# GARDEN CITY PUBLIC SCHOOLS

# Regular Board of Education Meeting

# Garden City USD 457

## Thursday, December 19, 2024 - 5:00 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**

B. **SILENT REFLECTION**

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

C.1. Additional certified and classified personnel actions for consideration, Item D.3.

D. **CONSENT AGENDA**

D.1. Minutes

D.1.a. Minutes of the December 2, 2024, Regular Board of Education Meeting

D.2. Accounts Payable totaling $7,769,111.46, noting that all major accounts contain adequate balances to meet current obligations.

D.3. Personnel

D.3.a. Certified

D.3.b. Classified

D.4. Other

D.4.a. The Board of Education is asked to consider and approve the following Curriculum Council Items:

Josh Guymon, Deputy Superintendent

D.4.a.i. New Course - Agriculture Leadership and Communications

D.4.a.ii. New Course - Eclectic String Orchestra

D.4.a.iii. New Course - GCCC CompTIA Security+

D.4.a.iv. New Course - GCCC CJ Interviewing and Report Writing

D.4.a.v. New Course - GCCC General Biology

D.4.a.vi. New Course - GCCC Biology I

D.4.a.vii. New Course - GCCC Biology II

D.4.a.viii. New Course - GCCC Certified Medication Aide

D.4.a.ix. New Course - GCCC Phlebotomy

D.4.a.x. New Course - GCCC Contemporary Mathematics

D.4.a.xi. New Course - GCCC Anatomy and Physiology

D.4.a.xii. New Course - GCCC Anatomy and Physiology I

E. **UNFINISHED BUSINESS**

E.1. Insurance Discussion

Jessica Nothern, Chief Financial Officer

F. **NEW BUSINESS**

F.1. The Board of Education is asked to consider and approve a contract between Garden City High School and Inky Johnson - Keynote Speaker - in the amount of $30,000.00.

Jessica Nothern, Chief Financial Officer

G. **NEXT BOARD MEETING**

*The next meeting of the Board of Education will take place on January 6, 2025, at 6:00 P.M. in the Board Meeting Room at the Educational Support Center, 1205 Fleming St., Garden City, Kansas.*

H. **EXECUTIVE SESSION**

H.1. Preliminary discussion relating to the acquisition of real property.

H.2. Personnel matters for non-elected personnel.

I. **ADJOURNMENT**

J. **ACCOUNTS PAYABLE REVIEW: Robin Bergkamp and Nathan Haeck**

GARDEN CITY PUBLIC SCHOOLS

*DRAFT* MINUTES *DRAFT*

Regular Board of Education Meeting Monday, December 2, 2024 - 6:00 PM

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

---

The Board of Education of Garden City USD 457 met for a Regular meeting on Monday, December 2, 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 Nothern, Chief Financial Officer; and Drew Thon, Chief Human Resource Officer.

Randy Ralston called the meeting to order at 6:00 P.M. The meeting opened with the Pledge of Allegiance.

A. **PLEDGE –** The Pledge of Allegiance was led by the Charles Stones Intermediate Center Lighthouse Team students.

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

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

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.

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. **Recognition of the Garden City High School Boys Cross Country Team -** Matt Bayer, Athletic Director, Garden City High School, recognized the Garden City High School Boys Cross Country Team for winning the 6A State Title.

E.2. **Building Presentation - Charles Stones Intermediate Center** Andrew Lee, Principal, and the Student Lighthouse Team presented the following:

- Who We Are
- Our Statement
- Steps We Take to Do Events
- Announcements
- Movie Night
- How We Got Here
- Our Goal This Year
- Events/Activities Completed
- Goals
- Canned Food Drive

Mr. Lee presented the following:

- Our Goals
- Code of Conduct
- What Makes Us Unique
- Community Support
- Wolf Pack Assemblies
- Principal Pack Leaders
- Cleanest Homeroom
- Walk to Interventions
- After Hours
- Lighthouse Officers
- Wolf Pack Leaders
- Cafeteria Leaders
- Thanksgiving Meal
- Counseling Data

E.3. **Kansas Leadership Academy Presentation** Suzette Goldsby-Lewis, Principal at Plymell Elementary School, Violet Johnson, Admin Intern at Horace Good Middle School and Amber Vigil, Teacher at Plymell Elementary School, presented the following:

- What Is It? – Overview of the Kansas Leadership Academy
- Special Project
- Cohorts
- Graduation
- Violet Johnson shared her experience
- Amber Vigil shared her experience

F. **CONSENT AGENDA** - All consent agenda items were approved as presented.
That the Board of Education approve all consent agenda items as amended. This motion, made by Andy Fahrmeier and seconded by Mark Hinde, Carried.



DRAFT

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 November 4, 2024, Regular Board of Education Meeting – approved as presented.

F.1.b. Minutes of the November 18, 2024, Special Board of Education Meeting – approved as presented.

F.1.c. Accounts Payable totaling $7,426,807.30, notating that all major accounts contain adequate balances to meet current obligations – approved as presented.

**F.2. Personnel** – All certified and classified personnel actions were approved as presented.

**F.2.a. Certified:**

**Retirements:** Julie Koerperich, Kathleen Moorman

**Supplemental Resignation:**

- Russ Tidwell – head coach for debate at Garden City High School effective June 22, 2025.
- Brian Hill – football head coach at Garden City High School, effective May 23, 2025.

**Appointments:** Addyson Bjurstrom, Asia Briggs, Manuel Rios, Lindsey Torres

**Transfers:**

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

**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

**Tuition Reimbursement Agreements:**

- Rebecka Kirk – Master's Degree
- J. Charity Saddler – School Psychology

**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.
- 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

**F.2.b. Classified:**

**Terminations:** Mario A. Colon, Maricruz Baca Galindo, Patricia A. Hernandez, Claudia Zubia Diaz

**Resignations:** Icy Butler, Jasmin S. Carrillo, Elvia Cruz-Tellez, Jessica Hernandez Medina, Anahy Lopez, Rachel E. Norton, Brooke Ptacek, Elena Ramirez Carrillo, Elvia Cruz-Tellez, Esmerelda Rodarte Inguanzo, Jeanette Rivera
**Assignments:** Kaylyn Fonseca Cano, Idaly Castillo, Maria C. Rincon
**Transfers:**

- Juana Alamanza from Custodian I: Kenneth Henderson Middle School to Custodian I: Abe Hubert Elementary School
- Jose B. Cantu from Sub Custodian: Plant Facilities to Custodian II: Education Support Center/Georgia Matthews Elementary School
- Maria Garcia-Sanchez from Small Fleet Driver: Transportation to Sub Bus Driver: Transportation
- Kiana R. Hembree from Paraprofessional I: Abe Hubert Elementary School to .5 Special Education Paraprofessional: Jennie Wilson Elementary School
- Salvador Monroy Calderon from Sub Custodian: Plant Facilities to Custodian I: Kenneth Henderson Middle School
- Zoila Ninabuck from Custodian I: Horace Good Middle School to Custodian I: Abe Hubert Elementary School
- Ashley Peitz from Special Education Paraprofessional I: Victor Ornelas Elementary School to .5 Special Education Paraprofessional I: Victor Orneleas Elementary School
- Isabel Soto from Special Education Paraprofessional II: Victor Ornelas Elementary School to .5 Special Education Paraprofessional: Victor Ornelas Elementary School
- Katie Workman from Daily Substitute Teacher: District to Paraprofessional I: Plymell Elementary School

**F.3. Other**

F.3.a. Approved the updated out of state travel for Garden City High School for 2024-25.
F.3.b. Approved 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.3.c. Approved an update to the Administrative Personnel Handbook: Definition of the Superintendent's Leadership Team.

G.**BOARD REPORTS**

G.1. **WE Survey -** Drew Thon, Chief Human Resources Officer, presented the following:

- WE Survey stands for Workplace Environment Survey
- Conducted in our district since 2009
- Current tool has been used since approx. 2018
- Comparison Data; 2022 vs. 2024

H. **NEW BUSINESS**

H.1. **Plant Facilities Water Source Discussion** - Brandon Anderson, Director of Plant Facilities, presented the following information. With more than 25 staff members working out of Plant Facilities, it is considered a Public Water Supply by KDHE and he was informed that they should have the well registered and inspected by KDHE. It was the recommendation of KDHE that Plant Facilities tie into the City water source.

Board members' questions were answered. The following action was taken.

I make the motion that we connect to the City water source at Plant Facilities. This motion, made by Nathan Haeck and seconded by John Wiese, Carried.

| | |
|---|---|
| Bergkamp: | Yea |
| Fahrmeier: | Yea |
| Gigot: | Yea |
| Haeck: | Yea |
| Hinde: | Yea |
| Ralston: | Yea |
| Wiese: | Yea |

Yea: 7, Nay: 0

H.2. **Capital Projects Update and Discussion** - Brandon Anderson, Director of Plant Facilities, reviewed and asked for direction on scheduled Long Range Facilities Plan projects.

Board members' questions were answered.

Justin Wall with A-Lert Roof Systems presented an option for a Retrofit Standing Seam Metal Roof system for Plymell Elementary School.

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

H.3. **Bids for 1/2 Ton and 3/4 Ton Pickups - Plant Facilities** Brandon Anderson, Director of Plant Facilities, presented the following bids for approval:

- 2025 Chevrolet Silverado 1500 – Lewis Automotive – in the amount of $43,903.00
- 2024 Chevrolet Silverado 2500 – Lewis Automotive – in the amount of $57,977.00

Board members' questions were answered. The following action was taken.

That the Board of Education approve the bids from Lewis Automotive on the two trucks. This motion, made by Robin Bergkamp and seconded by Andy Fahrmeier, Carried.

| | |
|---|---|
| Bergkamp: | Yea |
| Fahrmeier: | Yea |
| Gigot: | Yea |
| Haeck: | Yea |
| Hinde: | Yea |
| Ralston: | Yea |
| Wiese: | Yea |

Yea: 7, Nay: 0

H.4. **Insurance Renewal** Jessica Nothern, Chief Financial Officer, introduced Trent Specht with Iron Insurance Partners and he presented the following:

- Refresher - 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.
- EMC - Pros and Cons
- KICS - Pros and Cons
- Property Claims
- Difference in Coverage
- Blanket Rates - Compared to others
- Claim Example
- What USD 457 and Iron Insurance can continue to do
- Price

Board members' questions were answered. Action will be requested at the next meeting.

H.5. **The Board of Education is asked to consider and approve the following Curriculum Council Items -** Josh Guymon, Deputy Superintendent, presented a first read on the following:

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

Items will be on the consent agenda for approval at the next meeting.

I. **BOARD OPEN DISCUSSION**

- **Jackie Gigot** stated that she attended the Crystal Apple Teacher Awards ceremony and that it was a nice event.
- **Andy Fahrmeier** stated that there was a lot of important information brought before the board tonight. He stated that he appreciated the presentation form the student lighthouse team. He congratulated the Boys Cross Country team on their state title. He also stated that he attended the Crystal Apple Teacher Awards as well and that it is great to see the community come together to support teachers.
- **Robin Bergkamp** stated that she loved the interaction with Mr. Lee and the students during the building presentation. She stated that she appreciates the options that the Kansas Leadership Academy provides. She also stated that she appreciates the board being able to have some tough discussions.

- **John Wiese** stated that he enjoyed the building presentation from Charles Stones Intermediate Center and that he reviewed data provided by Mr. Lee and that they had some big gains in academics. He congratulated the Boys Cross Country team and stated he was present when they won the title and that it was incredible. He stated that he appreciated the roofing presentation from Mr. Wall and that it might be a system the district is able to use in the future. He also stated that he appreciated the insurance presentation.
- **Mark Hinde** stated that the students and Mr. Lee did a great job in their building presentation. He stated that the Kansas Leadership Academy sounds like a great program that the district will reap benefits from. He stated that it is wonderful that the Boys Cross Country team won the state championship. He also stated that he attended a legislative appreciation dinner in Liberal in November and got to visit with several legislators.
- **Randy Ralston** stated that he also attended the Crystal Apple Teacher Awards and that it was a great event. He stated that he appreciates that they are often presented with different options and ideas and that is how we move forward as a district. He stated that the roofing option may be a great one to try out at some time. He also congratulated the Boys Cross Country team and stated that he is proud of them.
- **Nathan Haeck** stated that he agrees with previous comments and stated that he appreciates district employees. He stated that it is great hearing that the district has had so few insurance claims and thanks staff for their part in that. He also stated that he hopes everyone stays healthy with all the sickness going around and he encouraged healthy habits.
- **Dr. Dominguez** stated he attended the Crystal Apple Teacher Awards and that it is great anytime you can celebrate your teachers. He stated state championships are rare and congratulated the Boys Cross Country team and stated that it is a special moment. He stated that he appreciated the building presentation and stated that the scores are trending positively. He stated that the benefit of the Kansas Leadership Academy is huge. He also thanked Drew Thon for the WE Survey presentation and stated that he appreciated the areas of growth.

**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.

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

J.1. **Preliminary discussion relating to the acquisition of real property.**

I move that the Board of Education go into executive session for 15 minutes for the purpose of having preliminary discussions about the acquisition of real property in order to protect the district's financial interest and bargaining position, beginning at 9:05 P.M. and that the Board of Education reconvene into open session at 9:20 P.M. in the Board Meeting Room. I would like to invite Dr. Dominguez, Josh Guymon, Drew Thon and Jessica Nothern 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 9:20 P.M. The following action took place.

That the Board of Education extend the executive session for 20 minutes beginning at 9:20 P.M. and the open meeting will resume at 9:40 P.M. This motion, made by Nathan Haeck and seconded by Andy Fahrmeier, Carried.

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

The open meeting resumed in the board meeting room at 9:40 P.M.

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

L. **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 9:40 P.M. This motion, made by Nathan Haeck and seconded by Andy Fahrmeier, Carried.

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

Respectfully submitted,

Approved:

Jennifer Ramos, Clerk

Randy Ralston, President

DRAFT

BOARD OF EDUCATION

# Certified Personnel Actions

December 19, 2024

**RESIGNATIONS:**

Alice Hilt, drama/theatre teacher at Garden City High School, is submitting her letter of resignation effective May 23, 2025.

Robyn Hilt, family and consumer science teacher at Garden City High School, is submitting her letter of resignation effective May 23, 2025.

Dale Sekavec, adaptive/interrelated teacher at Garden City High School, is submitting his letter of intent effective May 23, 2025.

**APPOINTMENT:**

Darlene Gillan, Garden City, Kansas, is recommended for a part-time counselor assistant position at Garden City High School effective January 6, 2025. She is a former USD 457 teacher with twenty-eight years' experience.

**TRANSFER:**

James Beard – from mathematics position at Garden City High School to instructional coach position at Garden City High School effective for the 2025-2026 school year.

**STUDENT TEACHER AGREEMENTS:**

Stacy Castoe – Newman University

Vilma Huber – Newman University

Alexis Lemons – Fort Hays State University

BOARD OF EDUCATION

# Addendum to Certified Personnel Actions

December 19, 2024

**RESIGNATION:**

Kyra Miller, school counselor at Edith Scheuerman Elementary School, is submitting her letter of resignation effective December 20, 2024.

**TRANSFERS:**

Emily Arellano – from early childhood position at Garfield Early Childhood Center to adaptive/interrelated position at Abe Hubert Elementary School effective January 6, 2025.

Heidi Cundiff – from early childhood position at Garfield Early Childhood Center to adaptive/interrelated position at Abe Hubert Elementary School effective January 6, 2025.

Kathryn Ochampaugh – from kindergarten position at Georgia Matthews Elementary School to early childhood position at Garfield Early Childhood Center effective January 6, 2025.

Jenifer Ravelo – from fifth grade position at Abe Hubert Elementary School to fourth grade position at Abe Hubert Elementary School effective January 6, 2025.

**POSITION REQUESTS:**

Gina Galpin, special education director, is requesting the following position changes effective January 6, 2025:

- Open 2.0 adaptive/interrelated positions at Abe Hubert Elementary School.
- Open 1.0 adaptive/interrelated position for the Therapeutic Education Program.

BOARD OF EDUCATION

# Classified Personnel Actions

## December 19th, 2024

| RETIREMENTS | POSITION | BUILDING | DATE |
|---|---|---|---|
| Leonela Martinez | Bus Driver | Transportation | 12/6/24 |

| TERMINATIONS | POSITION | BUILDING | DATE |
|---|---|---|---|
| Mark Jason Ashabranner | Sub Custodian | Plant Facilities | 11/22/24 |

| RESIGNATIONS | POSITION | BUILDING | DATE |
|---|---|---|---|
| Rosaura Carrillo | Bus Driver | Transportation | 12/20/24 |
| Angelica Cisneros | Paraprofessional I | Alta Brown Elementary School | 11/21/24 |
| Elvia Cruz-Tellez | Sub Custodian | Plant Facilities | 11/14/24 |
| Brigitte DeSalvo | Office Assistant II | Charles O. Stones Intermediate Center | 12/20/24 |
| Ashley Hauck | Special Education Paraprofessional II | Jennie Wilson Elementary School | 11/14/24 |
| Anthony Ramirez | Special Education Paraprofessional II | Victor Ornelas Elementary School | 12/18/24 |
| Erica Martinez-Ortiz | Special Education Paraprofessional II | Garfield Early Childhood Center | 11/22/24 |
| Nevaeh Robinson-Dailing | Special Education Paraprofessional II | Garden City Achieve | 12/13/24 |
| Joseph Sabata | Special Education Paraprofessional II | Garden City Achieve | 12/13/24 |

| ASSIGNMENTS | POSITION | BUILDING | DATE |
|---|---|---|---|
| Daniel Janas | Groundskeeper | Plant Facilities | 12/10/24 |
| Maria Martinez | Sub Custodian | Plant Facilities | 12/9/24 |
| Loree Warren | Administrative Specialist: Special Education | Educational Support Center | 12/9/24 |
| Nidia Orozco | Special Education Paraprofessional II | Jennie Wilson Elementary School | 12/13/24 |

| TRANSFERS | FROM | TO | DATE |
|---|---|---|---|
| Luz Guzman | Custodian I: Horace Good Middle School | Custodian II: Edith Scheuerman Elementary School | 12/2/24 |

| | | | |
|---|---|---|---|
| Francisca Martinez | Custodian I: Florence Wilson Elementary School | Custodian I: Plant Facilities | 12/5/24 |
| Morgan Nelson | Special Education Paraprofessiona I: Kenneth Henderson Middle School | Special Education Paraprofessional II: Abe Hubert Elementary School | 12/9/24 |
| Michelle Vela | Special Education Paraprofessional II: Garfield Early Childhood Center | Special Education Paraprofessional I: Garfield Early Childhood Center | 12/9/24 |

**OTHER:**

Gina Galpin, Director of Special Education, is requesting to close (2) Paraprofessional I and (1) Paraprofessional II at Bernadine Sitts Intermediate Center; (1) Paraprofessional I at Abe Hubert Elementary School; (1) Paraprofessional I at Victor Ornelas Elementary and (1) Paraprofessional I at Garden City High School.

Gina Galpin, Director of Special Education, is requesting to move the 1:1 Paraprofessional II position at Alta Brown to Abe Hubert, effective January 8th, 2025. This position is currently held by Alexis Garcia.

BOARD OF EDUCATION

# Classified Personnel Actions Addendum

December 19, 2024

| RETIREMENTS | POSITION | BUILDING | DATE |
|---|---|---|---|
| Amelia R. Skipton | Special Education Paraprofessional II | Horace Good Middle School | 12/20/24 |

| ASSIGNMENTS | POSITION | BUILDING | DATE |
|---|---|---|---|
| Karen Bruebaker | Nutrition I | Horace Good Middle School | 1/7/25 |

| TRANSFERS | FROM | TO | DATE |
|---|---|---|---|
| Isabel Pastrana Cid | Special Education Paraprofessional I: Garfield Early Childhood Center | Special Education Paraprofessional II: Garden City Achieve | 1/8/25 |

**OTHER:**

Gina Galpin, Director of Special Education, is requesting the closing of 1 Paraprofessional I at Garfield Early Childhood Center; 1 Paraprofessional II at Horace Good Middle School and 1 Paraprofessional II at Garden City High School

**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

---

## 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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>* [signature] *Department Chair / Date*<br>* [signature] *Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>[signature] 11-5-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>[signature]<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>[signature] 11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>[signature] 11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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. | _____<br>*Date Zendesk Submitted*<br>_____<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | _____<br>**Date Changes Complete**<br>☐**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: Elizabeth Meyer

Department of Submission: Trade & Health

Date Completed by Professional: 11/4/24

Building Submitting Request: Garden City High School

Date Submitted to Department Chair:

Course Name:

Agriculture Leadership and Communications

SKYWARD INFORMATION:
Short description of course (15 characters)
*prints on transcripts*
Ag Leadership

Long description of course (30 characters)
Ag Leadership & Communications

Kansas Course Code (KCCMS): 18203

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

**If yes, please attach an explanation of the supplemental including cost and hours.*

**List any pre-requisite courses:**

Intro to Agriculture

**Indicate the following:**

☐ Required Course ☒ Elective Course

☐ Either (depends on grad reqs)

**BELOW TO BE COMPLE**

**Course Length:**

☐ 1 quarter ☐ 1 semester ☒ 2 semesters

**Credit to be Earned:** 1.0

**Is this a dual credit course?** YES / (NO)

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

**Number of USD 457 Credits:** N/A (3 GCCC credit hours = 0.5 credit at USD 457)

*Course Description included in objective/competencies page

*Intro to Ag is freshmen only, unfunded entry level (not a necessity to be pre-req)

| | |
|---|---|
| **GPA Set:** ☑ normal ☐ indexed<br><br>**Skyward Filter:**<br>☐ LA ☐ OC ☐ FA ☐ MA ☐ SS ☐ PE<br>☐ SCI ☐ CO ☑ GE ☐ FL ☐ STEM | ***TECHNOLOGY ON BACK** |
| **BELOW TO BE COMPLETED BY TECHNOLOGY** | |
| ☐ KCCMS Mapping Confirmed<br>☐ Skyward Updates including any Course Code Assigned —> _____<br>☐ Grad Requirements & Filtering Confirmed<br>☐ GCHS Registrar/Counseling Department Notified of Completion<br>☐ Forms Returned to Office of Curriculum & Instruction | |

*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

**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:

| GRADING SCALE | |
|---|---|
| **A** | 100% - 90% |
| **B** | 89% - 80% |
| **C** | 79% - 70% |
| **D** | 69% - 60% |
| **F** | 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 and/or write that information below:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

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

# State Course Codes

## High School

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

### Animal Systems

**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.

### Agribusiness

**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

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

### Agribusiness

**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

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

### 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 plan 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.

## Agricultural Production/Processing

### 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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>*Department Chair / Date*<br>11/5/24<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>11-5-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. Jennifer Mung | **Skyward Course Information Completed**<br>Summer Miller<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐**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<br><br>Department of Submission: Music<br><br>Date Completed by Professional: 9/17/2024 | Building Submitting Request: Garden City High SChool<br><br>Date Submitted to Department Chair: 9/17/2024 |
| Course Name:<br>Eclectic String Orchestra (ESO, for short) | SKYWARD INFORMATION:<br>Short description of course (15 characters)<br>*prints on transcripts*<br>Eclec String Orch<br><br>Long description of course (30 characters)<br>Eclectic String Orchestra<br><br>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 from 9th, 10th, 11th, and 12th grade orchestra students who jus love to play their violin, viola, cello, or bass. Music will be chosen based on the level of the ensemble. |
| Kansas Course Code (KCCMS): 05104 | |
| Please attach the following:<br>☐ Standards/Course Objectives<br>☐ Syllabus<br>☒ Description of Course<br>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<br>**If yes, please attach information regarding curriculum to be purchased that includes cost.*<br>***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*<br><br>Does this course have the potential or need for a supplemental salary?<br>☐ YES* ☒ NO<br>**If yes, please attach an explanation of the supplemental including cost and hours.* |
| **List any pre-requisite courses:**<br>**6–8th Orchestra**<br>**Concurrent enrollment in their regular orchestra class:**<br>9th Gr: Freshman; 10th Gr: Philharmonic; 11th/12th Gr: Symphonic/Chamber | **Indicate the following:**<br>☐ Required Course ☒ Elective Course<br><br>☐ Either (depends on grad reqs) |

**BELOW TO BE COMPLETED BY COUNSELOR**

| | |
|---|---|
| **Course Length:**<br>☐ 1 quarter ☒ 1 semester ☐ 2 semesters<br>**Credit to be Earned:** .5 | **NOTES:** |

| | |
|---|---|
| **Is this a dual credit course?** YES / NO<br>**Is this a GCCC course?** YES/NO<br>**Number of USD 457 Credits:** _____ (3 GCCC credit hours = 0.5 credit at USD 457)<br>**GPA Set:** ☒ normal ☐ indexed<br><br>**Skyward Filter:**<br>☐ LA ☐ OC ☒ FA ☐ MA ☐ SS ☐ PE<br>☐ 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

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

**Music**

**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 thorough 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

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

**Visual Arts**

**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

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

**Visual Arts**

**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

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

**Visual Arts**

**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

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

**Visual Arts**

**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

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

**All Others**

**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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>Amy Anderson 11-5-24<br>*Department Chair / Date*<br>11-4-24<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>11-5-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>Jennifer Mung<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐**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: ~~Emily Hamm~~ Deloach

Department of Submission: Counselors

Date Completed by Professional: 11/4/24

Building Submitting Request: ECHS

Date Submitted to Department Chair: 11/4/24

Course Name: ECCC CompTIA Security

SKYWARD INFORMATION:

Short description of course (15 characters)
*prints on transcripts* ECCC CompTIA

Long description of course (30 characters)
ECCC CompTIA Security

Kansas Course Code (KCCMS): 10108

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

**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**

**CompTIA Security+**

## 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

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 he course, instruction takes place fully in-person. Students will still be expected to use campus technologies like email and Canvas.

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@gcccks.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

### Subject Area 10: Computer and Information Sciences (secondary)

#### Management Information Systems

**10099 - Management Information Systems—Other**

Other Management Information Systems courses.

#### Network Systems

**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

### Subject Area 10: Computer and Information Sciences (secondary)

**Management Information Systems**

**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

### Subject Area 10: Computer and Information Sciences (secondary)

**Network Systems**

**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

### Subject Area 10: Computer and Information Sciences (secondary)

#### Network Systems

**10147 - Network Systems II**

xx

**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.

#### Computer Science/Programming

**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

### Subject Area 10: Computer and Information Sciences (secondary)

**Computer Science/Programming**

**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

### Subject Area 10: Computer and Information Sciences (secondary)

#### Computer Science/Programming

**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.

#### Media Technology

**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

### Subject Area 10: Computer and Information Sciences (secondary)

**Media Technology**

**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 or 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

### Subject Area 10: Computer and Information Sciences (secondary)

**Information Support and Services**

**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

### Subject Area 10: Computer and Information Sciences (secondary)

**Information Support and Services**

**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.

**All Others**

**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

### Subject Area 10: Computer and Information Sciences (secondary)

**All Others**

**10999 - Computer and Information Sciences—Other**

Other Computer and Information Sciences courses.

### Subject Area 11: Communications and Audio/Visual Technology (secondary)

**Communication**

**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

### Subject Area 31: Information Technology Cluster

**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

### Subject Area 31: Information Technology Cluster

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.

## High School

### Subject Area 41: Science, Technology, Engineering, and Mathematics Cluster

**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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. ETHD | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>Jodi Vargas<br>*Department Chair / Date*<br>11/5/2024<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>11-5-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>Jennifer Mungo<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐ **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: Ethan Deloach<br>Department of Submission: Counselors<br>Date Completed by Professional: 11/4/24 | Building Submitting Request: GCHS<br>Date Submitted to Department Chair: 11/4/24 |
| Course Name: GCCC CJ Interviewing and Report Writing | SKYWARD INFORMATION:<br>Short description of course (15 characters)<br>*prints on transcripts* ~~GCCC CJ Interview~~ GCCC Interv and Report<br>Long description of course (30 characters)<br>GCCC CJ Interviews/Report |
| Kansas Course Code (KCCMS): 15053 | |
| Please attach the following:<br>☑ Standards/Course Objectives<br>☐ Syllabus<br>☐ Description of Course<br>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<br>**If yes, please attach information regarding curriculum to be purchased that includes cost.*<br>***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*<br>Does this course have the potential or need for a supplemental salary?<br>☐ YES* ☑ NO<br>**If yes, please attach an explanation of the supplemental including cost and hours.* |
| **List any pre-requisite courses:**<br>None | **Indicate the following:**<br>☐ Required Course ☑ Elective Course<br>☐ Either (depends on grad reqs) |

**BELOW TO BE COMPLETED BY COUNSELOR**

| | |
|---|---|
| **Course Length:**<br>☐ 1 quarter ☑ 1 semester ☐ 2 semesters<br>**Credit to be Earned:** 0.5<br>**Is this a dual credit course?** ~~YES~~/ NO<br>**Is this a GCCC course?** YES/~~NO~~<br>**Number of USD 457 Credits:** 0.5 (3 GCCC credit hours = 0.5 credit at USD 457)<br>**GPA Set:** ☐normal ☑indexed<br><br>**Skyward Filter:**<br>☐LA ☐OC ☐FA ☐MA ☐SS ☐PE<br>☐SCI ☐CO ☐GE ☐FL ☐STEM | **NOTES:**<br><br>***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.*

Edit

# 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.



Key Action Items

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.

## 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.

## Course Type



Key Action Items

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

### Computation of Grades

**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:**



Key Action Items

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)**

## GCCC's General Education Outcomes



Key Action Items

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)** .

## 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



Key Action Items

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 |
|---|---|---|
| | Canvas Resources and Policies Pre-Course Quiz (https://gardencitycc.instructure.com/courses/12847/assignments/369403) | |



Key Action Items

# State Course Codes

## High School

### Subject Area 15: Public, Protective, and Government Service (secondary)

**Government Service**

**15249 - Government Service—Other**

Other Government Service courses.

**All Others**

**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

### Subject Area 44: Law, Public Safety, and Security Cluster

**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

### Subject Area 15: Public, Protective, and Government Service (secondary)

**Fire Management**

**Government Service**

**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

### Subject Area 15: Public, Protective, and Government Service (secondary)

#### Security and Protection

**15149 - Security and Protection—Other**

Other Security and Protection courses.

#### Fire Management

**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

### Subject Area 15: Public, Protective, and Government Service (secondary)

#### Law Enforcement

**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.

#### Security and Protection

**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

### Subject Area 04: Social Sciences and History (secondary)

**Government, Politics, and Law**

**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.

### Subject Area 15: Public, Protective, and Government Service (secondary)

**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.

**Law Enforcement**

**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

### Subject Area 04: Social Sciences and History (secondary)

#### Government, Politics, and Law

**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

### Subject Area 04: Social Sciences and History (secondary)

**Government, Politics, and Law**

**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."

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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. EHD | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>Mark Shuey 11/4/24<br>*Department Chair / Date*<br>11/04/24<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>11-5-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>Jennifer Ng<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐**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: Emily Hamlin DeLoach

Department of Submission: Counselors

Date Completed by Professional: 11-4-24

Building Submitting Request: GCHS

Date Submitted to Department Chair: 11-4-24

Course Name: GCCC General Biology

SKYWARD INFORMATION:
Short description of course (15 characters)
*prints on transcripts* GCCC Gen BIO

Long description of course (30 characters)
GCCC Gen Biology

Kansas Course Code (KCCMS): 03051

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 only might if moves to GCHS but currently on plans for GCCC campus

**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**

**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.*

Edit

# 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

-

-

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)

## 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)** .

## 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 | General Biology (https://gardencitycc.instructure.com/calendar?event_id=73254&include_contexts=course_16582) | 12am |
| Wed Sep 4, 2024 | General Biology (https://gardencitycc.instructure.com/calendar?event_id=73255&include_contexts=course_16582) | 12am |
| | Living Activity (https://gardencitycc.instructure.com/courses/16582/assignments/509520) | due by 8:30am |
| Thu Sep 5, 2024 | Chapter 1 video(a) (https://gardencitycc.instructure.com/courses/16582/assignments/507472) | due by 11:59pm |
| | Microscope Lab (https://gardencitycc.instructure.com/courses/16582/assignments/507470) | due by 11:59pm |
| Fri Sep 6, 2024 | General Biology (https://gardencitycc.instructure.com/calendar?event_id=73256&include_contexts=course_16582) | 12am |
| Mon Sep 9, 2024 | General Biology (https://gardencitycc.instructure.com/calendar?event_id=73459&include_contexts=course_16582) | 12am |
| Tue Sep 10, 2024 | General Biology (https://gardencitycc.instructure.com/calendar?event_id=73460&include_contexts=course_16582) | 12am |
| | MacroNut Activity as a VL (https://gardencitycc.instructure.com/courses/16582/assignments/509496) | due by 11:59pm |
| Wed Sep 11, 2024 | General Biology (https://gardencitycc.instructure.com/calendar?event_id=73461&include_contexts=course_16582) | 12am |
| | Chapter 3 Video (https://gardencitycc.instructure.com/courses/16582/assignments/509499) | due by 11:59pm |
| Fri Sep 13, 2024 | General Biology (https://gardencitycc.instructure.com/calendar?event_id=73462&include_contexts=course_16582) | 12am |

| Date | Details | Due |
| --- | --- | --- |
| Tue Sep 17, 2024 | Chemistry Lab 3 as a Virtual Lab (https://gardencitycc.instructure.com/courses/16582/assignments/509498) | due by 11:59pm |
| | Chapter 1 Lecture Notes (https://gardencitycc.instructure.com/courses/16582/assignments/507469) | |
| | Chapter 1 PowerPoint (https://gardencitycc.instructure.com/courses/16582/assignments/507468) | |
| | Chapter 2 Lecture Notes (https://gardencitycc.instructure.com/courses/16582/assignments/509493) | |
| | Chapter 2 PowerPoint (https://gardencitycc.instructure.com/courses/16582/assignments/509492) | |
| | Chapter 3 Lecture Notes (https://gardencitycc.instructure.com/courses/16582/assignments/509495) | |
| | Chapter 3 PowerPoint (https://gardencitycc.instructure.com/courses/16582/assignments/509494) | |

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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. EHD | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>Mark Shuey 11/4/24<br>*Department Chair / Date*<br>11/4/24<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>11-5-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>Jennifer Merz<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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. | _____<br>*Date Zendesk Submitted*<br>_____<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | _____<br>**Date Changes Complete**<br>☐ **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: Emily Hamlin Delocan<br>Department of Submission: Counselors<br>Date Completed by Professional: 11/4/24 | Building Submitting Request: GCHS<br>Date Submitted to Department Chair: 11/4/24 |
| Course Name: GCCC Biology I | SKYWARD INFORMATION:<br>Short description of course (15 characters)<br>*prints on transcripts* GCCC Bio I<br>Long description of course (30 characters)<br>GCCC Biology I |
| Kansas Course Code (KCCMS): 03052 | |
| Please attach the following:<br>☑ Standards/Course Objectives<br>☑ Syllabus<br>☑ Description of Course<br>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<br>**If yes, please attach information regarding curriculum to be purchased that includes cost.*<br>***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*<br>Does this course have the potential or need for a supplemental salary?<br>☐ YES*? ☑ NO<br>**If yes, please attach an explanation of the supplemental including cost and hours.*<br>Not at this time - It will only likely ever be @ GCCC |
| **List any pre-requisite courses:**<br>None | **Indicate the following:**<br>☐ Required Course ☐ Elective Course<br>☑ 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 CMMA 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.*

# 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)

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:shelli.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%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.

**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) .

## 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/download?download_frd=1)**

# Course Summary:

| Date | Details | Due |
|---|---|---|
| Wed Jan 17, 2024 | Canvas Access (https://gardencitycc.instructure.com/courses/14904/assignments/451097) | due by 11:59pm |
| Sun Jan 21, 2024 | Chapter 1 Post Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451104) | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| | Is Sammy Alive? (https://gardencitycc.instructure.com/courses/14904/assignments/451142) | due by 11:59pm |
| | Microscope Lab Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451150) | due by 11:59pm |
| | Practice kingdoms (https://gardencitycc.instructure.com/courses/14904/assignments/451161) | due by 11:59pm |
| | Syllabus and Safety Contract (https://gardencitycc.instructure.com/courses/14904/assignments/451170) | due by 11:59pm |
| | Syllabus and Safety Contract Quiz take after we have covered the Safety Contract and the Syllabus (https://gardencitycc.instructure.com/courses/14904/assignments/451171) | due by 11:59pm |
| Tue Jan 23, 2024 | Chemical Model Lab in class (https://gardencitycc.instructure.com/courses/14904/assignments/451130) | due by 11:59pm |
| Thu Jan 25, 2024 | Macromolecule model lab (https://gardencitycc.instructure.com/courses/14904/assignments/451148) | due by 11:55am |
| Sun Jan 28, 2024 | Chapter 2 post quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451107) | due by 11:59pm |
| Tue Jan 30, 2024 | Macromolecule lab (https://gardencitycc.instructure.com/courses/14904/assignments/451146) | due by 2:30pm |
| | Macromolecule lab (https://gardencitycc.instructure.com/courses/14904/assignments/451147) | due by 11:59pm |
| Sun Feb 4, 2024 | Chapter 3 Post Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451111) | due by 11:59pm |
| | Chapter 3 Video 3 (https://gardencitycc.instructure.com/courses/14904/assignments/451113) | due by 11:59pm |
| Wed Feb 7, 2024 | Unit Test 1 (https://gardencitycc.instructure.com/courses/14904/assignments/451177) | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| Thu Feb 8, 2024 | Cell Lab (https://gardencitycc.instructure.com/courses/14904/assignments/451101) | due by 11:59pm |
| Fri Feb 9, 2024 | Cell Presentation (https://gardencitycc.instructure.com/courses/14904/assignments/451102) | due by 10:20am |
| | Chapter 1 Practice NO GRADE (https://gardencitycc.instructure.com/courses/14904/assignments/451105) | due by 11:59pm |
| | Chapter 2 quiz Practice NO GRADE (https://gardencitycc.instructure.com/courses/14904/assignments/451108) | due by 11:59pm |
| | Chapter 2-3 Quiz open after due (https://gardencitycc.instructure.com/courses/14904/assignments/451109) | due by 11:59pm |
| | Chapter 3 Quiz Practice NO GRADE (https://gardencitycc.instructure.com/courses/14904/assignments/451112) | due by 11:59pm |
| Sun Feb 11, 2024 | Chapter 4 Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451116) | due by 11:59pm |
| Fri Feb 16, 2024 | Movement lab (https://gardencitycc.instructure.com/courses/14904/assignments/451156) | due by 11:59pm |
| Sun Feb 18, 2024 | Chapter 5 Post Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451122) | due by 11:59pm |
| Sun Feb 25, 2024 | Chapter 6 Photosynthesis (https://gardencitycc.instructure.com/courses/14904/assignments/451126) | due by 11:59pm |
| | Invertase Lab (https://gardencitycc.instructure.com/courses/14904/assignments/451141) | due by 11:59pm |
| | Page Template | to do: 11:59pm |
| Sun Mar 3, 2024 | Respiration Video (https://gardencitycc.instructure.com/courses/14904/assignments/451167) | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| Thu Mar 7, 2024 | Unit 2 Test (https://gardencitycc.instructure.com/courses/14904/assignments/451172) | due by 11:59pm |
| Sun Mar 10, 2024 | Chapter 7 post quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451127) | due by 11:59pm |
| | Mitosis Microscope Lab (https://gardencitycc.instructure.com/courses/14904/assignments/451151) | due by 11:59pm |
| Wed Mar 13, 2024 | Mitosis Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451152) | due by 11:59pm |
| Sun Mar 17, 2024 | Chapter 8 Chapter Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451128) | due by 11:59pm |
| | DNA Lab Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451132) | due by 11:59pm |
| Mon Mar 18, 2024 | Unit three test (https://gardencitycc.instructure.com/courses/14904/assignments/451178) | due by 11:59pm |
| Sun Mar 24, 2024 | RNA Practice Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451163) | due by 11:59pm |
| | transcription and Translation lab (https://gardencitycc.instructure.com/courses/14904/assignments/451179) | due by 11:59pm |
| Fri Mar 29, 2024 | Unit 4 Test - In testing center (https://gardencitycc.instructure.com/courses/14904/assignments/451175) | due by 11:59pm |
| Sun Mar 31, 2024 | Basics Genetics Part 1 (https://gardencitycc.instructure.com/courses/14904/assignments/451096) | due by 11:59pm |
| | Genetic Practice questions (https://gardencitycc.instructure.com/courses/14904/assignments/451137) | due by 11:59pm |
| Wed Apr 17, 2024 | Monohybrid Cross 1 (https://gardencitycc.instructure.com/courses/14904/assignments/451154) | due by 11:59pm |
| | Monohybrid Crosses 2 | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| | Chapter 5 (https://gardencitycc.instructure.com/courses/14904/assignments/451120) | |
| | Chapter 5 Online Lab activity (https://gardencitycc.instructure.com/courses/14904/assignments/451121) | |
| | Chapter 5 short (https://gardencitycc.instructure.com/courses/14904/assignments/451125) | |
| | Chapter 5 Video 1 (https://gardencitycc.instructure.com/courses/14904/assignments/451124) | |
| | Crash Course DNA and Replication (https://gardencitycc.instructure.com/courses/14904/assignments/451131) | |
| | Ecology (https://gardencitycc.instructure.com/courses/14904/assignments/451133) | |
| | Eukaryopolis - The City of Animal Cells (https://gardencitycc.instructure.com/courses/14904/assignments/451134) | |
| | General Genetics Lab (https://gardencitycc.instructure.com/courses/14904/assignments/451136) | |
| | Kingdom Charts Practice (https://gardencitycc.instructure.com/courses/14904/assignments/451143) | |
| | Light Dependent Reaction (https://gardencitycc.instructure.com/courses/14904/assignments/451144) | |
| | Light Dependent Reaction - Open After test (https://gardencitycc.instructure.com/courses/14904/assignments/451145) | |
| | Meiosis Quiz Study after quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451149) | |
| | Parts of the Microscope Video (https://gardencitycc.instructure.com/courses/14904/assignments/451157) | |

| Date | Details | Due |
|---|---|---|
| | (https://gardencitycc.instructure.com/courses/14904/assignments/451155) | |
| Thu Apr 18, 2024 | Unit 5 Test - Genetics (https://gardencitycc.instructure.com/courses/14904/assignments/451176) | due by 11:59pm |
| Sun Apr 21, 2024 | Human Genetics Test Part 1 (https://gardencitycc.instructure.com/courses/14904/assignments/451138) | due by 11:59pm |
| | Human Genetics Test Part 2 (https://gardencitycc.instructure.com/courses/14904/assignments/451139) | due by 11:59pm |
| | Human Inheritance Practice Problems (https://gardencitycc.instructure.com/courses/14904/assignments/451140) | due by 11:59pm |
| Wed Apr 24, 2024 | Final (https://gardencitycc.instructure.com/courses/14904/assignments/451135) | due by 11:59pm |
| Thu Apr 25, 2024 | Chapter 1 open after due (https://gardencitycc.instructure.com/courses/14904/assignments/451106) | due by 11:59pm |
| | Chapter 4 Quiz No GRADE (https://gardencitycc.instructure.com/courses/14904/assignments/451117) | due by 11:59pm |
| | Chapter 5 Post Quiz Unit 2 Practice (https://gardencitycc.instructure.com/courses/14904/assignments/451123) | due by 11:59pm |
| | Chapter 8 Practice Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451129) | due by 11:59pm |
| | Mitosis Quiz Practice for Unit 2 (https://gardencitycc.instructure.com/courses/14904/assignments/451153) | due by 11:59pm |
| | Photosynthesis After quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451158) | due by 11:59pm |
| | Practice test for Unit 4 (https://gardencitycc.instructure.com/courses/14904/assignments/451162) | due by 11:59pm |
| | Practice Unit 4 Test (https://gardencitycc.instructure.com/courses/14904/assignments/451160) | due by 11:59pm |

| Date | Details | Due |
| --- | --- | --- |
| | Respiration Quiz Practice for Unit test (https://gardencitycc.instructure.com/courses/14904/assignments/451166) | due by 11:59pm |
| | Roll Call Attendance (https://gardencitycc.instructure.com/courses/14904/assignments/451168) | due by 11:59pm |
| | Canvas Resources and Policies Pre-Course Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/440407) | |
| | Canvas Resources and Policies Pre-Course Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451098) | |
| | Canvas Resources and Policies Pre-Course Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451099) | |
| | Canvas Resources and Policies Pre-Course Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451100) | |
| | Cell division open to study (https://gardencitycc.instructure.com/courses/14904/assignments/451103) | |
| | Chapter 2-3 Quiz open after due (https://gardencitycc.instructure.com/courses/14904/assignments/451110) | |
| | Chapter 4 Open after test (https://gardencitycc.instructure.com/courses/14904/assignments/451114) | |
| | Chapter 4 Open after test (https://gardencitycc.instructure.com/courses/14904/assignments/451115) | |
| | Chapter 5 (https://gardencitycc.instructure.com/courses/14904/assignments/451118) | |
| | Chapter 5 (https://gardencitycc.instructure.com/courses/14904/assignments/451119) | |

| Date | Details | Due |
| --- | --- | --- |
| | Photosynthesis Short Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451159) | |
| | Respiration Diagram after quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451164) | |
| | Respiration Quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451165) | |
| | Spring 21 Final Part 1 Track (https://gardencitycc.instructure.com/courses/14904/assignments/451169) | |
| | Unit 2 practice quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451173) | |
| | Unit 3 quiz (https://gardencitycc.instructure.com/courses/14904/assignments/451174) | |

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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. EHD | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>Mark Shea 11/4/24<br>*Department Chair / Date*<br>11/4/24<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>11-5-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>Jennifer Merg<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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. | _____<br>*Date Zendesk Submitted*<br>_____<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | _____<br>**Date Changes Complete**<br>☐**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: Emily Hamm DeNoah

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 II

SKYWARD INFORMATION:
Short description of course (15 characters)
*prints on transcripts* GCCC BIO II

Long description of course (30 characters)
GCCC 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 @ GCCC

**If yes, please attach an explanation of the supplemental including cost and hours.*

**List any pre-requisite courses:**

GCCC 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.*

Edit

SP24

# 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)

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**

## 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

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 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) .

## 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)**

# Course Summary:

| Date | Details | Due |
|---|---|---|
| Wed Jan 17, 2024 | Syllabus and Safety contract (https://gardencitycc.instructure.com/courses/14905/assignments/451364) | due by 11:59pm |
| Thu Jan 18, 2024 | Dichotomous Key (https://gardencitycc.instructure.com/courses/14905/assignments/451355) | due by 11:59pm |
| Sun Jan 21, 2024 | Syllabus and Safety Contract Quiz - Take after your second lab day OR after you have watched the | due by 11:59pm |

| Date | Details | Due |
|---|---|---|
| | videos (https://gardencitycc.instructure.com/courses/14905/assignments/451363) | |
| | Week 1 Chapter 1 Page | to do: 11:59pm |
| Tue Jan 23, 2024 | Chapter 1 Openstax (https://gardencitycc.instructure.com/courses/14905/assignments/451354) | due by 11:59pm |
| | Natural selection sign (https://gardencitycc.instructure.com/courses/14905/assignments/451358) | due by 11:59pm |
| Tue Jan 30, 2024 | Caminaculaes Lab (https://gardencitycc.instructure.com/courses/14905/assignments/451352) | due by 11:59pm |
| Sun Feb 18, 2024 | Practice Unit 1 Test (https://gardencitycc.instructure.com/courses/14905/assignments/451359) | due by 11:59pm |
| Sun Feb 25, 2024 | Prokaryote quiz (https://gardencitycc.instructure.com/courses/14905/assignments/451360) | due by 11:59pm |
| | BIOL 115 Page Template | to do: 11:59pm |
| Sun Mar 10, 2024 | Eukaryotes - General (https://gardencitycc.instructure.com/courses/14905/assignments/451356) | due by 11:59pm |
| | Protista quiz (https://gardencitycc.instructure.com/courses/14905/assignments/451362) | due by 11:59pm |
| Thu Mar 21, 2024 | Animal Tissue and organ systems (https://gardencitycc.instructure.com/courses/14905/assignments/451351) | due by 11:59pm |
| Sun Mar 24, 2024 | Protection, Support, and Movement (https://gardencitycc.instructure.com/courses/14905/assignments/451361) | due by 11:59pm |
| Fri Apr 12, 2024 | Course Evaluation (https://gardencitycc.instructure.com/calendar?event_id=66286&include_contexts=course_14905) | 11:59pm |
| Sun Apr 14, 2024 | Course Evaluation (https://gardencitycc.instructure.com/calendar? | 12am |

| Date | Details | Due |
|---|---|---|
| | event_id=66285&include_contexts=course_14905) | |
| Wed Apr 24, 2024 | Final (https://gardencitycc.instructure.com/courses/14905/assignments/451357) | due by 11:59pm |
| | Canvas Resources and Policies Pre-Course Quiz (https://gardencitycc.instructure.com/courses/14905/assignments/440408) | |
| | Chapter 01 (https://gardencitycc.instructure.com/courses/14905/assignments/451328) | |
| | Chapter 16 (https://gardencitycc.instructure.com/courses/14905/assignments/451321) | |
| | Chapter 16 (https://gardencitycc.instructure.com/courses/14905/assignments/451322) | |
| | Chapter 17 (https://gardencitycc.instructure.com/courses/14905/assignments/451317) | |
| | Chapter 18 (https://gardencitycc.instructure.com/courses/14905/assignments/451331) | |
| | Chapter 19 (https://gardencitycc.instructure.com/courses/14905/assignments/451325) | |
| | Chapter 20 (https://gardencitycc.instructure.com/courses/14905/assignments/451334) | |
| | Chapter 21 (https://gardencitycc.instructure.com/courses/14905/assignments/451333) | |
| | Chapter 22 (https://gardencitycc.instructure.com/courses/14905/assignments/451350) | |
| | Chapter 23 (https://gardencitycc.instructure.com/courses/14905/assignments/451347) | |
| | Chapter 24 (https://gardencitycc.instructure.com/courses/14905/assignments/451330) | |

| Date | Details | Due |
|---|---|---|
| | Chapter 25 (https://gardencitycc.instructure.com/courses/14905/assignments/451313) | |
| | Chapter 27 (https://gardencitycc.instructure.com/courses/14905/assignments/451327) | |
| | Chapter 28 (https://gardencitycc.instructure.com/courses/14905/assignments/451341) | |
| | Chapter 29 (https://gardencitycc.instructure.com/courses/14905/assignments/451332) | |
| | Chapter 30 (https://gardencitycc.instructure.com/courses/14905/assignments/451343) | |
| | Chapter 31 (https://gardencitycc.instructure.com/courses/14905/assignments/451308) | |
| | Chapter 32 (https://gardencitycc.instructure.com/courses/14905/assignments/451339) | |
| | Chapter 33 (https://gardencitycc.instructure.com/courses/14905/assignments/451336) | |
| | Chapter 34 (https://gardencitycc.instructure.com/courses/14905/assignments/451335) | |
| | Chapter 34 (https://gardencitycc.instructure.com/courses/14905/assignments/451337) | |
| | Chapter 35 (https://gardencitycc.instructure.com/courses/14905/assignments/451338) | |
| | Chapter 36 (https://gardencitycc.instructure.com/courses/14905/assignments/451319) | |
| | Chapter 37 (https://gardencitycc.instructure.com/courses/14905/assignments/451310) | |
| | Chapter 38 (https://gardencitycc.instructure.com/courses/14905/assignments/451323) | |

| Date | Details | Due |
|---|---|---|
| | Chapter 39 (https://gardencitycc.instructure.com/courses/14905/assignments/451346) | |
| | Chapter 40 (https://gardencitycc.instructure.com/courses/14905/assignments/451345) | |
| | Chapter 41 (https://gardencitycc.instructure.com/courses/14905/assignments/451342) | |
| | Chapter 42 (https://gardencitycc.instructure.com/courses/14905/assignments/451344) | |
| | Chapter 43 (https://gardencitycc.instructure.com/courses/14905/assignments/451326) | |
| | Chapter 44 (https://gardencitycc.instructure.com/courses/14905/assignments/451311) | |
| | Chapter 45 (https://gardencitycc.instructure.com/courses/14905/assignments/451314) | |
| | Chapter 46 (https://gardencitycc.instructure.com/courses/14905/assignments/451329) | |
| | Chapter 47 (https://gardencitycc.instructure.com/courses/14905/assignments/451312) | |
| | Chapter 48 (https://gardencitycc.instructure.com/courses/14905/assignments/451340) | |
| | Chapter 49 (https://gardencitycc.instructure.com/courses/14905/assignments/451348) | |
| | Chapter 50 (https://gardencitycc.instructure.com/courses/14905/assignments/451349) | |
| | Chapter 51 (https://gardencitycc.instructure.com/courses/14905/assignments/451315) | |
| | Chapter 52 (https://gardencitycc.instructure.com/courses/14905/assignments/451320) | |

| Date | Details | Due |
| --- | --- | --- |
| | Chapter 53 (https://gardencitycc.instructure.com/courses/14905/assignments/451318) | |
| | Chapter 54 (https://gardencitycc.instructure.com/courses/14905/assignments/451324) | |
| | Chapter 55 (https://gardencitycc.instructure.com/courses/14905/assignments/451316) | |
| | Chapter 56 (https://gardencitycc.instructure.com/courses/14905/assignments/451309) | |
| | Chapter 57 (https://gardencitycc.instructure.com/courses/14905/assignments/451307) | |
| | Unit 1 Practice Test (https://gardencitycc.instructure.com/courses/14905/assignments/451365) | |

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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>Jessica Schneider 10/7/24<br>*Department Chair / Date*<br>Health Science<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>10-7-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐**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: Ethamu Dewaly<br>Department of Submission: Counseling<br>Date Completed by Professional: 10/4/24 | Building Submitting Request: GCHS<br>Date Submitted to Department Chair: 10/4/24 |
| Course Name: Certified Medication Aide<br>GCCC | SKYWARD INFORMATION:<br>Short description of course (15 characters)<br>*prints on transcripts*<br>CMA<br>Long description of course (30 characters)<br>GCCC Certified Med Aide |
| Kansas Course Code (KCCMS): 14247 | |
| Please attach the following:<br>☑ Standards/Course Objectives<br>☑ Syllabus<br>☑ Description of Course<br>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<br>**If yes, please attach information regarding curriculum to be purchased that includes cost.*<br>***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*<br>Does this course have the potential or need for a supplemental salary?<br>☐ YES* ☒ NO<br>**If yes, please attach an explanation of the supplemental including cost and hours.* |
| **List any pre-requisite courses:** 18 years of age.<br>CNA class passed,<br>CNA state certified | **Indicate the following:**<br>☐ Required Course ☒ Elective Course<br>☐ Either (depends on grad reqs) |

**BELOW TO BE COMPLETED BY COUNSELOR**

| | |
|---|---|
| **Course Length:**<br>☐ 1 quarter ☒ 1 semester ☐ 2 semesters<br>**Credit to be Earned:** .5<br>**Is this a dual credit course?** YES / NO<br>**Is this a GCCC course?** YES/NO<br>**Number of USD 457 Credits:** .5 (3 GCCC credit hours = 0.5 credit at USD 457) | **NOTES:**<br>New Skyward Course # |

| | |
|---|---|
| **GPA Set:** ☐normal ☒indexed<br><br>**Skyward Filter:**<br>☐LA ☐OC ☐FA ☐MA ☐SS ☐PE<br>☐SCI ☐CO ☒GE ☐FL ☐STEM | ***TECHNOLOGY ON BACK** |
| **BELOW TO BE COMPLETED BY TECHNOLOGY** | |
| ☐KCCMS Mapping Confirmed<br>☐Skyward Updates including any Course Code Assigned —> _____<br>☐Grad Requirements & Filtering Confirmed<br>☐GCHS Registrar/Counseling Department Notified of Completion<br>☐Forms Returned to Office of Curriculum & Instruction | |

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

Outlook

## 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 14: Health Care Sciences (secondary)

**Support Services**

**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.

**All Others**

**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 - Biosclences 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.

GARDEN CITY COMMUNITY COLLEGE

**HELR-103 Certified Medication Aide**

KCCMS
~~14204~~ ~~188~~
OR
14249 189

**COURSE INFORMATION**

**Course Number-Section:** HELR 103
**Final Exam:**
**Start/End Date:** Click here to enter text.

**INSTRUCTOR INFORMATION**

**Instructor:**
**Phone:** Click here to enter text.
**Emal:**
**Office Location:** Click here to enter text.

**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.

**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

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

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**

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. These include but are not limited to

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

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.

**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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>Jenine L Schneider 10/7/24<br>*Department Chair / Date*<br>Health Science<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>10-7-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>Jennifer Mey<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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. | _____<br>*Date Zendesk Submitted*<br>_____<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | _____<br>**Date Changes Complete**<br>☐**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: E Hamm Dewaen<br>Department of Submission: Counseling<br>Date Completed by Professional: 10/4/24 | Building Submitting Request: GCHS<br>Date Submitted to Department Chair: 10/4/24 |
| Course Name:<br>GCCC Phlebotomy | SKYWARD INFORMATION:<br>Short description of course (15 characters)<br>*prints on transcripts*<br>GCCC Phlebotomy<br>Long description of course (30 characters)<br>GCCC Phlebotomy |
| Kansas Course Code (KCCMS): 14104 | |
| Please attach the following:<br>☒ Standards/Course Objectives<br>☒ Syllabus<br>☐ Description of Course<br>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<br>**If yes, please attach information regarding curriculum to be purchased that includes cost.*<br>***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*<br>Does this course have the potential or need for a supplemental salary?<br>☐ YES* ☒ NO<br>**If yes, please attach an explanation of the supplemental including cost and hours.* |
| **List any pre-requisite courses:**<br>GCCC level of requirements as stated | **Indicate the following:**<br>☐ Required Course ☒ Elective Course<br>☐ Either (depends on grad reqs) |

**BELOW TO BE COMPLETED BY COUNSELOR**

| | |
|---|---|
| **Course Length:**<br>☐ 1 quarter ☒ 1 semester ☐ 2 semesters<br>**Credit to be Earned:** .5<br>**Is this a dual credit course?** YES / NO<br>**Is this a GCCC course?** YES/NO<br>**Number of USD 457 Credits:** .5 (3 GCCC credit hours = 0.5 credit at USD 457) | **NOTES:**<br>Needs Skyward Course code |

| | |
|---|---|
| **GPA Set:** ☐normal ☒indexed<br><br>**Skyward Filter:**<br>☐LA ☐OC ☐FA ☐MA ☐SS ☐PE<br>☐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.*

Outlook

## 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 14: Health Care Sciences (secondary)

**Diagnostic Services**

**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.

**Health Information**

**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
14104

p9
186

Edit

## 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

Hoeltke, 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@gcccks.edu) (mailto:online@gcccks.edu))** .

## 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/1556086?wrap=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.)

## 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.



- 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



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@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,

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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>*Department Chair / Date*<br>10/4/24<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>10-7-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst./Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐**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: Elham Deloach<br>Department of Submission: Counseling<br>Date Completed by Professional: 10/4/24 | Building Submitting Request: GCHS<br>Date Submitted to Department Chair: 10/4/24 |
| Course Name:<br>GCCC Contemporary Mathematics | SKYWARD INFORMATION:<br>Short description of course (15 characters)<br>*prints on transcripts*<br>GCCC Contemp Math<br>Long description of course (30 characters)<br>GCCC Contemp Math |
| Kansas Course Code (KCCMS): 02138 | |
| Please attach the following:<br>☑ Standards/Course Objectives<br>☑ Syllabus<br>☑ Description of Course<br>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<br>**If yes, please attach information regarding curriculum to be purchased that includes cost.*<br>***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*<br>Does this course have the potential or need for a supplemental salary?<br>☐ YES* ☒ NO<br>**If yes, please attach an explanation of the supplemental including cost and hours.* |
| **List any pre-requisite courses:**<br>Accuplacer qualifying score<br>ACT qualifying score | **Indicate the following:**<br>☐ Required Course ☐ Elective Course<br>☒ Either (depends on grad reqs) |

**BELOW TO BE COMPLETED BY COUNSELOR**

| | |
|---|---|
| **Course Length:**<br>☐ 1 quarter ☒ 1 semester ☐ 2 semesters<br>**Credit to be Earned:** 0.5<br>**Is this a dual credit course?** YES / NO<br>**Is this a GCCC course?** YES/NO<br>**Number of USD 457 Credits:** .5 (3 GCCC credit hours = 0.5 credit at USD 457) | **NOTES:**<br>New Skyward course # needed |

| | |
|---|---|
| **GPA Set:** ☐normal ☒indexed<br><br>**Skyward Filter:**<br>☐LA ☐OC ☐FA ☒MA ☐SS ☐PE<br>☐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.*

Outlook

## 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
Dual Credit Coordinator
Office | 620-276-0441
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).*

02138



# 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.

KCCMS
02151 22

02138 21

## 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.

## 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 he course, instruction takes place fully in-person. Students will still be expected to use campus technologies like email and Canvas.

## 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 he course, instruction takes place fully in-person. Students will still be expected to use campus technologies like email and Canvas.

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).

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.)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.

## 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.

## 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.

## 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**

Click here to enter text. Arrange by Unit or by Week.

***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.

GCCC Anatomy and Physiology [9103]

## 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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>10/7<br>*Department Chair / Date*<br><br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>10-7-24<br>*Head Principal Signature / Date* |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>11-12-24<br>*Curriculum Council Chair Signature / Date* |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>11-12-24<br>*Asst. Deputy Superintendent Signature / Date* |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br><br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐**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: E Hamm Deloach<br>Department of Submission: 10/4/24<br>Date Completed by Professional: Counselin | Building Submitting Request: GCHS<br>Date Submitted to Department Chair: 10/4/24 |
| Course Name: GCCC Anatomy and Physiology<br>* take 9113 from Skyward and update | SKYWARD INFORMATION:<br>Short description of course (15 characters)<br>*prints on transcripts* GCCC Anat & Phy<br>Long description of course (30 characters)<br>GCCC Anatomy and Physiology |
| Kansas Course Code (KCCMS): 03054 - update in curriculum and course master | |
| Please attach the following:<br>☑ Standards/Course Objectives<br>☑ Syllabus<br>☑ Description of Course<br>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<br>**If yes, please attach information regarding curriculum to be purchased that includes cost.*<br>***If approved by building principal, Council will assume that cost of new curriculum is not a concern.*<br>Does this course have the potential or need for a supplemental salary?<br>☐ YES* ☑ NO<br>**If yes, please attach an explanation of the supplemental including cost and hours.* |
| **List any pre-requisite courses:**<br>None<br>Bio 210 is this class | **Indicate the following:**<br>☐ Required Course ☑ Elective Course<br>☐ Either (depends on grad reqs) |

**BELOW TO BE COMPLETED BY COUNSELOR**

| | |
|---|---|
| **Course Length:**<br>☐ 1 quarter ☑ 1 semester ☐ 2 semesters<br>**Credit to be Earned:** 0.5<br>**Is this a dual credit course?** YES / NO<br>**Is this a GCCC course?** YES/NO<br>**Number of USD 457 Credits:** 0.5 (3 GCCC credit hours = 0.5 credit at USD 457) | **NOTES:**<br>take 9113 from Skyward and update name, KS course code be sure it is indexed<br>No semester indication; can occur either semester |

| | |
|---|---|
| **GPA Set:** ☐normal ☑indexed<br><br>**Skyward Filter:**<br>☐LA ☐OC ☐FA ☐MA ☐SS ☐PE<br>☐SCI ☐CO ☑GE ☐FL ☐STEM | ***TECHNOLOGY ON BACK** |
| **BELOW TO BE COMPLETED BY TECHNOLOGY** | |
| ☐KCCMS Mapping Confirmed<br>☐Skyward Updates including any Course Code Assigned —> _____<br>☐Grad Requirements & Filtering Confirmed<br>☐GCHS Registrar/Counseling Department Notified of Completion<br>☐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 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.

Outlook

## 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
Dual Credit Coordinator
Office | 620-276-0441
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).*

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

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

- 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

- 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

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

- 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

### 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.

GCCLA&P 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.*

| | |
|---|---|
| **STEP ONE:** Requesting professional (teacher/counselor) completes the written request. | |
| **STEP TWO:** Requesting professional takes request to Department Chair for consideration/additional information. The Department Chair presents the course to members of the department. | **Recommended / Not Recommended**<br>*Department Chair / Date* 10/7<br>*Date of Department Mtg.* |
| **STEP THREE:** Request is sent to the Head Principal for consideration. | **Recommended / Not Recommended**<br>*Head Principal Signature / Date* 10-7-24 |
| **STEP FOUR:** Counselors complete Skyward Course Information on the written request form. | **Skyward Course Information Completed**<br>*Department Chair* |
| **STEP FIVE:** 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.* | **Recommended / Not Recommended****<br>*Curriculum Council Chair Signature / Date* 11-12-24 |
| **STEP SIX:** Final determination, before submission to the BOE, is determined by the Assistant/Deputy Superintendent overseeing the Office of Curriculum & Instruction. | **Recommended / Not Recommended**<br>*Asst./Deputy Superintendent Signature / Date* 11-12-24 |
| **STEP SEVEN:** Request is presented to BOE for approval | **Approved / Not Approved** |
| **STEP EIGHT:** 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*<br>*Date Forms Delivered* |
| **STEP NINE:** GCHS Registrar/Counselors are notified of completed changes by Technology. Forms are returned to the Office of Curriculum & Instruction. | **Date Changes Complete**<br>☐**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: Ethamin DeLoach

Department of Submission: Counseling

Date Completed by Professional: 10/4/24

Building Submitting Request: GCHS

Date Submitted to Department Chair: 10/4/24

Course Name:

GCCC Anatomy + Physiology I

take EXISTING 9125 from Skyward and update

SKYWARD INFORMATION:

Short description of course (15 characters)
*prints on transcripts*

GCCC A+P I

Long description of course (30 characters)

GCCC Anatomy+Physiology I

Kansas Course Code (KCCMS): 03053 – update in curriculum/course master

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

**If yes, please attach an explanation of the supplemental including cost and hours.*

**List any pre-requisite courses:**

None

BIO211 is this class

**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:** .5

**Is this a dual credit course?** (YES) / NO

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

**Number of USD 457 Credits:** .5 (3 GCCC credit hours = 0.5 credit at USD 457)

**NOTES:**

take 9125 from Skyward update name, KS course code, be sure it is indexed

NO semester indication; can happen either semester.

| | |
|---|---|
| **GPA Set:** ☐normal ☒indexed<br><br>**Skyward Filter:**<br>☐LA ☐OC ☐FA ☐MA ☐SS ☐PE<br>☐SCI ☐CO ☒GE ☐FL ☐STEM | ***TECHNOLOGY ON BACK** |
| **BELOW TO BE COMPLETED BY TECHNOLOGY** | |
| ☐KCCMS Mapping Confirmed<br>☐Skyward Updates including any Course Code Assigned —> _____<br>☐Grad Requirements & Filtering Confirmed<br>☐GCHS Registrar/Counseling Department Notified of Completion<br>☐Forms Returned to Office of Curriculum & Instruction | |

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

Outlook

## 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 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.

Edit

KCCMS 03053

# Course Name: Anatomy and Physiology I

4 Credit Hours

## Course Information

ourse Number-Section: BIOL-211

nal Exam:

art/End Date:

## Instructor Information and Communication Expectations

### nstructor Information:

structor:

none:

mail:

ffice Location:

### Contacting Instructor:

est Method of Contact:

## Course Description

escription: : The structure and function of cells and tissues and the skeletal, muscular, and nervous systems mprise the course content. Special attention is given to controls and integration of the erect and moving body. his course is designed primarily for students in health-related
lds.

erequisites: None. Chemistry for Health Services and Principles of Biology are highly recommended.

# Textbook Information

penstax Anatomy and Physiology 2e.

ublish Date: Apr 20, 2022

Veb Version Last Updated: Jun 13, 2024

lardcover:

BN-13: 978-1-711494-06-7

'aperback:

BN-13: 978-1-711494-05-0

gital:

BN-13: 978-1-951693-42-8

# Student Learning Outcomes

RSN Course BIO 2030 (BIO 2031 lecture and BIO 2032 lab)

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

ɔr a full list follow the links below.

tps://www.kansasregents.org/resources/SWT/BIO2030.pdf
ttps://www.kansasregents.org/resources/SWT/BIO2030.pdf)

udents will be able to . . .

ɔon completion of this course, students will be able to:

Body Plan & Organization
ame and describe anatomical and directional terminology including the following topics:
ınatomical position
ɔody planes, sections
ɔody cavities & regions
lirectional terms
ɔasic terminology
evels of organization
urvey of body systems



Homeostasis
ame and describe basic concepts 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

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)
eproductive cell division
application of homeostatic mechanisms
predictions related to homeostatic imbalance, including disease states and disorders

Histology

entify the basic tissues of the body and their location and explain their functions, including the following topics.
overview of histology & tissue types
nicroscopic anatomy, location, & functional roles of epithelial, connective, muscular and nervous tissues -
embranes (mucous, serous, cutaneous & synovial) - glands (exocrine & endocrine) - tissue injury & repair

Integument System

entify major gross and microscopic anatomical components of the integument system and describe the function
the system, including the following topics.
general functions of the skin & the subcutaneous layer
gross & microscopic anatomy of the skin
oles 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

entify 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

entify major gross and microscopic anatomical components of the muscular system and explain their functional
les in body movement, maintenance of posture, and heat production, including the
llowing topics.
general functions of muscle tissue
dentification, general location, & comparative characteristics of skeletal, smooth, & cardiac muscle tissue -
tailed gross & microscopic anatomy of skeletal muscle
physiology of skeletal muscle contraction
skeletal muscle metabolism
principles & types of whole muscle contraction - nomenclature of skeletal muscles
ocation & function of skeletal muscles
group actions of skeletal muscles
ever systems
application of homeostatic mechanisms
predictions related to homeostatic imbalance, including disease states & disorders

Nervous System

entify the major gross and microscopic anatomical components of the nervous system and explain their functior
les 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
ansmission
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
eflexes & their roles in nervous system function
physiology of sensory & motor pathways in the brain & spinal cord

application of homeostatic mechanisms
predictions related to homeostatic imbalance, including disease states & disorders

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

## Course Types

**NLINE COURSE:** An online course uses computer-based technologies (i.e. *Canvas*) to create an online lassroom." Students are instructed in course content through online learning: tutorials, testing exercises, group llaborations, independent assignments, and long-range projects. Each individual course provides a schedule of signments and deadlines. Students need to have adequate computer skills as they will be communicating with e instructor and classmates online. This course is an online course, and you are responsible for ensuring that yo n access all course material on a regular basis either from the GCCC campus or from home. Additionally, certai chnical abilities will be required, such as installing necessary plug-ins and uploading files. If you have a problem th a personal computer or interrupted network connection, know that you are still responsible for submitting you ork on time. If there is a problem with the Canvas system, notify your instructor and Canvas support (877) 259-91 (or email online@gcccks.edu ) (mailto:online@gcccks.edu)) .

**CCELERATED COURSE:** An accelerated course allows students to complete an academic course in less time an a full semester. This is an intensive course, covering a full semester's work in considerably less time. nerefore, regular, consistent attendance is vital for success, and students are required to do substantially more ork outside of class.

## Time Commitment

course is measured in credit hours. Each credit hour requires about 45 hours of work. This is a 4 credit hour urse.

## Classroom Decorum

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

se 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

online discussions. For more information about Netiquette, see *The Core Rules for Netiquette* by Victoria
lea. (http://www.albion.com/netiquette/corerules.html)

## Attendance

### 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 f
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.

these criteria are met, coursework will be accepted.

## Assessment

### Tests

ou will be prepared thoroughly for each test administered. Quizzes will be given throughout the semester to test
ur understanding of the content presented. Quizzes will have multiple choice, multiple response, true/false,
d/or short answer. Writing, communication, analytical, and critical thinking skills will be assessed through
scussion post responses and assignments.

### Homework

omework will be due each Wednesday. Homework will be assigned online through Canvas in the form of
scussion boards, assignments, and/or worksheets.

### Make-up/Late Work Policies

lake-up/Late Work: Make up and late work will be accepted on a case-by-case basis. Please communicate. If y
ow you will be absent, you are expected to work ahead. Labs/lab practical/assignments/quizzes/exams are due
the due dates specified on the schedule. An exception will ONLY be made under approved documented
cumstances that occurred which prevented students from completing their activities in the allotted timeframe.
te assignments and missed exams without prior notification or documented extenuating circumstance will resul
a grade of "zero."

## :xtra Credit Policy

ɛtra Credit:

ɛtra credit will be an option offered.

## \ttendance

ttendance:

ɔur attendance is necessary for success.

## Final Exam

nal:

**ıe final exam will be timed and cumulative.**

## Grading Scale

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

0 - 100% = A

ı - 89% = B

ı - 79% = C

ı - 69% = D

elow 60% = F

## Computation of Grades

ɔmework = 155 points out of 465 = 33%

tendance/**Participation** = Possible extra credit 0%

ɛsts = 210 points out of 465- 45%

nal Exam = 100 points out of 465= 22%

## College Policies

*pdated 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).

## 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).

**MEMORANDUM**

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

---

## 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:** Jessica Nothern, CFO
**DATE:** 12.16.2024
**RE:** High School Speaker

---

## ISSUE:

The Board of Education is asked to approve the contract for Inky Johnson to speak to the student body at the High School.

## BACKGROUND:

Inky Johnson is a well-known motivational speaker that has spoken to professional teams, colleges, and major corporations. Inky will speak to the entire student body at the High School and then do a breakout session with Paul Lappin and his wrestling teams. Paul has heard him speak and is excited to bring him to Garden City. He plans to use his student funds account to cover all expenses.

## ALTERNATIVES:

None

## RECOMMENDATION:

We recommend approving the contract.

## FISCAL NOTE:

Adequate Funds are available in Paul's account to cover the $30,000 contract and travel accommodations for Inky.

## ATTACHMENTS:

Inky Johnson Contract

# CONTRACT

404-808-6652
www.inkyjohnson.com

4251 Whitestone Place
Atlanta, GA 30327

Attention: Paul Lappin
Title: Teacher
Garden City High School
2720 Buffalo Way Blvd
Garden City, KS

Garden City High School
Invoice Number: GARDEN CITY 001
Invoice Date: December 16, 2024
Event Date: January 13, 2025

| Description | Quantity | Unit Price | Cost |
|---|---|---|---|
| Athletes Keynote<br>Team Keynote | N/A | | $ 30,000 |
| | | | |
| | | | |
| | | | |
| | | Subtotal | $ 30,000 |
| | | | |
| | | Total | $ 30,000 |

**PAYMENT TERMS**

**Full payment, $30,000, is due December 27, 2024.**

**You will receive an invoice and a link to make payment.**

**Additional Request**

This engagement may not be publicized until a fully executed contract along with a deposit has been received.

- Garden City High School will provide wireless lavalier microphone
- Garden City High School will either read Inky's bio (attached in email) or play an introductory video before Inky speaks using the following link: https://drive.google.com/file/d/0BxBAg5qz2Tp9VkVKZjg1dU1tLVk/view?usp=drive_web
- Garden City High School will arrange and pay room and tax for up to one (1) king, non smoking, free wireless internet hotel accommodations the evening before the event, and cover the cost of meals during stay.
- Garden City High School will book and cover the cost of (1) refundable flight class, round trip flight, including travel insurance; at the closet airport on American Airlines and returning to Atlanta after the event
- Garden City High School t is responsible for arranging a car pickup in the Event City from the airport to the hotel and/or venue upon arrival, transportation to the hotel after the event and pickup from the hotel to the airport on the day of departure. **Driver will meet speaker in baggage claim with a sign that says I. Johnson.**

**NOTE: NO ADDITIONAL APPEARANCES OR REQUEST SHOULD BE ADDED .**

**Cancellation Policy:**

**CANCELLATION BY CLIENT.** *In event of program cancellations, We will re-book the program on a mutually convenient date with no penalty, if the program is rescheduled within that calendar year. If the program is cancelled and not rescheduled, the initial deposit will be considered full and complete payment. If the program is cancelled and rescheduled on a date that the speaker doesn't have available, the fees paid will be considered full and complete payment.*

**Force Majeure.** In the event performance of any obligation under this contract by either party is prevented due to acts of God, exchange controls, export/import controls, any other government restriction, wars, hostilities, blockades, civil disturbances, revolutions, strikes, terrorist attacks, lockouts, pandemics, epidemics or any other cause beyond the reasonable control of a party, that party shall not be responsible to the other parties for failure or delay in performance of obligations under this contract. Each party shall promptly notify the other parties of such force majeure condition. Force majeure shall not exempt, but merely suspend, any party from duty to perform obligations under this contract until as soon as practicable after force majeure condition ceases with no changes or additions to Speaker Fee. In the event the client cancels the event or schedule the event on a date the speaker is not available, please refer to CANCELLATION BY CLIENT.

**Promotion of the Event .** Speaker hereby grants to Client limited use of his pre-approved picture, pre-approved image, name and pre-approved biographical information. in connection with promoting this event from the time this agreement is fully executed until the event date. *The event should not be promoted with the speaker's information until this agreement is fully executed and the contract and deposit has been received*. Any advertisement must not represent itself as an endorsement by the Speaker of any product, service or entity. All marketing and advertisement material should be pre approved.

***CONFIDENTIALITY***

*The parties agree that the terms of this Agreement, including its compensation terms, ("Confidential information") are confidential and should be held in confidence by each party. The parties shall not publicly disclose any Confidential Information and acknowledge that any breach, whether negligent or intentional, shall be deemed a material breach of this Agreement for which the breaching party will be held liable.*

**Please sign the contract and email it to bookings@inkyjohnson.com**

Client Name:

Contact Person:

Contact Mobile Number :

Contact Signature:

Date:

Speaker Name: Inquoris Johnson

Speaker Signature:

Date: 12/16/2024