/assignments/451111</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451113">Chapter 3 Video 3</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451113">https://gardencitycc.instructure.com/courses/14904/assignments/451113</a>	due by 11:59pm
Wed Feb 7, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451177">Unit Test 1</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451177">https://gardencitycc.instructure.com/courses/14904/assignments/451177</a>	due by 11:59pm

Date	Details	Due
Thu Feb 8, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451101">Cell Lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451101">https://gardencitycc.instructure.com/courses/14904/assignments/451101</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451102">Cell Presentation</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451102">https://gardencitycc.instructure.com/courses/14904/assignments/451102</a>	due by 10:20am
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451105">Chapter 1 Practice NO GRADE</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451105">https://gardencitycc.instructure.com/courses/14904/assignments/451105</a>	due by 11:59pm
Fri Feb 9, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451108">Chapter 2 quiz Practice NO GRADE</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451108">https://gardencitycc.instructure.com/courses/14904/assignments/451108</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451109">Chapter 2-3 Quiz open after due</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451109">https://gardencitycc.instructure.com/courses/14904/assignments/451109</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451112">Chapter 3 Quiz Practice NO GRADE</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451112">https://gardencitycc.instructure.com/courses/14904/assignments/451112</a>	due by 11:59pm
Sun Feb 11, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451116">Chapter 4 Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451116">https://gardencitycc.instructure.com/courses/14904/assignments/451116</a>	due by 11:59pm
Fri Feb 16, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451156">Movement lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451156">https://gardencitycc.instructure.com/courses/14904/assignments/451156</a>	due by 11:59pm
Sun Feb 18, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451122">Chapter 5 Post Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451122">https://gardencitycc.instructure.com/courses/14904/assignments/451122</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451126">Chapter 6 Photosynthesis</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451126">https://gardencitycc.instructure.com/courses/14904/assignments/451126</a>	due by 11:59pm
Sun Feb 25, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451141">Invertase Lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451141">https://gardencitycc.instructure.com/courses/14904/assignments/451141</a>	due by 11:59pm
	 <a href="#">Page Template</a>	to do: 11:59pm
Sun Mar 3, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451167">Respiration Video</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451167">https://gardencitycc.instructure.com/courses/14904/assignments/451167</a>	due by 11:59pm

Date	Details	Due
Thu Mar 7, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451172">Unit 2 Test</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451172">https://gardencitycc.instructure.com/courses/14904/assignments/451172</a>	due by 11:59pm
Sun Mar 10, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451127">Chapter 7 post quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451127">https://gardencitycc.instructure.com/courses/14904/assignments/451127</a>	due by 11:59pm
Wed Mar 13, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451151">Mitosis Microscope Lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451151">https://gardencitycc.instructure.com/courses/14904/assignments/451151</a>	due by 11:59pm
Sun Mar 17, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451152">Mitosis Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451152">https://gardencitycc.instructure.com/courses/14904/assignments/451152</a>	due by 11:59pm
Sun Mar 17, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451128">Chapter 8 Chapter Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451128">https://gardencitycc.instructure.com/courses/14904/assignments/451128</a>	due by 11:59pm
Mon Mar 18, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451132">DNA Lab Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451132">https://gardencitycc.instructure.com/courses/14904/assignments/451132</a>	due by 11:59pm
Mon Mar 18, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451178">Unit three test</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451178">https://gardencitycc.instructure.com/courses/14904/assignments/451178</a>	due by 11:59pm
Sun Mar 24, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451163">RNA Practice Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451163">https://gardencitycc.instructure.com/courses/14904/assignments/451163</a>	due by 11:59pm
Sun Mar 24, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451179">transcription and Translation lab</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451179">https://gardencitycc.instructure.com/courses/14904/assignments/451179</a>	due by 11:59pm
Fri Mar 29, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451175">Unit 4 Test - In testing center</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451175">https://gardencitycc.instructure.com/courses/14904/assignments/451175</a>	due by 11:59pm
Sun Mar 31, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451096">Basics Genetics Part 1</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451096">https://gardencitycc.instructure.com/courses/14904/assignments/451096</a>	due by 11:59pm
Wed Apr 17, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451137">Genetic Practice questions</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451137">https://gardencitycc.instructure.com/courses/14904/assignments/451137</a>	due by 11:59pm
Wed Apr 17, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451154">Monohybrid Cross 1</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451154">https://gardencitycc.instructure.com/courses/14904/assignments/451154</a>	due by 11:59pm
	 <a href="#">Monohybrid Crosses 2</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451120">Chapter 5</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451120">https://gardencitycc.instructure.com/courses/14904/assignments/451120</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451121">Chapter 5 Online Lab activity</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451121">https://gardencitycc.instructure.com/courses/14904/assignments/451121</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451125">Chapter 5 short</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451125">https://gardencitycc.instructure.com/courses/14904/assignments/451125</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451124">Chapter 5 Video 1</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451124">https://gardencitycc.instructure.com/courses/14904/assignments/451124</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451131">Crash Course DNA and Replication</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451131">https://gardencitycc.instructure.com/courses/14904/assignments/451131</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451133">Ecology</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451133">https://gardencitycc.instructure.com/courses/14904/assignments/451133</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451134">Eukaryopolis - The City of Animal Cells</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451134">https://gardencitycc.instructure.com/courses/14904/assignments/451134</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451136">General Genetics Lab</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451136">https://gardencitycc.instructure.com/courses/14904/assignments/451136</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451143">Kingdom Charts Practice</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451143">https://gardencitycc.instructure.com/courses/14904/assignments/451143</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451144">Light Dependent Reaction</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451144">https://gardencitycc.instructure.com/courses/14904/assignments/451144</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451145">Light Dependent Reaction - Open After test</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451145">https://gardencitycc.instructure.com/courses/14904/assignments/451145</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451149">Meiosis Quiz Study after quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451149">https://gardencitycc.instructure.com/courses/14904/assignments/451149</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451157">Parts of the Microscope Video</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451157">https://gardencitycc.instructure.com/courses/14904/assignments/451157</a> )	

Date	Details	Due
	<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451155">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451155">https://gardencitycc.instructure.com/courses/14904/assignments/451155</a>)</a>	
Thu Apr 18, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451176">Unit 5 Test - Genetics</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451176">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451176">https://gardencitycc.instructure.com/courses/14904/assignments/451176</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451138">Human Genetics Test Part 1</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451138">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451138">https://gardencitycc.instructure.com/courses/14904/assignments/451138</a>)</a>	due by 11:59pm
Sun Apr 21, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451139">Human Genetics Test Part 2</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451139">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451139">https://gardencitycc.instructure.com/courses/14904/assignments/451139</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451140">Human Inheritance Practice Problems</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451140">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451140">https://gardencitycc.instructure.com/courses/14904/assignments/451140</a>)</a>	due by 11:59pm
Wed Apr 24, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451135">Final</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451135">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451135">https://gardencitycc.instructure.com/courses/14904/assignments/451135</a>)</a>	due by 11:59pm
Thu Apr 25, 2024	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451106">Chapter 1 open after due</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451106">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451106">https://gardencitycc.instructure.com/courses/14904/assignments/451106</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451117">Chapter 4 Quiz No GRADE</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451117">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451117">https://gardencitycc.instructure.com/courses/14904/assignments/451117</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451123">Chapter 5 Post Quiz Unit 2 Practice</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451123">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451123">https://gardencitycc.instructure.com/courses/14904/assignments/451123</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451129">Chapter 8 Practice Quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451129">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451129">https://gardencitycc.instructure.com/courses/14904/assignments/451129</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451153">Mitosis Quiz Practice for Unit 2</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451153">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451153">https://gardencitycc.instructure.com/courses/14904/assignments/451153</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451158">Photosynthesis After quiz</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451158">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451158">https://gardencitycc.instructure.com/courses/14904/assignments/451158</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451162">Practice test for Unit 4</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451162">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451162">https://gardencitycc.instructure.com/courses/14904/assignments/451162</a>)</a>	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451160">Practice Unit 4 Test</a> <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451160">(<a href="https://gardencitycc.instructure.com/courses/14904/assignments/451160">https://gardencitycc.instructure.com/courses/14904/assignments/451160</a>)</a>	due by 11:59pm

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451166">Respiration Quiz Practice for Unit test</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451166">https://gardencitycc.instructure.com/courses/14904/assignments/451166</a> )	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451168">Roll Call Attendance</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451168">https://gardencitycc.instructure.com/courses/14904/assignments/451168</a> )	due by 11:59pm
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/440407">Canvas Resources and Policies Pre-Course Quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/440407">https://gardencitycc.instructure.com/courses/14904/assignments/440407</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451098">Canvas Resources and Policies Pre-Course Quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451098">https://gardencitycc.instructure.com/courses/14904/assignments/451098</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451099">Canvas Resources and Policies Pre-Course Quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451099">https://gardencitycc.instructure.com/courses/14904/assignments/451099</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451100">Canvas Resources and Policies Pre-Course Quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451100">https://gardencitycc.instructure.com/courses/14904/assignments/451100</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451103">Cell division open to study</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451103">https://gardencitycc.instructure.com/courses/14904/assignments/451103</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451110">Chapter 2-3 Quiz open after due</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451110">https://gardencitycc.instructure.com/courses/14904/assignments/451110</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451114">Chapter 4 Open after test</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451114">https://gardencitycc.instructure.com/courses/14904/assignments/451114</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451115">Chapter 4 Open after test</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451115">https://gardencitycc.instructure.com/courses/14904/assignments/451115</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451118">Chapter 5</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451118">https://gardencitycc.instructure.com/courses/14904/assignments/451118</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451119">Chapter 5</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451119">https://gardencitycc.instructure.com/courses/14904/assignments/451119</a> )	

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451159">Photosynthesis Short Quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451159">https://gardencitycc.instructure.com/courses/14904/assignments/451159</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451164">Respiration Diagram after quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451164">https://gardencitycc.instructure.com/courses/14904/assignments/451164</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451165">Respiration Quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451165">https://gardencitycc.instructure.com/courses/14904/assignments/451165</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451169">Spring 21 Final Part 1 Track</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451169">https://gardencitycc.instructure.com/courses/14904/assignments/451169</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451173">Unit 2 practice quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451173">https://gardencitycc.instructure.com/courses/14904/assignments/451173</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451174">Unit 3 quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14904/assignments/451174">https://gardencitycc.instructure.com/courses/14904/assignments/451174</a> )	

# BIOL 115

## Process for New Course Offering - All Schools

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request. <span style="float: right; font-family: cursive;">ETHO</span>	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"> <span style="font-family: cursive; font-size: 1.2em;">Mark Shuecy</span>     11/4/24                  _____                  Department Chair / Date             </p> <p style="text-align: center;">                 11/4/24                  _____                  Date of Department Mtg.             </p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"> <span style="font-family: cursive; font-size: 1.2em;">J.P.</span>     11-5-24                  _____                  Head Principal Signature / Date             </p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p style="text-align: center;"><b>Skyward Course Information Completed</b></p> <p style="text-align: center;"> <span style="font-family: cursive; font-size: 1.2em;">Jennifer Mery</span>                  _____                  Department Chair             </p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p style="text-align: center;"><b>Recommended / Not Recommended**</b></p> <p style="text-align: center;"> <span style="font-family: cursive; font-size: 1.2em;">[Signature]</span>     11-12-24                  _____                  Curriculum Council Chair Signature / Date             </p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p style="text-align: center;"><b>Recommended / Not Recommended</b></p> <p style="text-align: center;"> <span style="font-family: cursive; font-size: 1.2em;">[Signature]</span>     11-12-24                  _____                  Asst./Deputy Superintendent Signature / Date             </p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p style="text-align: center;"><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p style="text-align: center;">_____</p> <p style="text-align: center;"><i>Date Zendesk Submitted</i></p> <p style="text-align: center;">_____</p> <p style="text-align: center;"><i>Date Forms Delivered</i></p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p style="text-align: center;">_____</p> <p style="text-align: center;"><b>Date Changes Complete</b></p> <p style="text-align: center;"><input type="checkbox"/> <b>Forms Returned to Office of Curriculum &amp; Instruction</b></p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

**BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR**

Professional Submitting Request: Emily Hammi Dewah Building Submitting Request: ECCCS  
Department of Submission: Counselors Date Submitted to Department Chair: 11-4-24  
Date Completed by Professional: 11-4-24

Course Name: ECCC Biology II  
SKYWARD INFORMATION:  
Short description of course (15 characters)  
prints on transcripts ECCC BIO II  
Long description of course (30 characters)  
ECCC Biology II

Kansas Course Code (KCCMS): 03052

Please attach the following:  
 Standards/Course Objectives  
 Syllabus  
 Description of Course  
80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.

Does any additional curriculum need to be purchased for additional credit to be offered?  YES\*  NO  
*\*If yes, please attach information regarding curriculum to be purchased that includes cost.  
\*\*If approved by building principal, Council will assume that cost of new curriculum is not a concern.*  
Does this course have the potential or need for a supplemental salary?  YES\*  NO  
*Too high of course will always be @ ECCC*  
*\*If yes, please attach an explanation of the supplemental including cost and hours.*

List any pre-requisite courses:  
ECCC Biology I

Indicate the following:  
 Required Course  Elective Course  
 Either (depends on grad reqs)

**BELOW TO BE COMPLETED BY COUNSELOR**

**Course Length:**

1 quarter  1 semester  2 semesters

**Credit to be Earned:** 0.5

**Is this a dual credit course?** YES/NO

**Is this a GCCC course?** YES/NO

**Number of USD 457 Credits:** 0.5 (3 GCCC credit hours = 0.5 credit at USD 457)

**GPA Set:**  normal  indexed

**Skyward Filter:**

LA  OC  FA  MA  SS  PE

SCI  CO  GE  FL  STEM

**NOTES:**

*Needs new Skyward course code.*

**\*TECHNOLOGY ON BACK**

**BELOW TO BE COMPLETED BY TECHNOLOGY**

- KCCMS Mapping Confirmed
- Skyward Updates including any Course Code Assigned —> \_\_\_\_\_
- Grad Requirements & Filtering Confirmed
- GCHS Registrar/Counseling Department Notified of Completion
- Forms Returned to Office of Curriculum & Instruction

**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**



SP324

**115**

# Biology II

4 Credit Hours

## Course Information

**Course Number-Section: BIOL 115-01****Final Exam: 05/06/ 2024 at 11:30am****Start/End Date: 01/15/2024-05/09/2024**

## Instructor Information and Communication Expectations

Instructor Information:

**Instructor:** S.Lalicker**Phone:** (620) 276-9550 – Katelyn Billings. It is better to email me.**E-mail:** shelli.lalicker@gcccks.edu**Office Location:** F1105

Contacting Instructor:

Email

E-mail Response Time:

It is my goal to email you before the next class period. Please do NOT wait to email me the night before an assignment is due. Emails may not be answered after 3:30 or on weekends.

## Course Description

**Description:** Biology II is a 4-credit hour course with both lecture and lab components. As a continuation of Biology I, the class includes a survey of eukaryote (protists, fungi, animals, and plants) organismal diversity, taxonomy, phylogeny, morphology, and physiology. Basic principles of evolution and ecology are presented to aid students in understanding the relationship between form and function.

Special attention is given to understanding behavioral ecology, population growth, and mechanisms of dispersal.

**Prerequisites:** C or better n Biology I

## Textbook Information

Biology I (BIOL 114) with a minimum of a C or consent of the instructo

## Student Learning Outcomes

Students will be able to ...

1. Summarize and explain the processes and mechanisms of evolution
2. Interpret organismal diversity using phylogenetic hypotheses
3. Relate structure to function in organisms
4. Explain how organisms interact with their environments
5. Design and perform experiments incorporation organisms in laboratory settings
  - a. Develop observational skills from the microscopic to the macroscopic and ecological levels
  - b. Apply quantitative measurement skills incorporating the metric system
  - c. Interpret and communicate data using appropriate analytical and statistical skills

KRSN Course [BIO 1030](https://www.kansasregents.org/academic_affairs/transfer-articulation%20)  ([https://www.kansasregents.org/academic\\_affairs/transfer-articulation%20](https://www.kansasregents.org/academic_affairs/transfer-articulation%20))

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

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

Come prepared for lectures and labs. Respect one another.

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>) by Victoria Shea. 

[http://www.albion.com/netiquette/corerules.html%C2%A0\(Links%20to%20an%20external%20site.\)Links%20](http://www.albion.com/netiquette/corerules.html%C2%A0(Links%20to%20an%20external%20site.)Links%20)

## 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.

### **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

Unit-lecture exams will pertain to material covered during lectures. Exams will be taken in the testing center. It is the student's responsibility to take the exam by the given deadline. There are lab quizzes for each completed lab. These lab practical quizzes have varying point values and pertain to material covered during labs. Lab quizzes will be taken in the lab or on Canvas when appropriate for the lab content. It is the student's responsibility to take each quiz on the due date.

### Homework

Lecture homework will be assigned through Canvas. Lab homework will be assigned from the lab manual and due the day of the lab, online evaluation will be due on Sunday at 11:59 pm the week of the lab, or due the next lab period.

### Make-up/Late Work Policies

It is expected that students will complete all work by the given deadlines. Late work for lab and lecture homework may be turned in within 24 hours for half credit. No late work will be accepted after 24 hours.

Every student is allowed to make up one lab during the semester during office hours. After one lab make up is used, a zero will be placed in the gradebook for all other labs and online lab assignments that pertain to the missed lab. If you are not in class to complete the lab, you will not be allowed to complete the online lab assignments.

Every student is allowed to make up ONE exam each semester for full points. Exams can only be made up if the student contacts me PRIOR to the exam date. If an extension is granted, it is the student's responsibility to take the exam within one week of the original test due date.

### Extra Credit Policy

No extra credit is awarded in this class.

### Attendance

Attendance is recorded daily. If a student is 5 or more minutes late, that student will be marked as absent for that class period and a zero will be placed in the grade book for assignments for that day.

### Final Exam

There is a final exam for the lecture content. The final exam is worth 2 test grades. We do not take a lab practical 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

The following is an approximate breakdown of how points are distributed in the course.

Classroom assignments and homework(canvas) = 15%

Labs, lab assignments and/or quizzes = 25%

Exams = 60%

## 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

[Course Calendar \(https://gardencitycc.instructure.com/courses/14905/files/1585702/download?download\\_frd=1\)](https://gardencitycc.instructure.com/courses/14905/files/1585702/download?download_frd=1) [↓ \(https://gardencitycc.instructure.com/courses/14905/files/1585702/download?download\\_frd=1\)](https://gardencitycc.instructure.com/courses/14905/files/1585702/download?download_frd=1)

## Course Summary:

Date	Details	Due
Wed Jan 17, 2024	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451364">Syllabus and Safety contract</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451364">https://gardencitycc.instructure.com/courses/14905/assignments/451364</a> )	due by 11:59pm
Thu Jan 18, 2024	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451355">Dichotomous Key</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451355">https://gardencitycc.instructure.com/courses/14905/assignments/451355</a> )	due by 11:59pm
Sun Jan 21, 2024	 <a href="#">Syllabus and Safety Contract</a> <a href="#">Quiz - Take after your second lab day OR after you have watched the</a>	due by 11:59pm

Date	Details	Due
	<a href="https://gardencitycc.instructure.com/courses/14905/assignments/451363">videos</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451363">https://gardencitycc.instructure.com/courses/14905/assignments/451363</a>	
	 <a href="#">Week 1 Chapter 1 Page</a>	to do: 11:59pm
Tue Jan 23, 2024	 <a href="#">Chapter 1 Openstax</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451354">https://gardencitycc.instructure.com/courses/14905/assignments/451354</a>	due by 11:59pm
	 <a href="#">Natural selection sign</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451358">https://gardencitycc.instructure.com/courses/14905/assignments/451358</a>	due by 11:59pm
Tue Jan 30, 2024	 <a href="#">Caminaculaes Lab</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451352">https://gardencitycc.instructure.com/courses/14905/assignments/451352</a>	due by 11:59pm
Sun Feb 18, 2024	 <a href="#">Practice Unit 1 Test</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451359">https://gardencitycc.instructure.com/courses/14905/assignments/451359</a>	due by 11:59pm
Sun Feb 25, 2024	 <a href="#">Prokaryote quiz</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451360">https://gardencitycc.instructure.com/courses/14905/assignments/451360</a>	due by 11:59pm
	 <a href="#">BIOL 115 Page Template</a>	to do: 11:59pm
Sun Mar 10, 2024	 <a href="#">Eukaryotes - General</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451356">https://gardencitycc.instructure.com/courses/14905/assignments/451356</a>	due by 11:59pm
	 <a href="#">Protista quiz</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451362">https://gardencitycc.instructure.com/courses/14905/assignments/451362</a>	due by 11:59pm
Thu Mar 21, 2024	 <a href="#">Animal Tissue and organ systems</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451351">https://gardencitycc.instructure.com/courses/14905/assignments/451351</a>	due by 11:59pm
Sun Mar 24, 2024	 <a href="#">Protection, Support, and Movement</a> <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451361">https://gardencitycc.instructure.com/courses/14905/assignments/451361</a>	due by 11:59pm
Fri Apr 12, 2024	 <a href="#">Course Evaluation</a> <a href="https://gardencitycc.instructure.com/calendar?event_id=66286&amp;include_contexts=course_14905">https://gardencitycc.instructure.com/calendar?event_id=66286&amp;include_contexts=course_14905</a>	11:59pm
Sun Apr 14, 2024	 <a href="#">Course Evaluation</a> <a href="https://gardencitycc.instructure.com/calendar?">https://gardencitycc.instructure.com/calendar?</a>	12am

Date	Details	Due
Wed Apr 24, 2024	<a href="#">event_id=66285&amp;include_contexts=course_14905)</a>	
	 <a href="#">Final</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451357">https://gardencitycc.instructure.com/courses/14905/assignments/451357</a> )	due by 11:59pm
	 <a href="#">Canvas Resources and Policies Pre-Course Quiz</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/440408">https://gardencitycc.instructure.com/courses/14905/assignments/440408</a> )	
	 <a href="#">Chapter 01</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451328">https://gardencitycc.instructure.com/courses/14905/assignments/451328</a> )	
	 <a href="#">Chapter 16</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451321">https://gardencitycc.instructure.com/courses/14905/assignments/451321</a> )	
	 <a href="#">Chapter 16</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451322">https://gardencitycc.instructure.com/courses/14905/assignments/451322</a> )	
	 <a href="#">Chapter 17</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451317">https://gardencitycc.instructure.com/courses/14905/assignments/451317</a> )	
	 <a href="#">Chapter 18</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451331">https://gardencitycc.instructure.com/courses/14905/assignments/451331</a> )	
	 <a href="#">Chapter 19</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451325">https://gardencitycc.instructure.com/courses/14905/assignments/451325</a> )	
	 <a href="#">Chapter 20</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451334">https://gardencitycc.instructure.com/courses/14905/assignments/451334</a> )	
	 <a href="#">Chapter 21</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451333">https://gardencitycc.instructure.com/courses/14905/assignments/451333</a> )	
	 <a href="#">Chapter 22</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451350">https://gardencitycc.instructure.com/courses/14905/assignments/451350</a> )	
	 <a href="#">Chapter 23</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451347">https://gardencitycc.instructure.com/courses/14905/assignments/451347</a> )	
	 <a href="#">Chapter 24</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451330">https://gardencitycc.instructure.com/courses/14905/assignments/451330</a> )	

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451313">Chapter 25</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451313">https://gardencitycc.instructure.com/courses/14905/assignments/451313</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451327">Chapter 27</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451327">https://gardencitycc.instructure.com/courses/14905/assignments/451327</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451341">Chapter 28</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451341">https://gardencitycc.instructure.com/courses/14905/assignments/451341</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451332">Chapter 29</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451332">https://gardencitycc.instructure.com/courses/14905/assignments/451332</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451343">Chapter 30</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451343">https://gardencitycc.instructure.com/courses/14905/assignments/451343</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451308">Chapter 31</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451308">https://gardencitycc.instructure.com/courses/14905/assignments/451308</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451339">Chapter 32</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451339">https://gardencitycc.instructure.com/courses/14905/assignments/451339</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451336">Chapter 33</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451336">https://gardencitycc.instructure.com/courses/14905/assignments/451336</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451335">Chapter 34</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451335">https://gardencitycc.instructure.com/courses/14905/assignments/451335</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451337">Chapter 34</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451337">https://gardencitycc.instructure.com/courses/14905/assignments/451337</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451338">Chapter 35</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451338">https://gardencitycc.instructure.com/courses/14905/assignments/451338</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451319">Chapter 36</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451319">https://gardencitycc.instructure.com/courses/14905/assignments/451319</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451310">Chapter 37</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451310">https://gardencitycc.instructure.com/courses/14905/assignments/451310</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451323">Chapter 38</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451323">https://gardencitycc.instructure.com/courses/14905/assignments/451323</a> )	

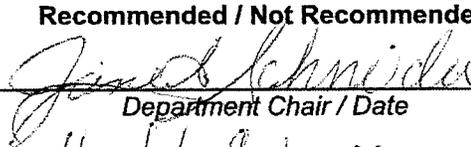
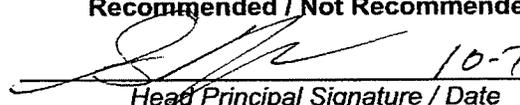
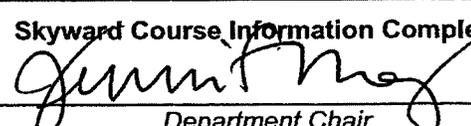
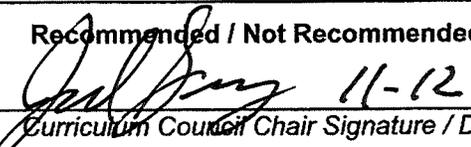
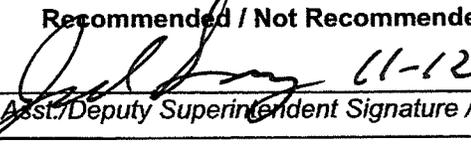
Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451346">Chapter 39</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451346">https://gardencitycc.instructure.com/courses/14905/assignments/451346</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451345">Chapter 40</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451345">https://gardencitycc.instructure.com/courses/14905/assignments/451345</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451342">Chapter 41</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451342">https://gardencitycc.instructure.com/courses/14905/assignments/451342</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451344">Chapter 42</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451344">https://gardencitycc.instructure.com/courses/14905/assignments/451344</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451326">Chapter 43</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451326">https://gardencitycc.instructure.com/courses/14905/assignments/451326</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451311">Chapter 44</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451311">https://gardencitycc.instructure.com/courses/14905/assignments/451311</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451314">Chapter 45</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451314">https://gardencitycc.instructure.com/courses/14905/assignments/451314</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451329">Chapter 46</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451329">https://gardencitycc.instructure.com/courses/14905/assignments/451329</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451312">Chapter 47</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451312">https://gardencitycc.instructure.com/courses/14905/assignments/451312</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451340">Chapter 48</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451340">https://gardencitycc.instructure.com/courses/14905/assignments/451340</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451348">Chapter 49</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451348">https://gardencitycc.instructure.com/courses/14905/assignments/451348</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451349">Chapter 50</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451349">https://gardencitycc.instructure.com/courses/14905/assignments/451349</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451315">Chapter 51</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451315">https://gardencitycc.instructure.com/courses/14905/assignments/451315</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451320">Chapter 52</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451320">https://gardencitycc.instructure.com/courses/14905/assignments/451320</a> )	

Date	Details	Due
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451318">Chapter 53</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451318">https://gardencitycc.instructure.com/courses/14905/assignments/451318</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451324">Chapter 54</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451324">https://gardencitycc.instructure.com/courses/14905/assignments/451324</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451316">Chapter 55</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451316">https://gardencitycc.instructure.com/courses/14905/assignments/451316</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451309">Chapter 56</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451309">https://gardencitycc.instructure.com/courses/14905/assignments/451309</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451307">Chapter 57</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451307">https://gardencitycc.instructure.com/courses/14905/assignments/451307</a> )	
	 <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451365">Unit 1 Practice Test</a> ( <a href="https://gardencitycc.instructure.com/courses/14905/assignments/451365">https://gardencitycc.instructure.com/courses/14905/assignments/451365</a> )	

CWC  
**Certified Medication Aide**

**Process for New Course Offering - All Schools**

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<b>Recommended / Not Recommended</b>  Department Chair / Date Health Science Date of Department Mtg.
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<b>Recommended / Not Recommended</b>  Head Principal Signature / Date
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<b>Skyward Course Information Completed</b>  Department Chair
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<b>Recommended / Not Recommended**</b>  Curriculum Council Chair Signature / Date
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<b>Recommended / Not Recommended</b>  Asst./Deputy Superintendent Signature / Date
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<b>Approved / Not Approved</b>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	_____ Date Zendesk Submitted _____ Date Forms Delivered
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	_____ <b>Date Changes Complete</b> <input type="checkbox"/> Forms Returned to Office of Curriculum & Instruction

**\*\*Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

**BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR**

Professional Submitting Request: <u>E Hamlin DeWain</u> Department of Submission: <u>Counseling</u> Date Completed by Professional: <u>10/4/24</u>	Building Submitting Request: <u>ECCHS</u> Date Submitted to Department Chair: <u>10/4/24</u>
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Course Name: <u>Certified Medication Aide</u> <u>bill</u>	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <u>bill CMA</u>
Long description of course (30 characters) <u>bill Certified Med Aide</u>	

Kansas Course Code (KCCMS): 14247

Please attach the following: <input checked="" type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for <u>additional credit to be offered</u> ? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.                  **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
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List any pre-requisite courses: <u>18 years of age.</u> <u>CNA class passed,</u> <u>CNA state certified</u>	Indicate the following: <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course  <input type="checkbox"/> Either (depends on grad reqs)
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**BELOW TO BE COMPLETED BY COUNSELOR**

Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>.5</u> Is this a dual credit course? <u>(YES)</u> / NO Is this a GCCC course? <u>(YES)</u> / NO Number of USD 457 Credits: <u>.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)	NOTES: <u>New Skyward Course #</u>
---	---------------------------------------

<p>GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p>Skyward Filter:</p> <p><input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE</p> <p><input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
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**BELOW TO BE COMPLETED BY TECHNOLOGY**

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>
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**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**



syllabi for curriculum guide

From Dawn Tucker <dawn.tucker@gcccks.edu>  
Date Tue 9/24/2024 7:59 AM  
To Hamlin DeLoach, Emily <ehamlin@gckschools.com>

5 attachments (3 MB)  
BIOL-210.pdf; BIOL-211.pdf; HELR 103.pdf; HELR 160.pdf; MATH 111 Master Syllabus.pdf;

THIS MESSAGE ORIGINATES FROM OUTSIDE USD-457

Hi Emily,

Here are some syllabi about courses that we thought might benefit some of your students for dual credit. Some you may already have. Students could enroll with us using our online instructors or possibly coming to campus for a class. If ever there was staff at GCHS who could be qualified to teach, we would love for them to teach face to face on your campus.

Let me know if you need anything else from me or have questions.

Thanks!!

**DAWN TUCKER** : Office | 620-276-0441  
Dual Credit Coordinator : dawn.tucker@gcccks.edu



**GARDEN CITY**  
COMMUNITY COLLEGE

801 Campus Drive • Garden City, KS • 67846 • www.gcccks.edu

*GCCC will be the premier educational nexus of progress  
providing world class learning in a dynamic environment.  
From here, you can go anywhere.*

*CONFIDENTIALITY NOTICE: The information contained in this e-mail message may be confidential and legally privileged and is intended solely for the intended recipient of this message. Unauthorized disclosure, copying, distribution or use of the information contained herein (including any reliance thereon) is strictly prohibited and may constitute a violation of State of Kansas and/or federal laws concerning the confidentiality of privileged information. If you have received this message in error, please contact the sender by return e-mail and destroy the material in its entirety (whether in electronic or hard copy format).*

## State Course Codes

### High School

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

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##### Support Services

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##### 14247 - Health Support Services—Independent Study

Health Support Services—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to health support services. Independent Study courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

##### 14248 - Health Support Services—Workplace Experience

Health Support Services—Workplace Experience courses provide students with work experience in careers related to health support services. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

##### 14249 - Health Support Services—Other

Other Health Support Services courses.

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##### All Others

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##### 14995 - Health Care Sciences—Aide

Health Care Sciences—Aide courses offer students the opportunity to assist instructors in preparing, organizing, or delivering course curricula. Students may provide tutorial or instructional assistance to other students.

##### 14997 - Certified Nursing Assistant

A program that prepares students to perform routine nursing-related services to patients in hospitals or long-term care facilities, under the training and supervision of an approved teacher, registered nurse, or licensed practical nurse. This class results in the opportunity to test for KS certification in CNA.

##### 14998 - Biosciences Workplace Experience

Biosciences Workplace Experience provide students with work experience in fields related to Biotechnology. Goals are typically set cooperatively by the student, teacher, and work site supervisor. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace. Students will gain extensive knowledge in emerging trends, exploration of daily trends, understanding code of ethics, standards and regulations, safety, and legal requirements. research location (academic or industry) or within the school that has a biotechnology research capability. Collaboration and reference to the Work-Based Learning (WBL) Digital Reference Guide is recommended.

**HELRL-103 Certified Medication Aide**

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**COURSE INFORMATION**

**Course Number-Section:** HELR 103  
**Final Exam:**  
**Start/End Date:** Click here to enter text.

KCCMS  
~~14204 188~~

**INSTRUCTOR INFORMATION**

**Instructor:**  
**Phone:** Click here to enter text.  
**Email:**  
**Office Location:** Click here to enter text.

OR  
14249 189

**CONTACTING INSTRUCTOR**

**EMAIL RESPONSE TIME**

**SYLLABUS STATEMENT FOR HEALTH/SAFETY/SICK POLICIES**

COVID-19 has brought many changes, and both students and teachers need to work together, understanding evolving needs created by the pandemic. For this specific class, you are asked to do the following: Follow Campus Policy for COVID regulations and face coverings.

The course delivery mode may be changed due to safety or health concerns (ex. if an instructor becomes ill or if the course needs to change due to size). Students will be advised when any changes occur.

**For this specific class, please follow these guidelines:**

Due to the length and intensity of this course and the Kansas Department of Aging mandate to achieve the course objectives by the state, absences will **NOT** be accepted. Absence due to immediate "qualified" emergency circumstance will be evaluated on an individual basis by the Allied Health Director and instructor. If the student is eligible, they will be offered an incomplete and provided a seat in the next available course to finish. Qualified emergency is a health-related issue **for the individual only** which will in danger the health of residents or others.

**COURSE DESCRIPTION**

**DESCRIPTION:** This course provides the student with basic techniques and safety in medication administration. It includes the study of commonly used drugs, as well as classifications and side effects. The student works under the supervision of a Registered Nurse (RN) or Licensed Practical Nurse (LPN) to pass medications to patients or residents, perform treatments, and prepare documentation. The CMA course covers 75 clock hours as required by the Kansas Department for Aging and Disability Services (KDADS), including 50 hours of instructional/lab learning and 25 hours of clinical time. The CMA course prepares the student to take the examination developed by KDADS. Course offered fall and spring semesters.

**HELR-103 Certified Medication Aide**

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**PREREQUISITES:**

Must be 17 years of age at time of enrollment and 18 years of age to take the state CMA exam.

Required to provide an active Kansas CNA Certification prior to taking the state CMA exam.

Original Photo I.D. and original social security card required.

Approved GCCC reading assessment for an 8th grade reading level or higher

Proof of a negative TB test. If the TB test is positive, a negative chest x-ray is required or Chest x-ray assessment follow-up from health care provider, all TB reports must be less than 1 year old from the start date of the course.

\*\*\*To sit for the State Exam: students must successfully pass the course with a C (74%) or higher.

**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**

*Complete Guide for Medication Aide: Hartman ISBN 978-1-60425-131-9*

**STUDENT LEARNER OUTCOMES**

If class SLOs are set by KBOR, must match KBOR outcomes identically.

Students will be able to

- exhibit professional behavior and utilize communication skills
- utilize the aide role and responsibilities for medication administration
- examine federal laws & regulations as they relate to use of medications

**COURSE TYPE**

**ACCELERATED COURSE:** An accelerated course allows students to complete an academic course in less time than a full semester. This is an intensive course, covering a full semester's work in considerably less time. Therefore, regular, consistent attendance is vital for success, and students are required to do substantially more work outside of class.

**BUSTER 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

**HELR-103 Certified Medication Aide**

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combination of various methods: video, audio, document files, discussion boards, and written assignments.

**TIME COMMITMENT**

A course is measured in credit hours. Each credit hour requires about 45 hours of work.

**CLASSROOM DECORUM**

Class Attire:

1. PPE (per campus regulations)
2. You may wear appropriate street clothes for any class or lab periods. Remember that you will be practicing clinical demonstrations, so wear something comfortable and appropriate.

Clinical Attire:

1. PPE (per facility regulations)
2. GCCC Scrub tops and pants provided in your student kits must be clean, free of stains & wrinkles and worn for every clinical. If you do not have required scrubs, you will be sent home and dropped from the course because you will not have required clinical hours to complete. Wear comfortable shoes with socks, preferably a type of tennis shoe or nursing shoe which are neat and clean. \*\*\*NO open toe shoes or sandals are allowed
3. Hair: Long hair (length to the top of the shoulder or longer) must be pulled back from the face to prevent interference with care.
4. Nails: Nails are to be short; no artificial nails are acceptable for infection control issues.
5. Name Tags: GCCC tags must be always worn during clinical. You will receive your name tags in class. If you do not have required name tag, you will be sent home and dropped from the course because you will not have required clinical hours to complete.
6. Climate Control: Please bring a sweater or light jacket due to variations in room temperature & personal preference. It is NOT acceptable to adjust resident room temperature according to your own temperature preferences.
7. Clinical Site Cell Phone Policy: Cell phones must be left at home or in your vehicle. No cell phones are to be brought onto the clinical premises. This is to prevent HIPAA violations and disrespect in resident areas. If a student is caught with or using a cell phone during clinical the phone will be confiscated and returned after the clinical ends. If the student violates this policy a second time, the student will be sent home immediately and dropped from the program.
8. Jewelry: NO jewelry allowed except for a basic watch (NO SMART WATCHES ALLOWED) and/or wedding rings, all other piercings must be removed.

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

**HELR-103 Certified Medication Aide**

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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**

1. Attendance for GCCC C.M.A. Courses is mandatory
2. The student is responsible for contacting each of his or her instructors regarding a qualified emergency.
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 opinion of that instructor & course requirements.
4. Due to the length and intensity of this course and the Kansas Department of Aging mandate to achieve the course objectives by the state, absences will **NOT** be accepted. If you have any absences from the class or clinical, you will be dismissed from the course immediately. Absence due to immediate "qualified" emergency circumstance will be evaluated on an individual basis by the instructor and student will be eligible for an incomplete and offered a position in the next available course to finish. Qualified emergency is a health-related issue for the individual only which will in danger the health of residents or others. Daycare, vehicle, or employment problems are examples of **non-qualified** emergencies.
5. Students are required to pass the course with a C (74%) or higher to be eligible to take the state exam.

**HYBRID/ONLINE 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:**

Because of the State mandated requirements for the course, if a student has conflicting schedules because of additional activities, it is recommended the student wait to enroll in this course when they are able to attend the full 75 hours as there are no absences allowed.

**POLICIES**

Students are expected to be aware of and follow institutional policies which impact the learning environment. All GCCC polices can be found online at: [https://www.gcccks.edu/about\\_gccc/policies.aspx](https://www.gcccks.edu/about_gccc/policies.aspx). These include but are not limited to

**HELR-103 Certified Medication Aide**

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Academic Ethics, Appeals, Disruptive Student Behavior, Exams and Finals, Laboratory Instruction, and Student Attendance.

**ASSESSMENT**

**TESTS**

You will have weekly quizzes along with lab assessments of skills during this course. You will be evaluated by demonstration of skills in the hands-on skills lab/simulation and your performance in the clinical area. Post clinical period evaluation will be held at the end of every clinical session. A comprehensive exam will be given at the end of the course. Students who pass the course will be schedule to sit for the state of Kansas certification for nurse aide.

**HOMEWORK**

As required by the instructor and completion of assignments in your workbook

**MAKE-UP/LATE WORK POLICIES**

Late work is not allowed, there are no make-up allowances. All assignments will be due by deadline, or the student will receive 0 points for the assignment. For classes requiring internet support, it is the student's responsibility to have access to internet to complete assignments. If a student does not have reliable access, they are advised to utilize the college library to complete assignments.

**EXTRA CREDIT POLICY**

There is NO extra credit allowed for this course

**ATTENDANCE**

Students will be required to sign in and out of each class/lab/clinical session to document full completion and participation of the required KDADS 90 hours of course work.

**FINAL EXAM**

Students will have a final cumulative exam at the end of the course.

**GRADING SCALE**

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

- 94% - 100% = A
- 85% - 93% = B
- 74% - 84% = C
- 61% - 73% = D
- below 60% = F

**COMPUTATION OF GRADES**

## GARDEN CITY COMMUNITY COLLEGE

### **HELR-103 Certified Medication Aide**

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Attendance = 0%.

Homework/workbook = 37%

Tests = 46%

Final Exam = 17%

#### **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**

Dates, times & locations for all course work will be provided upon enrollment of the course with the Nursing and Allied Health Department.

# Phlebotomy

## Process for New Course Offering - All Schools

This form is to be completed for a course that has never been approved by the Curriculum Council.

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p><b>Recommended / Not Recommended</b></p> <p><u>Jane Kennedy 10/7/24</u> Department Chair / Date</p> <p><u>Health Science</u> Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature] 10-7-24</u> Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p><b>Skyward Course Information Completed</b></p> <p><u>Jennifer May</u> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p><b>Recommended / Not Recommended**</b></p> <p><u>[Signature] 11-12-24</u> Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature] 11-12-24</u> Ass./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____</p> <p>Date Zendesk Submitted</p> <p>_____</p> <p>Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____</p> <p><b>Date Changes Complete</b></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>

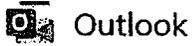
**\*\*Course Not Approved (Notes from Curriculum Council):**

## Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: <u>E Hamm DeWain</u> Department of Submission: <u>Counseling</u> Date Completed by Professional: <u>10/4/24</u>	Building Submitting Request: <u>GCTS</u> Date Submitted to Department Chair: <u>10/4/24</u>
Course Name: <u>GCCC Phlebotomy</u>	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <u>GCCC Phlebotomy</u> Long description of course (30 characters) <u>GCCC Phlebotomy</u>
Kansas Course Code (KCCMS): <u>14104</u>	
Please attach the following: <input checked="" type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.                      **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <u>GCCC level of requirements as stated</u>	Indicate the following: <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course <input type="checkbox"/> Either (depends on grad reqs)
BELOW TO BE COMPLETED BY COUNSELOR	
Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>.5</u> Is this a dual credit course? YES / NO Is this a GCCC course? YES/NO Number of USD 457 Credits: <u>.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)	NOTES: <u>Needs Skyward Course code</u>

<p>GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p>Skyward Filter:</p> <p><input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE</p> <p><input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
<p><b>BELOW TO BE COMPLETED BY TECHNOLOGY</b></p>	
<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>	

**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**



syllabi for curriculum guide

From Dawn Tucker <dawn.tucker@gcccks.edu>  
Date Tue 9/24/2024 7:59 AM  
To Hamlin DeLoach, Emily <ehamlin@gckschools.com>

5 attachments (3 MB)  
BIOL-210.pdf; BIOL-211.pdf; HELR 103.pdf; HELR 160.pdf; MATH 111 Master Syllabus.pdf;

THIS MESSAGE ORIGINATES FROM OUTSIDE USD-457

Hi Emily,

Here are some syllabi about courses that we thought might benefit some of your students for dual credit. Some you may already have. Students could enroll with us using our online instructors or possibly coming to campus for a class. If ever there was staff at GCHS who could be qualified to teach, we would love for them to teach face to face on your campus.

Let me know if you need anything else from me or have questions.

Thanks!!

**DAWN TUCKER** : Office | 620-276-0441  
Dual Credit Coordinator : dawn.tucker@gcccks.edu



801 Campus Drive • Garden City, KS • 67846 • www.gcccks.edu

**GCCC will be the premier educational nexus of progress  
providing world class learning in a dynamic environment.  
From here, you can go anywhere.**

*CONFIDENTIALITY NOTICE: The information contained in this e-mail message may be confidential and legally privileged and is intended solely for the intended recipient of this message. Unauthorized disclosure, copying, distribution or use of the information contained herein (including any reliance thereon) is strictly prohibited and may constitute a violation of State of Kansas and/or federal laws concerning the confidentiality of privileged information. If you have received this message in error, please contact the sender by return e-mail and destroy the material in its entirety (whether in electronic or hard copy format).*

## State Course Codes

### High School

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

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##### Diagnostic Services

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###### 14104 - Principles of Phlebotomy



Students acquire knowledge, skills, and experiences related to the drawing of blood and typically learn about such topics as infection control, sterilization practices, medical/hospital procedures and environments, diagnostic procedures, and the process of drawing blood.

###### 14105 - Particular Topics in Diagnostic Services: Medical Interventions

These courses examine particular topics in diagnostic services other than those already described. This course investigates a variety of interventions involved in the prevention, diagnosis and treatment of disease, methodology for maintaining overall health, and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical services and diagnostics.

###### 14147 - Diagnostic Services—Independent Study

Diagnostic Services—Independent Study courses, often conducted with instructors as mentors, enable students to explore topics related to diagnostic services. Independent Study courses may provide students with an opportunity to expand their expertise in a particular specialization, to explore a topic in greater detail, or to develop more advanced skills.

###### 14148 - Diagnostic Services—Workplace Experience

Diagnostic Services—Workplace Experience courses provide students with work experience in fields related to diagnostic services. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

###### 14149 - Diagnostic Services—Other

Other Diagnostic Services courses.

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##### Health Information

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###### 14151 - Medical/Clerical Assisting

Medical/Clerical Assisting courses enable students to develop knowledge and skills that combine the medical and clerical fields. Students typically develop skills such as patient exam preparation, assessment of vital signs, routine lab procedures, medical transcription, financial accounting, patient and insurance company billing, and record-keeping.

# Course Syllabus



KCCMS  
19104  
PS  
186

## Laboratory Diagnostics & Phlebotomy

5 Credit Hours

### Course Information

**Course Number-Section:** HELR-160

**Final Exam:**

**Start/End Date:**

### Instructor Information and Communication Expectations

**Instructor Information:**

**Instructor:**

**Phone:**

**E-mail:**

**Office Location:**

**Contacting Instructor:**

E-mail Response Time:

## ➕ Syllabus Statement for Health/Safety/Sick Policies

COVID-19 has brought many changes, and both students and teachers need to work together, understanding evolving needs created by the pandemic.

For this specific class, you are asked to do the following:

1. Stay home if you are not feeling well (seeking medical care when appropriate). Communicate with your instructor early so s/he can work with you to stay current in the class.
2. Students are required to meet any of the masking or additional requirements at clinical sites in order to complete this course.
3. Sanitize hands and workspaces/desks/tables before and/or at the end of class
4. Communicate needs and concerns with instructors

The course delivery mode may be changed due to safety or health concerns (ex. if an instructor becomes ill or if the course needs to change due to size). Students will be advised when any changes occur.

## 🍏 Course Description

**Description:** The course will provide knowledge of CLIA government regulations, training for specimen and blood collection methods using proper techniques, and universal precautions for adults, children, and infants. Emphasis is on infection prevention, proper patient identification, testing specimens, labeling of specimens and quality assurance, specimen handling, processing, and proper documentation.

**Prerequisites:** Students are required to pass the prerequisites & current course with a C or higher:

- English
- Math
- Medical Terminology

- Anatomy and Physiology
- Medical Professional Issues

## Textbook Information

Hoelke, Lynn B. *The Complete Textbook of Phlebotomy, 5th Edition*. Cengage.

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 in to Cengage or setting up a Cengage Unlimited account, make sure that you are using your GCCC student e-mail.

## Student Learning Outcomes

Students will be able to . . .

- Demonstrate knowledge of phlebotomy techniques such as venipuncture and capillary puncture
- Differentiate between the use of vacuum tube blood draws and butterfly method
- Identify laboratory practices such as hematology tests, urinalysis, immunology test
- Explain the procedure for collecting, labeling, and processing specimens such as urine, sputum, fecal
- Differentiate between culture and sensitivity
- Complete an incident report related to an error in patient care
- Discuss laboratory classification and regulation

## 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.

Students need to have adequate computer skills as they will be communicating with the instructor and classmates online for significant portions of the course. Students are responsible for ensuring that they can access all course material on a regular basis either from the GCCC campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files.

If you have a problem with a personal computer or an interrupted network connection, know that you are still responsible for submitting your work on time. If there is a problem with the Canvas system, notify your instructor and Canvas support (877) 259-3991 (or email [online@gccccks.edu](mailto:online@gccccks.edu)) (<mailto:online@gccccks.edu>)).

### ① Time Commitment

A course is measured in credit hours. Each credit hour requires about 45 hours of work.

In the introductory module to class, there is a page that goes into depth with hybrid expectations, class time: 00.06 | Hybrid Expectations, Class Time and Schedule (<https://gardencitycc.instructure.com/courses/15459/pages/00-dot-06-%7C-hybrid-expectations-class-time-and-schedule?wrap=1>). This page also gives suggestions on how to organize your time.

The summary is the following: To successfully complete this work, most students will need to schedule 1-3 hours a day at least 5 days a week for completing work, reviewing, studying, and interacting with other students and the instructor.

We also have four in-person Lab Classes listed on the schedule (<https://gardencitycc.instructure.com/courses/15459/files/15560862-wrap=1>). ↓ ([https://gardencitycc.instructure.com/courses/15459/files/1556086/download?download\\_frd=1](https://gardencitycc.instructure.com/courses/15459/files/1556086/download?download_frd=1)), as well as 30 hours of Clinical required.

### Classroom Decorum

Class Attire:

- PPE (per campus regulations)

- You may wear appropriate street clothes for any class or lab periods. Remember that you will be practicing clinical demonstrations, so wear something comfortable and appropriate.

#### Clinical Attire:

- PPE (per facility regulations)
- GCCC Scrub tops and pants provided in your student kits must be clean, free of stains & wrinkles and worn for every clinical. If you do not have required scrubs, you will be sent home and dropped from the course because you will not have required clinical hours to complete. Wear comfortable shoes with socks, preferably a type of tennis shoe or nursing shoe which are neat and clean. \*\*\*NO open toe shoes or sandals are allowed
- Hair: Long hair (length to the top of the shoulder or longer) must be pulled back from the face to prevent interference with care.
- Nails: Nails are to be short; no artificial nails are acceptable for infection control issues.
- Name Tags: GCCC tags must be always worn during clinical. You will receive your name tags in class. If you do not have required name tag, you will be sent home and dropped from the course because you will not have required clinical hours to complete.
- Climate Control: Please bring a sweater or light jacket due to variations in room temperature & personal preference. It is NOT acceptable to adjust resident room temperature according to your own temperature preferences.
- Clinical Site Cell Phone Policy: Cell phones must be left at home or in your vehicle. No cell phones are to be brought onto the clinical premises. This is to prevent HIPAA violations and disrespect in resident areas. If a student is caught with or using a cell phone during clinical the phone will be confiscated and returned after the clinical ends. If the student violates this policy a second time, the student will be sent home immediately and dropped from the program.
- Jewelry: NO jewelry allowed except for a basic watch (NO SMART WATCHES ALLOWED) and/or wedding rings, all other piercings must be removed. Any visible Tattoo markings must be completely covered.

#### In the Canvas environment:

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>) by

**Victoria Shea.** 

([http://www.albion.com/netiquette/corerules.html%C2%A0\(Links%20to%20an%20external%20site.\)Links%20to%20an%20external%20site.](http://www.albion.com/netiquette/corerules.html%C2%A0(Links%20to%20an%20external%20site.)Links%20to%20an%20external%20site.))

## Attendance

1. The student is responsible for contacting each of his or her instructors regarding a qualified emergency.
2. 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 opinion of that instructor & course requirements.
3. Students are required to pass the course with a C (74%) or higher per National Exam Agency Requirements

### **Hybrid Attendance:**

A hybrid class has both online parts and on-campus parts, so we attend in two different ways.

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- For online attendance, the course is outlined in the modules. Participating in discussions and completing assignments throughout the week is considered online attendance.
- On-campus attendance is required on lab meeting days. You must attend all lab days for the required hours to meet lab requirements. Lab meeting days are identified in the class modules.

## Assessment

### Quizzes

Quizzes in this class are designed to help practice the material and encourage long term memory and use of knowledge.

There is a more developed page in the Course Information Module that talks about types of quizzes.

Quizzes must be completed in the weeks they are assigned. Most quizzes allow at least one re-take. The retake has to be at least 6 hours after the first take, and has to happen in the same week that the quiz is due. You will use LockDown Browser for quizzes, and the Final requires LockDown Browser with Monitor (a webcam).

## Cengage Assignments, Homework, and Discussions

Homework will be submitted online according to assignment directions.

In weeks that we do not have a lab day, we will have a Discussion. Initial posts (which are the questions you have!) are due by Wednesday, and your answers and additional questions must be done by the end of the Week. Our goal is to keep ourselves accountable, ask questions, and learn long term.

We also have other assignments in the Modules. These will require submissions. Two of the most common assignments will be "The Human Element" in which you will need to write your answers to scenarios, and then submit that work in a .doc or .docx. It is important that it is your original work and how you would think through the scenarios because that is preparing for labs and clinical. There are also Video Assignments in which you will record short, less than 5 minutes, videos demonstrating skills.

Finally, Cengage Assignments are identified at the bottom of each Module. These assignments take you directly to the textbook and ask you to practice what you have read.

## Make-up/Late Work Policies

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All work must be completed in the week that it is due. There is no late work accepted.

Late work is not allowed, there are no make-up allowances. All assignments will be due by deadline, or the student will receive 0 points for the assignment. For classes requiring internet support, it is the student's responsibility to have access to internet to complete assignments. If a student does not have reliable access, they are advised to utilize the college library to complete assignments.

## Extra Credit Policy

There is no extra credit.

## Attendance

Online Attendance as defined earlier in the syllabus is measured through the Homework and Discussions online.

Attendance at lab days is required. During labs, there will be different assignments, activities, demonstrations, check-offs, and other work. Your performance in these are part of the grade.

## Final Exam

The final exam will be in the last week's module. It will require you to use LockDown Browser with Monitor, which requires a webcam.

The exam is cumulative, which means that it will have questions from all chapters and everything we have learned.

### Grading Scale

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

94 - 100% = A

85 - 93% = B

74 - 84% = C

61 - 73% = D

below 60% = F

### Computation of Grades

Cengage Assignments = 5%

Homework & Discussions = 20%

Quizzes = 10%

Attendance: Performance at Labs = 25%

Final Exam = 15%

Clinical Performance = 25%

## 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@gccks.edu](mailto:accommodations@gccks.edu) (<mailto:accommodations@gccks.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.

# GCCC Contemporary Mathematics

## Process for New Course Offering - All Schools

*This form is to be completed for a course that has never been approved by the Curriculum Council.*

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p><b>Recommended / Not Recommended</b></p> <p><i>[Signature]</i></p> <hr/> <p>Department Chair / Date</p> <p><i>10/4/24</i></p> <hr/> <p>Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p><b>Recommended / Not Recommended</b></p> <p><i>[Signature]</i> <i>10-7-24</i></p> <hr/> <p>Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p><b>Skyward Course Information Completed</b></p> <p><i>[Signature]</i></p> <hr/> <p>Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p><b>Recommended / Not Recommended**</b></p> <p><i>[Signature]</i> <i>11-12-24</i></p> <hr/> <p>Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p><b>Recommended / Not Recommended</b></p> <p><i>[Signature]</i> <i>11-12-24</i></p> <hr/> <p>Asst./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____</p> <p>Date Zendesk Submitted</p> <p>_____</p> <p>Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____</p> <p><b>Date Changes Complete</b></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

## Request for New Course Offering - All Schools

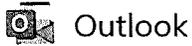
BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: <u>ET Hamlin/Delwain</u> Department of Submission: <u>Counseling</u> Date Completed by Professional: <u>10/4/24</u>	Building Submitting Request: <u>GCHS</u> Date Submitted to Department Chair: <u>10/4/24</u>
Course Name: <u>GCCC Contemporary Mathematics</u>	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <u>GCCC Contemp Math</u> <hr/> Long description of course (30 characters) <u>GCCC Contemp Math</u>
Kansas Course Code (KCCMS): <u>02138</u>	
Please attach the following: <input checked="" type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input checked="" type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.                      **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <u>Accuplacer qualifying score</u> <u>ACT qualifying score</u>	Indicate the following: <input type="checkbox"/> Required Course <input type="checkbox"/> Elective Course <input checked="" type="checkbox"/> Either (depends on grad reqs)
BELOW TO BE COMPLETED BY COUNSELOR	
Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>0.5</u> Is this a dual credit course? <input checked="" type="checkbox"/> YES / <input type="checkbox"/> NO Is this a GCCC course? <input checked="" type="checkbox"/> YES / <input type="checkbox"/> NO Number of USD 457 Credits: <u>0.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)	NOTES: <u>New Skyward course # needed</u>

<p>GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p>Skyward Filter:</p> <p><input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input checked="" type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE</p> <p><input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
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**BELOW TO BE COMPLETED BY TECHNOLOGY**

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>
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***ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.***



syllabi for curriculum guide

From Dawn Tucker <dawn.tucker@gcccks.edu>  
Date Tue 9/24/2024 7:59 AM  
To Hamlin DeLoach, Emily <ehamlin@gckschools.com>

5 attachments (3 MB)  
BIOL-210.pdf; BIOL-211.pdf; HELR 103.pdf; HELR 160.pdf; MATH 111 Master Syllabus.pdf;

THIS MESSAGE ORIGINATES FROM OUTSIDE USD-457

Hi Emily,

Here are some syllabi about courses that we thought might benefit some of your students for dual credit. Some you may already have. Students could enroll with us using our online instructors or possibly coming to campus for a class. If ever there was staff at GCHS who could be qualified to teach, we would love for them to teach face to face on your campus.

Let me know if you need anything else from me or have questions.

Thanks!!

**DAWN TUCKER** : Office | 620-276-0441  
Dual Credit Coordinator : dawn.tucker@gcccks.edu



**GARDEN CITY**  
COMMUNITY COLLEGE

801 Campus Drive • Garden City, KS • 67846 • www.gcccks.edu

*GCCC will be the premier educational nexus of progress  
providing world class learning in a dynamic environment.  
From here, you can go anywhere.*

*CONFIDENTIALITY NOTICE: The information contained in this e-mail message may be confidential and legally privileged and is intended solely for the intended recipient of this message. Unauthorized disclosure, copying, distribution or use of the information contained herein (including any reliance thereon) is strictly prohibited and may constitute a violation of State of Kansas and/or federal laws concerning the confidentiality of privileged information. If you have received this message in error, please contact the sender by return e-mail and destroy the material in its entirety (whether in electronic or hard copy format).*

## State Course Codes

### High School

#### Subject Area 02: Mathematics (secondary)

##### 02139 - IB Mathematics: Applications and Interpretation

IB Mathematics: Applications and Interpretation courses prepare students to take the International Baccalaureate Mathematics: Applications and Interpretation exams. Intended to provide students with an understanding of the role of mathematics in an increasing technological world, these courses focus on mathematical concepts used as applications and in mathematical modeling. Course topics include numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

#### Other Mathematics

##### 02138 - College Mathematics Preparations



College Mathematics Preparations courses solidify quantitative literacy through the use and extension of algebraic, geometric, and statistical concepts. These courses prepare students for postsecondary liberal studies mathematics coursework; they are not intended to serve as remedial mathematics courses. Course content typically includes algebraic operations, solutions of equations and inequalities, number sets, coordinate geometry, functions and graphs, probability and statistics, and data representation.

##### 02140 - IB Mathematics, Analysis, and Approaches

IB Mathematics: Analysis and Approaches courses prepare students to take the International Baccalaureate Mathematics: Analysis and Approaches exams. These courses prepare students to use analytical concepts within mathematics to solve abstract problems in a variety of contexts. These concepts are applied to course topics such as numbers and algebra, functions, geometry and trigonometry, statistics and probability, and calculus.

##### 02991 - History of Mathematics

History of Mathematics courses include a study of the historical development of numbers, computation, algebra, and geometry. Figures critical to the development of mathematics (e.g., Pythagoras, Pascal, Descartes) or important developments (e.g., pi, decimal fractions, probability theory, calculus) often form the backbone of these classes.

##### 02993 - Mathematics—Test Preparation

Mathematics—Test Preparation courses provide students with activities in analytical thinking and with the skills and strategies associated with standardized test taking (such as the PSAT, SAT, and ACT). Topics covered include strategies for arithmetic, algebra, geometry, and quantitative comparison problems as well as time management, scoring procedures, calculator usage, and management of test-related stress.

##### 02994 - Mathematics Proficiency Development

Mathematics Proficiency Development courses are designed to assist students in acquiring the skills necessary to pass proficiency examinations.

GARDEN CITY COMMUNITY COLLEGE

**Contemporary Mathematics, 3 credit hours** Year & Semester: 16FA.

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KCCMS  
02151 22

**COURSE INFORMATION**

**Course Number-Section:** MATH-111-00

**Final Exam:** Click here to enter text.

**Start/End Date:** Click here to enter text.

**INSTRUCTOR INFORMATION**

**Instructor:** Click here to enter text.

**Phone:** Click here to enter text.

**Email:** Click here to enter text.

**Office Location:** Click here to enter text.

02138 21

**CONTACTING INSTRUCTOR**

Best method of contact.

**EMAIL RESPONSE TIME**

How often students can expect you to check email and voicemail.

**COURSE DESCRIPTION**



**DESCRIPTION:**

This course offers a survey of various mathematical topics for non-STEM majors. In addition to skill development, mathematics will be studied with an emphasis on real-world applications spanning many disciplines to help support the decision-making process. Topics include estimation and measurement, probability and risk, descriptions of data and statistics, personal finance, social choice, graph theory, and logic.

**PREREQUISITES:**

Intermediate Algebra (MATH-107) with a grade of C or better or placement according to the placement guide.

**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**

Contemporary Mathematics, Donna Kirk, Hardcover: ISBN-13: 978-1-711470-55-9, Paperback: ISBN-13: 978-1-711470-54-2, Digital: ISBN-13: 978-1-951693-68-8

This is an open-source book from OpenStax. It is available for free here:

<https://openstax.org/details/books/contemporary-mathematics>

**STUDENT LEARNER OUTCOMES**

Upon completion of this course, students will be able to:

1. Apply critical and logical thinking skills to analyze various applications.
2. Apply estimation, measurement, and an understanding of numbers to various applications.
3. Use and evaluate statistics for decision making.
4. Demonstrate basic concepts of probability and risk.
5. Apply mathematical methods to personal finance.
6. Apply mathematics to the study of real-world situations.

***KRSN Course: MAT1040***

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**

Delete this line plus all course types that don't apply to this course.

**ACCELERATED COURSE:** An accelerated course allows students to complete an academic course in less time than a full semester. This is an intensive course, covering a full semester's work in considerably less time. Therefore, regular, consistent attendance is vital for success, and students are required to do substantially more work outside of class.

**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.

GARDEN CITY COMMUNITY COLLEGE  
**Contemporary Mathematics, 3 credit hours** Year & Semester: 16FA.

---

**STUDENT LEARNER OUTCOMES**

Upon completion of this course, students will be able to:

1. Apply critical and logical thinking skills to analyze various applications.
2. Apply estimation, measurement, and an understanding of numbers to various applications.
3. Use and evaluate statistics for decision making.
4. Demonstrate basic concepts of probability and risk.
5. Apply mathematical methods to personal finance.
6. Apply mathematics to the study of real-world situations.

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## GARDEN CITY COMMUNITY COLLEGE

### **Contemporary Mathematics, 3 credit hours** Year & Semester: 16FA.

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ONLINE COURSE: An online course uses computer-based technologies (i.e. Canvas) to create an online "classroom." Students are instructed in course content through online learning: tutorials, testing exercises, group collaborations, independent assignments, and long-range projects. Each individual course provides a schedule of assignments and deadlines. Students need to have adequate computer skills as they will be communicating with the instructor and classmates online. This course is an online course, and you are responsible for ensuring that you can access all course material on a regular basis either from the GCCC campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files. If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time. If there is a problem with the Canvas system, notify your instructor and Canvas support (877) 259-3991 (or email [online@gcccks.edu](mailto:online@gcccks.edu)).

BUSTER LIVE DISTANCE: On-campus students and distance students will attend class together. On-campus students attend class in person while distance students attend remotely, entirely through scheduled, synchronous live Zoom sessions. Distance students are recommended to have their own webcam-enabled laptops for this course.

#### **TIME COMMITMENT**

A course is measured in credit hours. Each credit hour requires about 45 hours of work. If this is a hybrid course, please enter your time breakdown

#### **CLASSROOM DECORUM**

Click or tap here to enter text. Add your own policy. Delete what does not apply.

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**

Delete the policy that does not apply to your class.

#### **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.

### **ASSESSMENT**

#### **TESTS**

Explain your testing policy: announced, unannounced, when, etc.

#### **HOMEWORK**

Explain homework policy: standard due days/times, types, how much to expect, location, etc.

#### **MAKE-UP/LATE WORK POLICIES**

Explain make-up/late work: due date/time, penalties assessed, conditions that must be met for late work, etc.

#### **EXTRA CREDIT POLICY**

Explain extra credit policy: if you grant extra credit, how, etc.

#### **ATTENDANCE**

Enter how attendance affects grading in your class—or if it doesn't count toward the class grade. NOT the campus-wide attendance policy.

GARDEN CITY COMMUNITY COLLEGE  
**Contemporary Mathematics, 3 credit hours** Year & Semester: 16FA.

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Enter how attendance affects grading in your class—or if it doesn't count toward the class grade. NOT the campus-wide attendance policy.

GARDEN CITY COMMUNITY COLLEGE  
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**FINAL EXAM**

Provide details about the final exam: cumulative, type of exam, etc.

**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**

Final exam: 25%; Tests: 50%; Homework, Quizzes, Attendance, etc.: 25% (Attendance can not be worth more than 5% of the overall grade)

**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).

GARDEN CITY COMMUNITY COLLEGE  
**Contemporary Mathematics, 3 credit hours** Year & Semester: 16FA.

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*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**

Click here to enter text. Arrange by Unit or by Week.

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GARDEN CITY COMMUNITY COLLEGE  
**Contemporary Mathematics, 3 credit hours** Year & Semester: 16FA.

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*Instructor reserves the right to modify the syllabus.*

**TENTATIVE CLASS SCHEDULE**

Click here to enter text. Arrange by Unit or by Week.



**Process for New Course Offering - All Schools**

This form is to be completed for a course that has never been approved by the Curriculum Council.

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature]</u> 10/7 Department Chair / Date</p> <p>_____</p> <p>Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature]</u> 10-7-24 Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p><b>Skyward Course Information Completed</b></p> <p><u>[Signature]</u> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p><b>Recommended / Not Recommended**</b></p> <p><u>[Signature]</u> 11-12-24 Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature]</u> 11-12-24 Asst./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____</p> <p>Date Zendesk Submitted</p> <p>_____</p> <p>Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____</p> <p><b>Date Changes Complete</b></p> <p><input type="checkbox"/> <b>Forms Returned to Office of Curriculum &amp; Instruction</b></p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

**BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR**

Professional Submitting Request: <u>ET Ham Dobbie</u> Department of Submission: <u>10/4/24</u> Date Completed by Professional: <u>Council</u>	Building Submitting Request: <u>GCPS</u> Date Submitted to Department Chair: <u>10/4/24</u>
Course Name: <u>GCCC Anatomy and Physiology</u>  <u>* take 9113 from Skyward and update</u>	SKYWARD INFORMATION: Short description of course (15 characters) <i>prints on transcripts</i> <u>GCCC Anat &amp; Phy</u>  Long description of course (30 characters) <u>GCCC Anatomy and Physiology</u>
Kansas Course Code (KCCMS): <u>03054 - update in curriculum and course master</u>	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for <u>additional credit to be offered?</u> <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost.</i> <i>**If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses:  <u>None</u>	Indicate the following: <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course  <input type="checkbox"/> Either (depends on grad reqs)

**BELOW TO BE COMPLETED BY COUNSELOR**

Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>0.5</u> Is this a dual credit course? YES/NO Is this a GCCC course? YES/NO Number of USD 457 Credits: <u>0.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)	NOTES: <u>take 9113 from Skyward and update name, KS course code be sure it is indexed</u>  <u>NO semester indication,</u> <u>can occur either semester</u>
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<p>GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p>Skyward Filter:</p> <p><input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE</p> <p><input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
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**BELOW TO BE COMPLETED BY TECHNOLOGY**

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned --&gt; _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>
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**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**

## State Course Codes

### High School

#### Subject Area 03: Life and Physical Sciences (secondary)

#### Biology

##### 03051 - Biology

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

##### 03052 - Biology—Advanced Studies

Usually taken after a comprehensive initial study of biology, Biology—Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and the evolution and adaptation of organisms.

##### 03053 - Anatomy and Physiology

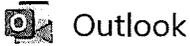
Anatomy and Physiology is a 1-credit course that is the study of the function, structure, and interrelationships of the various systems of the human body. To understand the structural and functional systems of the human body, students will learn about terminology, body plan and organization, histology, the integumentary system, the skeletal system, the muscular system, the nervous system, special senses, the endocrine system, the cardiovascular system, lymphatic system, immunity, the respiratory system, the digestive system, metabolism, the urinary system, and the reproductive system. Special attention should be given to health careers, related technical skills, and technology associated with these professions.

##### ~~03054 - Anatomy~~

Anatomy courses present an in-depth study of the human body and biological system. Students study such topics as anatomical terminology, cells, and tissues and typically explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems.

##### 03055 - Physiology

Physiology courses examine all major systems, tissues, and muscle groups in the human body to help students understand how these systems interact and their role in maintaining homeostasis. These courses may also cover such topics as cell structure and function, metabolism, and the human life cycle.



syllabi for curriculum guide

From Dawn Tucker <dawn.tucker@gcccks.edu>  
Date Tue 9/24/2024 7:59 AM  
To Hamlin DeLoach, Emily <ehamlin@gckschools.com>

5 attachments (3 MB)

BIOL-210.pdf; BIOL-211.pdf; HELR 103.pdf; HELR 160.pdf; MATH 111 Master Syllabus.pdf;

THIS MESSAGE ORIGINATES FROM OUTSIDE USD-457

Hi Emily,

Here are some syllabi about courses that we thought might benefit some of your students for dual credit. Some you may already have. Students could enroll with us using our online instructors or possibly coming to campus for a class. If ever there was staff at GCHS who could be qualified to teach, we would love for them to teach face to face on your campus.

Let me know if you need anything else from me or have questions.

Thanks!!

**DAWN TUCKER** : Office | 620-276-0441  
Dual Credit Coordinator : dawn.tucker@gcccks.edu



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801 Campus Drive • Garden City, KS • 67846 • www.gcccks.edu

***GCCC will be the premier educational nexus of progress  
providing world class learning in a dynamic environment.  
From here, you can go anywhere.***

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GARDEN CITY COMMUNITY COLLEGE

**BIOL 210 Anatomy and Physiology 5 credits**

**COURSE INFORMATION**

**Course Number-Section:** BIOL 210-01

**Final Exam:** Click here to enter text.

**Start/End Date:** Click here to enter text.

**INSTRUCTOR INFORMATION**

**Instructor:** Click here to enter text.

**Phone:**

**Email:**

**Office Location:** Click here to enter text.

**CONTACTING INSTRUCTOR**

**EMAIL RESPONSE TIME**

**COURSE DESCRIPTION**

**DESCRIPTION:** : This course is an elementary study of the functions and structure of the human body, including general principles of the mechanisms of nutrition. This course which is designed for education majors and general education students, but is not recommended for students in health-related fields. Three hours lecture/four hours laboratory per week. (Fall/Spring)

**PREREQUISITES:** None

**GCCC'S ESSENTIAL SKILLS OUTCOMES**

Students will develop skills in written communication, oral communication, and critical thinking while advancing their knowledge in cultural diversity and social responsibility as part of their educational experiences at the college. These outcomes align with the college's commitment to engaging students in the collection, analysis, and communication of information.

**TEXTBOOK INFORMATION**

Visual Anatomy Physiology Lab manual, 2ed, by Sarikasn, provided in lab

**STUDENT LEARNER OUTCOMES**

Students will be able to

Anatomy & Physiology

1. Body Plan & Organization

9/13  
KCCM's  
pg 27  
03054  
Anatomy  
new code  
skyscraper

**BIOL 210 Anatomy and Physiology 5 credits**

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Upon completion of this section the student will be able to demonstrate measurable understanding of descriptive anatomical and directional terminology including the following topics.

- anatomical position
- body planes, sections
- body cavities & regions
- directional terms
- basic terminology
- levels of organization
- survey of body systems

2. Homeostasis

Upon completion of this section the student will be able to demonstrate measurable understanding of the basic concept of homeostasis and how homeostatic mechanisms apply to body systems including the following topics.

- general types of homeostatic mechanisms
- examples of homeostatic mechanisms
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

3. Chemistry & Cell Biology Review

Upon completion of this section the student will be able to demonstrate measurable understanding of basic chemistry and cellular structures and function, including the following topics.

- atoms & molecules
- chemical bonding
- inorganic compounds/solutions (including the concept of pH)
- organic compounds
- energy transfer using ATP
- intracellular organization of nucleus and cytoplasm
- membrane structure & function
- mechanisms for movement of materials across cellular membranes
- organelles

**BIOL 210 Anatomy and Physiology 5 credits**

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- protein synthesis
- cellular respiration (introduction)
- somatic cell division (mitosis & cytokinesis)
- reproductive cell division
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states and disorders

#### 4. Histology

Upon completion of this section the student will be able to demonstrate measurable understanding of the basic tissues of the body, their location and functions, including the following topics.

- overview of histology & tissue types
- microscopic anatomy, location, & functional roles of epithelial, connective, muscular and nervous tissues
- membranes (mucous, serous, cutaneous & synovial) - glands (exocrine & endocrine) - tissue injury & repair

#### 5. Integumentary System

Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the integumentary system and describe the functions of the system, including the following topics.

- general functions of the skin & the subcutaneous layer
- gross & microscopic anatomy of the skin
- roles of the specific tissue layers of the skin & subcutaneous layer
- anatomy & functional roles of accessory structures
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### 6. Skeletal System

Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the skeletal system and explain their functional roles in osteogenesis, repair, and body movement, including the following topics.

- general functions of bone & the skeletal system

- structural components – microscopic anatomy
- structural components – gross anatomy
- physiology of embryonic bone formation (ossification, osteogenesis)
- physiology of bone growth, repair & remodeling
- organization of the skeletal system - gross anatomy of bones
- classification, structure & function of joints (articulations)
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

### 7. Muscular System

Upon completion of this section the student will be able to demonstrate measurable understanding of major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement, maintenance of posture, and heat production, including the following topics.

- general functions of muscle tissue
- identification, general location, & comparative characteristics of skeletal, smooth, & cardiac muscle tissue
- detailed gross & microscopic anatomy of skeletal muscle
- physiology of skeletal muscle contraction
- skeletal muscle metabolism
- principles & types of whole muscle contraction - nomenclature of skeletal muscles
- location & function of skeletal muscles
- group actions of skeletal muscles
- lever systems
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

### 8. Nervous System

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control, and integration, including the following topics.

- general functions of the nervous system

**BIOL 210 Anatomy and Physiology 5 credits**

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- organization of the nervous system from both anatomical & functional perspectives
- gross & microscopic anatomy of the nerve tissue
- neurophysiology, including mechanism of resting membrane potential, production of action potentials, & impulse transmission
- neurotransmitters & their roles in synaptic transmission
- sensory receptors & their roles
- division, origin, & function of component parts of the brain
- protective roles of the cranial bones, meninges, & cerebrospinal fluid
- structure & function of cranial nerves
- anatomy of the spinal cord & spinal nerves
- reflexes & their roles in nervous system function
- physiology of sensory & motor pathways in the brain & spinal cord
- functions of the autonomic nervous system
- comparison of somatic & autonomic nervous systems
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### 9. Special Senses

-Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the eye and ear and explain their functional roles in vision, hearing and equilibrium.

-Students should also be able to identify and locate the receptors responsible for olfaction and gustation and briefly describe the physiology of smell and taste, including the following topics.

- gross & microscopic anatomy of the eye & ear
- roles of specific tissues of the eye in vision
- roles of specific tissues of the ear in hearing & equilibrium
- olfactory receptors & their role in smell
- gustatory receptors & their role in taste
- general gross & microscopic anatomy of hearing & accessory structures of the ear
- roles of specific tissues of the ear in hearing

- roles of the accessory structures
- role of the ear in equilibrium
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

#### 10. Endocrine System

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the endocrine system and explain the functional roles of their respective hormones in communication, control, and integration, including the following topics.

- general functions of the endocrine system
- chemical classification of hormones & mechanism of hormone actions at receptors
- control of hormone secretion
- control by the hypothalamus & pituitary gland
- identity, source, secretory control, & functional roles of the major hormones produced by the body
- local hormones (paracrines & autocrines) & growth factors
- hormonal response to stress
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

**Note: Since the endocrine system plays a key role in the regulation and integration of body organ systems, detailed aspects of endocrine system function may be emphasized throughout the course.**

#### 11. Cardiovascular System

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the cardiovascular system and explain their functional roles in transport and hemodynamics, including the following topics. Topics include:

- general functions of the cardiovascular system
- general functions of the cardiovascular system
- composition of blood plasma - identity, microscopic anatomy, numbers, formation, & functional roles of the formed elements of the blood
- hemostasis, including coagulation of the blood

- ABO & Rh blood grouping
- gross & microscopic anatomy of the heart, including the conduction system
- physiology of cardiac muscle contraction - blood flow through the heart
- conduction system of the heart & the electrocardiogram
- cardiac cycle
- regulation of cardiac output, stroke volume & heart rate
- anatomy & functional roles of the different types of blood vessels
- pattern of blood circulation throughout the body, including systemic, pulmonary, coronary, hepatic portal, & fetal circulations
- blood pressure & its functional interrelationships with cardiac output, peripheral resistance, & hemodynamics
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

## 12. Lymphatic System & Immunity

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the lymphatic system and explain their functional roles in fluid dynamics and immunity, including the following topics.

- general functions of the lymphatic system
- general functions of the lymphatic system
- lymph & lymphatic vessels
- lymphatic cells, tissues, & organs
- introduction to innate (nonspecific) defenses & adaptive (specific) defenses
- innate (nonspecific) defenses
- overview of adaptive (specific) defenses
- antigens & antigen processing
- lymphocytes & their role in adaptive immunity
- antibodies & their role in adaptive immunity
- applied immunology
- application of homeostatic mechanisms

- predictions related to homeostatic imbalance, including disease states & disorders

### 13. Respiratory System

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the respiratory system and explain their functional roles in breathing/ventilation and in the processes of external and internal respiration, including the following topics.

- general functions of the respiratory system
- gross & microscopic anatomy of the respiratory tract & related organs
- mechanisms of pulmonary ventilation - pulmonary air volumes & capacities
- mechanisms of gas exchange in lungs & tissues
- mechanisms of gas transport in the blood
- control of pulmonary ventilation
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & Disorders

### 14. Digestive System

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the digestive system and explain their functional roles in digestion, absorption, excretion and elimination, including the following topics.

- general functions of the digestive system
- gross & microscopic anatomy of the alimentary canal
- gross & microscopic anatomy of the accessory glands & organs
- peritoneum & mesenteries
- motility in the alimentary canal
- mechanical & chemical processes of digestion
- processes of absorption
- hormonal & neural regulation of digestive processes
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

### 15. Metabolism

**BIOL 210 Anatomy and Physiology 5 credits**

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Upon completion of this section the student will be able to demonstrate measurable understanding of the functional relationship among cellular, tissue and organ level metabolism, the role nutrition plays in metabolism, and the mechanisms by which metabolic rate is regulated in the body, including the following topics.

- nutrition
- introduction to metabolism
- cellular respiration & the catabolism & anabolism of carbohydrates, lipids, & proteins
- metabolic roles of body organs
- energy balance & thermoregulation
- application of homeostatic mechanisms
- predictions related to homeostatic imbalance, including disease states & disorders

16. Urinary System

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the urinary system and explain their functional roles, including the following topics.

- general functions of the urinary system
- gross & microscopic anatomy of the urinary tract, including detailed histology of the nephron
- functional processes of urine formation, including filtration, reabsorption, secretion, & excretion
- factors regulating & altering urine volume & composition, including the renin-angiotensin system and the roles of aldosterone & antidiuretic hormone
- endocrine activities of the kidneys, such as vitamin D activation & secretion of erythropoietin
- innervation & control of the urinary bladder

17. Fluid/Electrolyte & Acid/Base Balance

Upon completion of this section the student will be able to demonstrate measurable understanding of the physiology of the homeostatic mechanisms that control fluid/electrolyte and acid/base balance, including the following topics.

- regulation of water intake & output
- description of the major fluid compartments, including intracellular, extracellular, intravascular, & interstitial
- volume & chemical composition of major compartment fluids

## GARDEN CITY COMMUNITY COLLEGE

### **BIOL 210 Anatomy and Physiology 5 credits**

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- movements between the major fluid compartments, causal forces, volumes, & electrolyte balance
- buffer systems & their roles in acid/base balance
- role of the respiratory system in acid/base balance
- role of the urinary system in acid/base balance

#### 18. Reproductive Systems

Upon completion of this section the student will be able to demonstrate measurable understanding of the major gross and microscopic anatomical components of the reproductive system and explain their functional roles in reproduction and inheritance, including the following topics.

- general functions of the male & female reproductive systems
- gross & microscopic anatomy of the male & female reproductive systems
- gametogenesis
- specific roles of the female reproductive organs
- specific roles of the female reproductive organs
- regulation of reproductive functions
- conception, pregnancy, & embryological & fetal development
- parturition & labor
- mammary gland anatomy & physiology

If your course is KBOR Articulated, you must have the following policy after your SLOs. If not, you may delete this policy from your syllabus. Delete this instruction line regardless.

#### KRSN Course 2020

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**

## State Course Codes

### High School

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#### Subject Area 03: Life and Physical Sciences (secondary)

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#### Biology

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##### **03051 - Biology**

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

##### **03052 - Biology—Advanced Studies**

Usually taken after a comprehensive initial study of biology, Biology—Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and the evolution and adaptation of organisms.

##### **03053 - Anatomy and Physiology**

Anatomy and Physiology is a 1-credit course that is the study of the function, structure, and interrelationships of the various systems of the human body. To understand the structural and functional systems of the human body, students will learn about terminology, body plan and organization, histology, the integumentary system, the skeletal system, the muscular system, the nervous system, special senses, the endocrine system, the cardiovascular system, lymphatic system, immunity, the respiratory system, the digestive system, metabolism, the urinary system, and the reproductive system. Special attention should be given to health careers, related technical skills, and technology associated with these professions.

##### **03054 - Anatomy**

Anatomy courses present an in-depth study of the human body and biological system. Students study such topics as anatomical terminology, cells, and tissues and typically explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems.

##### **03055 - Physiology**

Physiology courses examine all major systems, tissues, and muscle groups in the human body to help students understand how these systems interact and their role in maintaining homeostasis. These courses may also cover such topics as cell structure and function, metabolism, and the human life cycle.

WILLAP I

[9125]

**Process for New Course Offering - All Schools**

This form is to be completed for a course that has never been approved by the Curriculum Council.

<b>STEP ONE:</b> Requesting professional (teacher/counselor) completes the written request.	
<b>STEP TWO:</b> Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature]</u> 10/7 Department Chair / Date</p> <p>_____ Date of Department Mtg.</p>
<b>STEP THREE:</b> Request is sent to the Head Principal for consideration.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature]</u> 10-7-24 Head Principal Signature / Date</p>
<b>STEP FOUR:</b> Counselors complete Skyward Course Information on the written request form.	<p><b>Skyward Course Information Completed</b></p> <p><u>[Signature]</u> Department Chair</p>
<b>STEP FIVE:</b> Request is brought to the Curriculum Council for a final decision by the Department Chair and/or the requesting professional. Presence is expected at the Curriculum Council meeting to answer any questions.*	<p><b>Recommended / Not Recommended**</b></p> <p><u>[Signature]</u> 11-12-24 Curriculum Council Chair Signature / Date</p>
<b>STEP SIX:</b> Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction.	<p><b>Recommended / Not Recommended</b></p> <p><u>[Signature]</u> 11-12-24 Asst./Deputy Superintendent Signature / Date</p>
<b>STEP SEVEN:</b> Request is presented to BOE for approval	<p><b>Approved / Not Approved</b></p>
<b>STEP EIGHT:</b> If approved by BOE, Request is sent to technology: A Zendesk is written by Chair of the Curriculum Council & paper copies are delivered by administrative assistant.	<p>_____ Date Zendesk Submitted</p> <p>_____ Date Forms Delivered</p>
<b>STEP NINE:</b> GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction.	<p>_____ <b>Date Changes Complete</b></p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>

**\*\*Course Not Approved (Notes from Curriculum Council):**

Request for New Course Offering - All Schools

BELOW TO BE COMPLETED BY REQUESTING PROFESSIONAL/DEPARTMENT CHAIR	
Professional Submitting Request: <u>Ethamin DeLoach</u>	Building Submitting Request: <u>GCHS</u>
Department of Submission: <u>Counseling</u>	Date Submitted to Department Chair: <u>10/4/24</u>
Date Completed by Professional: <u>10/4/24</u>	
Course Name: <u>GCCC Anatomy + Physiology I</u> <u>take existing 9125 from Skyward and update</u>	SKYWARD INFORMATION: Short description of course (15 characters) <u>GCCC A+P I</u> Long description of course (30 characters) <u>GCCC Anatomy + Physiology I</u>
Kansas Course Code (KCCMS): <u>03053 - update in curriculum/master</u>	
Please attach the following: <input type="checkbox"/> Standards/Course Objectives <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Description of Course 80% of standards for the course should be addressed in order for approval. Please attach any other pertinent documents you think the Council may wish to evaluate to approve the course.	Does any additional curriculum need to be purchased for additional credit to be offered? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach information regarding curriculum to be purchased that includes cost. **If approved by building principal, Council will assume that cost of new curriculum is not a concern.</i>  Does this course have the potential or need for a supplemental salary? <input type="checkbox"/> YES* <input checked="" type="checkbox"/> NO <i>*If yes, please attach an explanation of the supplemental including cost and hours.</i>
List any pre-requisite courses: <u>None</u>	Indicate the following: <input type="checkbox"/> Required Course <input checked="" type="checkbox"/> Elective Course <input type="checkbox"/> Either (depends on grad reqs)

BELOW TO BE COMPLETED BY COUNSELOR	
Course Length: <input type="checkbox"/> 1 quarter <input checked="" type="checkbox"/> 1 semester <input type="checkbox"/> 2 semesters Credit to be Earned: <u>.5</u> Is this a dual credit course? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO Is this a GCCC course? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO Number of USD 457 Credits: <u>.5</u> (3 GCCC credit hours = 0.5 credit at USD 457)	NOTES: <u>take 9125 from skyward update name, KS course code, be sure it is indexed</u> <u>NO semester indication;</u> <u>can happen either semester.</u>

<p>GPA Set: <input type="checkbox"/> normal <input checked="" type="checkbox"/> indexed</p> <p>Skyward Filter:</p> <p><input type="checkbox"/> LA <input type="checkbox"/> OC <input type="checkbox"/> FA <input type="checkbox"/> MA <input type="checkbox"/> SS <input type="checkbox"/> PE</p> <p><input type="checkbox"/> SCI <input type="checkbox"/> CO <input checked="" type="checkbox"/> GE <input type="checkbox"/> FL <input type="checkbox"/> STEM</p>	<p style="text-align: right;"><b>*TECHNOLOGY ON BACK</b></p>
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**BELOW TO BE COMPLETED BY TECHNOLOGY**

<p><input type="checkbox"/> KCCMS Mapping Confirmed</p> <p><input type="checkbox"/> Skyward Updates including any Course Code Assigned → _____</p> <p><input type="checkbox"/> Grad Requirements &amp; Filtering Confirmed</p> <p><input type="checkbox"/> GCHS Registrar/Counseling Department Notified of Completion</p> <p><input type="checkbox"/> Forms Returned to Office of Curriculum &amp; Instruction</p>
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**ALL FORMS MUST BE RETURNED TO THE OFFICE OF CURRICULUM AND INSTRUCTION.**



syllabi for curriculum guide

From Dawn Tucker <dawn.tucker@gcccks.edu>  
Date Tue 9/24/2024 7:59 AM  
To Hamlin DeLoach, Emily <ehamlin@gckschools.com>

5 attachments (3 MB)  
BIOL-210.pdf; BIOL-211.pdf; HELR 103.pdf; HELR 160.pdf; MATH 111 Master Syllabus.pdf;

THIS MESSAGE ORIGINATES FROM OUTSIDE USD-457

Hi Emily,

Here are some syllabi about courses that we thought might benefit some of your students for dual credit. Some you may already have. Students could enroll with us using our online instructors or possibly coming to campus for a class. If ever there was staff at GCHS who could be qualified to teach, we would love for them to teach face to face on your campus.

Let me know if you need anything else from me or have questions.

Thanks!!

**DAWN TUCKER** : Office | 620-276-0441  
Dual Credit Coordinator : dawn.tucker@gcccks.edu



**GARDEN CITY**  
COMMUNITY COLLEGE

801 Campus Drive • Garden City, KS • 67846 • www.gcccks.edu

***GCCC will be the premier educational nexus of progress  
providing world class learning in a dynamic environment.  
From here, you can go anywhere.***

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## State Course Codes

### High School

#### Subject Area 03: Life and Physical Sciences (secondary)

#### Biology

##### 03051 - Biology

Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

##### 03052 - Biology—Advanced Studies

Usually taken after a comprehensive initial study of biology, Biology—Advanced Studies courses cover biological systems in more detail. Topics that may be explored include cell organization, function, and reproduction; energy transformation; human anatomy and physiology; and the evolution and adaptation of organisms.

##### 03053 - Anatomy and Physiology

Anatomy and Physiology is a 1-credit course that is the study of the function, structure, and interrelationships of the various systems of the human body. To understand the structural and functional systems of the human body, students will learn about terminology, body plan and organization, histology, the integumentary system, the skeletal system, the muscular system, the nervous system, special senses, the endocrine system, the cardiovascular system, lymphatic system, immunity, the respiratory system, the digestive system, metabolism, the urinary system, and the reproductive system. Special attention should be given to health careers, related technical skills, and technology associated with these professions.

##### 03054 - Anatomy

Anatomy courses present an in-depth study of the human body and biological system. Students study such topics as anatomical terminology, cells, and tissues and typically explore functional systems such as skeletal, muscular, circulatory, respiratory, digestive, reproductive, and nervous systems.

##### 03055 - Physiology

Physiology courses examine all major systems, tissues, and muscle groups in the human body to help students understand how these systems interact and their role in maintaining homeostasis. These courses may also cover such topics as cell structure and function, metabolism, and the human life cycle.

KCCMS  
D3053

AMBA

# Course Name: Anatomy and Physiology I

4 Credit Hours

## Course Information

Course Number-Section: BIOL-211

Final Exam:

Start/End Date:

AMBA

## Instructor Information and Communication Expectations

### Instructor Information:

Instructor:

Phone:

Email:

Office Location:

### Contacting Instructor:

Best Method of Contact:

## Course Description

Description: : The structure and function of cells and tissues and the skeletal, muscular, and nervous systems comprise the course content. Special attention is given to controls and integration of the erect and moving body. This course is designed primarily for students in health-related fields.

Prerequisites: None. Chemistry for Health Services and Principles of Biology are highly recommended.

Openstax Anatomy and Physiology 2e.

Publish Date: Apr 20, 2022

Web Version Last Updated: Jun 13, 2024

Hardcover:

BN-13: 978-1-711494-06-7

Paperback:

BN-13: 978-1-711494-05-0

Digital:

BN-13: 978-1-951693-42-8

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## Student Learning Outcomes

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RSN Course BIO 2030 (BIO 2031 lecture and BIO 2032 lab)

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

For a full list follow the links below.

<https://www.kansasregents.org/resources/SWT/BIO2030.pdf> 

<https://www.kansasregents.org/resources/SWT/BIO2030.pdf>

Students will be able to . . .

Upon completion of this course, students will be able to:

**Body Plan & Organization**

name and describe anatomical and directional terminology including the following topics:

anatomical position

body planes, sections

body cavities & regions

directional terms

basic terminology

levels of organization

survey of body systems

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**Homeostasis**

name and describe basic concepts of homeostasis and how homeostatic mechanisms apply to body systems

Identifying the following topics:

general types of homeostatic mechanisms

examples of homeostatic mechanisms

application of homeostatic mechanisms

predictions related to homeostatic imbalance, including disease states & disorders

### Chemistry & Cell Biology Review

name and describe basic chemistry and cellular structures and function, including the following topics:

atoms & molecules

chemical bonding

inorganic compounds/solutions (including the concept of pH)

organic compounds

energy transfer using ATP

intracellular organization of nucleus and cytoplasm

membrane structure & function

mechanisms for movement of materials across cellular membranes

organelles

protein synthesis

cellular respiration (introduction)

somatic cell division (mitosis & cytokinesis)

reproductive cell division

application of homeostatic mechanisms

predictions related to homeostatic imbalance, including disease states and disorders

### Histology

identify the basic tissues of the body and their location and explain their functions, including the following topics.

overview of histology & tissue types

microscopic anatomy, location, & functional roles of epithelial, connective, muscular and nervous tissues - membranes (mucous, serous, cutaneous & synovial) - glands (exocrine & endocrine) - tissue injury & repair

### Integument System

identify major gross and microscopic anatomical components of the integument system and describe the function of the system, including the following topics.

general functions of the skin & the subcutaneous layer

gross & microscopic anatomy of the skin

roles of the specific tissue layers of the skin & subcutaneous layer

anatomy & functional roles of accessory structures

application of homeostatic mechanisms

predictions related to homeostatic imbalance, including disease states & disorder

### Skeletal System

identify major gross and microscopic anatomical components of the skeletal system and explain their functional

general functions of bone & the skeletal system

structural components – microscopic anatomy

structural components – gross anatomy

physiology of embryonic bone formation (ossification, osteogenesis)

physiology of bone growth, repair & remodeling

organization of the skeletal system - gross anatomy of bones

classification, structure & function of joints (articulations)

application of homeostatic mechanisms

predictions related to homeostatic imbalance, including disease states & disorders

## Muscular System

Identify major gross and microscopic anatomical components of the muscular system and explain their functional roles in body movement, maintenance of posture, and heat production, including the following topics.

general functions of muscle tissue

identification, general location, & comparative characteristics of skeletal, smooth, & cardiac muscle tissue -

detailed gross & microscopic anatomy of skeletal muscle

physiology of skeletal muscle contraction

skeletal muscle metabolism

principles & types of whole muscle contraction - nomenclature of skeletal muscles

location & function of skeletal muscles

group actions of skeletal muscles

lever systems

application of homeostatic mechanisms

predictions related to homeostatic imbalance, including disease states & disorders

## Nervous System

Identify the major gross and microscopic anatomical components of the nervous system and explain their functional roles in communication, control, and integration, including the following topics.

general functions of the nervous system

organization of the nervous system from both anatomical & functional perspectives

gross & microscopic anatomy of the nerve tissue

neurophysiology, including mechanism of resting membrane potential, production of action potentials, & impulse transmission

neurotransmitters & their roles in synaptic transmission

sensory receptors & their roles

division, origin, & function of component parts of the brain

protective roles of the cranial bones, meninges, & cerebrospinal fluid

structure & function of cranial nerves

anatomy of the spinal cord & spinal nerves

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reflexes & their roles in nervous system function

physiology of sensory & motor pathways in the brain & spinal cord

comparison of somatic & autonomic nervous systems

application of homeostatic mechanisms

predictions related to homeostatic imbalance, including disease states & disorders

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

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## Course Types

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**ONLINE COURSE:** An online course uses computer-based technologies (i.e. *Canvas*) to create an online classroom.” Students are instructed in course content through online learning: tutorials, testing exercises, group collaborations, independent assignments, and long-range projects. Each individual course provides a schedule of assignments and deadlines. Students need to have adequate computer skills as they will be communicating with the instructor and classmates online. This course is an online course, and you are responsible for ensuring that you can access all course material on a regular basis either from the GCCC campus or from home. Additionally, certain technical abilities will be required, such as installing necessary plug-ins and uploading files. If you have a problem with a personal computer or interrupted network connection, know that you are still responsible for submitting your work on time. If there is a problem with the Canvas system, notify your instructor and Canvas support (877) 259-191 (or email [online@gccccks.edu](mailto:online@gccccks.edu)) (mailto:online@gccccks.edu).

**ACCELERATED COURSE:** An accelerated course allows students to complete an academic course in less time than a full semester. This is an intensive course, covering a full semester’s work in considerably less time. Therefore, regular, consistent attendance is vital for success, and students are required to do substantially more work outside of class.

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## Time Commitment

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This course is measured in credit hours. Each credit hour requires about 45 hours of work. This is a 4 credit hour course.

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## Classroom Decorum

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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 discussion. Be respectful of differences while engaging in online discussions. For more information about Netiquette, see [The Core Rules for Netiquette by Victoria Lea](http://www.albion.com/netiquette/corerules.html). <http://www.albion.com/netiquette/corerules.html>

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## Attendance

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### Attendance Guidelines:

- . Attendance at GCCC is highly recommended.
- . The student is responsible for contacting each instructor regarding an absence.
- . 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.

### College-sponsored Activity Absence Policy:

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

When these criteria are met, coursework will be accepted.

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## Assessment

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### Tests

You will be prepared thoroughly for each test administered. Quizzes will be given throughout the semester to test your understanding of the content presented. Quizzes will have multiple choice, multiple response, true/false, and/or short answer. Writing, communication, analytical, and critical thinking skills will be assessed through discussion post responses and assignments.

### Homework

Homework will be due each Wednesday. Homework will be assigned online through Canvas in the form of discussion boards, assignments, and/or worksheets.

### Make-up/Late Work Policies

Make-up/Late Work: Make up and late work will be accepted on a case-by-case basis. Please communicate. If you know you will be absent, you are expected to work ahead. Labs/lab practical/assignments/quizzes/exams are due on the due dates specified on the schedule. An exception will ONLY be made under approved documented circumstances that occurred which prevented students from completing their activities in the allotted timeframe. Late assignments and missed exams without prior notification or documented extenuating circumstance will result in a grade of "zero."

## Extra Credit Policy

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Extra Credit:

Extra credit will be an option offered.

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## Attendance

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Attendance:

Your attendance is necessary for success.

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## Final Exam

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Final:

The final exam will be timed and cumulative.

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## Grading Scale

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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

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## Computation of Grades

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Homework = 155 points out of 465 = 33%

Attendance/Participation = Possible extra credit 0%

Quizzes = 210 points out of 465 = 45%

Final Exam = 100 points out of 465 = 22%

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## College Policies

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(Updated 01/11/24)

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

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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

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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

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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

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