South Texas College
College-Wide Curriculum Committee
Meeting Agenda Packet

Meeting Information
Date and Time: Tuesday, November 21, 2023, at 4:00 pm
Location: Microsoft Teams: Join Microsoft Teams Meeting
*Meetings will be recorded for the purpose of the minutes

Time	Agenda Item	Presenter
4:00 – 4:05 p.m.	- Call to Order - Housekeeping Rules - All members, ex-officio members and guests must sign in with your name and department in the chat window so we can verify attendance and document for the meeting minutes. - Please keep microphones on <u>mute</u> to minimize background noise and unmute as needed for questions or voting. - Remember to state your name when presenting an item or making a motion. - This Committee is a voting committee. <u>Only</u> voting members can make a motion and vote. (Alternates may only vote if the representative is not in attendance.) - Minutes from Meeting of October 17, 2023	Dr. Wendi JW Williams

Review and Action as Necessary on Consent Agenda Items
A consent agenda may be presented by the Committee Chair at the beginning of a meeting. Items may be removed from the consent agenda and moved to discussion at the request of any voting member. Items not removed may be adopted by general consent without discussion.

1.	**English** Revision of TSIA2 Placement Scale for INRW 0030 - Integrated Reading and Writing II to include "OR CRC 910-944/DL4/Essay 4-8 OR CRC 910-944/DL5-6/Essay 0-4"	**Justification:** The proposed change allows students to register for the course more seamlessly; taking into account the variety of scoring on the placement exam that would allow eligibility.

English Language Arts

TSIA2	Course Placement
CRC¹ 945-990/Essay 5-8 **OR** CRC 910-944/DL 5-6/Essay 5-8	**College Ready**
CRC 945-990/Essay 0-4 **OR CRC 910-944/DL4/Essay 4-8 OR CRC 910-944/DL5-6/Essay 0-4**	**INRW 0030** (+ **ENGL 1301** OR **HIST 1301** OR **HIST 2327** OR **GOVT 2305**)
CRC 910-944/DL 1-4	**INRW 0020** OR (READ 0100 & ENGL 0100) OR (**ESOL 0051** & **ESOL 0052**)

2.	**Bachelor of Science in Nursing** Revision of Credit Hour Requirement to the Core Component Area Option for the Bachelor of Science in Nursing: RN-to-BSN Program from 3 credit hours to 4 credit hours	**Justification:** The proposed revision is necessary to meet the 42-hour Core Curriculum requirement due to the decreased credit hours in MATH 1442 to MATH 1342.

Bachelor of Science in Nursing RN-to-BSN Degree Program

Degree Plan

STC Core Curriculum	Sem.Cr. Hrs.
ENGL 1301 Composition I	3
ENGL 1302 Composition II – Rhetoric	3
BIOL 2401 Anatomy & Physiology I	4
BIOL 2402 Anatomy & Physiology II	4
HIST 1301 United States History I or HIST 2327	3
HIST 1302 United States History II or HIST 2328	3
~~MATH 1442~~ ~~Elementary Statistical Methods~~	~~4~~
MATH 1342 **Elementary Statistical Methods**	**3**
GOVT 2305 Federal Government	3
GOVT 2306 Texas Government	3
PSYC 2301 General Psychology **OR**	
PSYC 2314 Lifespan Growth & Development	3
Component Area Option- Core Curriculum	~~3~~ **4**
Creative Arts Elective – Core Curriculum	3
Language, Philosophy & Culture Elective – Core Curriculum	3
Total Credit Hours:	**42**

New Business		
4:10 – 4:20 p.m.	**Health Information Technology Associate of Applied Science** 1. Replace Recommended Humanities Elective Options: PHIL 2306 – Introduction to Ethics, PHIL 2303 - Introduction to Logic, and HUMA 1301 - Introduction to Humanities I – Western and replaced with "Humanities Elective" 2. Replace "MATH 1414 – College Algebra or MATH 1332 – Contemporary Mathematics" with "MATH 1342 – Elementary Statistical Methods" 3. Replace BIOL 2401 – Anatomy & Physiology I with COSC 1301 – Introduction to Computing to fulfill General Education requirement 4. Removal of BIOL 2402 – Anatomy & Physiology II from the degree plan **Justification:** The proposed changes are required to align the curriculum for awards to be stackable and to align with the needs of the students' learning outcomes in Health Information Technology.	Dr. Theresa Garza

HEALTH INFORMATION TECHNOLOGY
AAS-HITP

2024-2025

TSI LIABLE

~~FIRST YEAR SUMMER~~

			Lec Hrs	Lab. Hrs	Ext. Hrs	Cont. Hrs	Cr. Hrs
~~HITT~~	~~1211~~	~~Health Information Systems~~	~~1~~	~~4~~	~~0~~	~~80~~	~~2~~
~~BIOL~~	~~2401~~	~~Anatomy & Physiology I~~	~~3~~	~~3~~	~~0~~	~~96~~	~~4~~
~~HITT~~	~~1305~~	~~Medical Terminology I~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
		~~Total~~	~~7~~	~~7~~	~~0~~	~~224~~	~~9~~

FIRST YEAR
FALL SEMESTER

			Lec Hrs	Lab. Hrs	Ext. Hrs	Cont. Hrs	Cr. Hrs
HITT	1305	Medical Terminology I	3	0	0	48	3
HITT	1301	Health Data Content and Structure	2	2	0	64	3
~~ENGL~~	~~1301~~	~~Composition~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
~~BIOL~~	~~2402~~	~~Anatomy & Physiology II~~	~~3~~	~~3~~	~~0~~	~~96~~	~~4~~
~~MATH~~	~~1332~~	~~College Algebra Contemporary Math or~~					
		~~MATH 1414~~	~~3 4~~	~~0~~	~~0~~	~~48 64~~	~~3 4~~
HITT	1213	Coding and Insurance	2	3	0	80	2
HITT	1211	Health Information Systems	1	4	0	80	2
HITT	1253	Legal and Ethical Aspects of Health Information	2	0	0	32	2
VNSG	1420	Anatomy and Physiology for Allied Health or					
		NURA 1407	4	0	0	64	4
		Total	14 ~~11 12~~	9 ~~5~~	0	368 ~~256 272~~	16 ~~13 14~~

SPRING SEMESTER

			Lec Hrs	Lab. Hrs	Ext. Hrs	Cont. Hrs	Cr. Hrs
~~HPRS~~	~~2301~~	~~Pathophysiology~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
~~HITT~~	~~1349~~	~~Pharmacology~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
HITT	2330	Pathophysiology and Pharmacology	3	0	0	48	3
~~HITT~~	~~1253~~	~~Legal and Ethical Aspects of Health Information~~	~~2~~	~~0~~	~~0~~	~~32~~	~~2~~
HITT	1341	Coding & Classification Systems	2	2	0	64	3
~~HITT~~	~~2231~~	~~Advanced Medical Terminology~~	~~2~~	~~0~~	~~0~~	~~32~~	~~2~~
HITT	1342	Ambulatory Coding	2	4	0	96	3
HITT	2335	Coding and Reimbursement Methodologies	2	2	0	64	3
		Total	9 ~~12~~	8 ~~2~~	0	272 ~~224~~	12 ~~13~~

SUMMER SEMESTER

			Lec Hrs	Lab. Hrs	Ext. Hrs	Cont. Hrs	Cr. Hrs
COSC	1301	Introduction to Computing	3	1	0	64	3
ENGL	1301	Composition	3	0	0	48	3
		Total	6 ~~7~~	1 ~~4~~	0 ~~10~~	112 ~~336~~	6 ~~10~~

SECOND YEAR
FALL SEMESTER

HITT	2166	Practicum I	0	0	0	160	1
~~HITT~~	~~2335~~	~~Coding and Reimbursement Methodologies~~	~~2~~	~~2~~	~~0~~	~~64~~	~~3~~
HITT	2343	Quality Assessment and Performance Improvement	3	0	0	48	3
HITT	1345	Health Care Delivery System	2	2	0	64	3
~~PSYC~~	~~2301~~	~~General Psychology~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
MATH	1342	Elementary Statistical Methods	3	0	0	48	3
HITT	2225	Public Health Information Technology	2	0	0	32	2
		Total	10 ~~12~~	2 ~~4~~	0	10 ~~352~~ 416	12 ~~15~~

SPRING SEMESTER

~~HITT~~	~~2371~~	~~Current Procedural Terminology Coding CPT4~~	~~2~~	~~2~~	~~0~~	~~64~~	~~3~~
		*Humanities Elective	3	0	0	48	3
HITT	1255	Health Care Statistics	1	2	0	48	2
~~HITT~~	~~2343~~	~~Quality Assessment and Performance Improvement~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
HITT	2339	Health Information Organization & Supervision	3	0	0	48	3
HITT	2167	CAPSTONE: HIT Practicum II	0	0	10	160	1
PSYC	2301	General Psychology	3	0	0	48	3
HITT	2249	RHIT Competency Review	2	0	0	32	2
		Total	12	2	10	384	14

Total Credit Hours: **60** ~~61~~
Total Contact Hours: ~~1456 1472~~ 1488

*Recommended Humanities Electives
~~PHIL 2306 Introduction to Ethics~~
~~PHIL 2303 Introduction to Logic~~
~~HUMA 1301 Introduction to Humanities I – Western~~

General Education Core 15 Semester Credit Hours

4:20 – 4:30 p.m.	**Information Technology** 1. Approval for Proposed Networking Fundamentals Occupational Skills Award **Justification:** The proposed Occupational Skills Award will consist of three classes that will stack into current certificate, allowing more opportunities to earn micro-credentials. 2. Replace "SPCH 1318 - Interpersonal Communications" with Speech Elective for the Information Systems Associate of Applied Science 3. Replace "SPCH 1318 - Interpersonal Communications" with Speech Elective for the Network Systems Associate of Applied Science **Justification**: The proposed revision to replace SPCH 1318-Interpersonal Communications with Speech Elective will expand the options available to students, including Dual Credit Students.	Angelita Elizondo-Teniente

NETWORKING FUNDAMENTALS
OCCUPATIONAL SKILLS AWARD

2024-2025
TSI EXEMPT
11.1002

1st Semester	COURSE TITLE	LEC.	LAB	EXT	CONT.	CR
ITNW 1451 (11.1002)	Fundamentals of Wireless LANs	3	3	0	96	4
ITSC 1405 (11.0101)	Introduction to PC Operating Systems	3	3	0	96	4
ITCC 1414 (11.1002)	CCNA 1: Introduction to Networks	3	3	0	96	4
		9	9	0	288	12

Total Contact Hours: 288
Total Credit Hours: 12

See **Appendix A,** p. 14-15, for Supporting Documentation

SOUTH TEXAS COLLEGE
INFORMATION TECHNOLOGY
SPECIALIZATION: INFORMATION SYSTEMS

FICE 109225
CIP 11.0101
HEGIS 6023

2024-2025

TSI LIABLE

		Lec.	Lab	Ext.	Cont.	Cred.
FIRST YEAR FALL						
ITSC 1409	Integrated Software Applications I	3	3	0	96	4
ITSC 1405	Introduction to PC Operating Systems	3	3	0	96	4
ITSC 1425	Personal Computer Hardware	3	3	0	96	4
ITCC 1414	CCNA 1: Introduction to Networks	3	3	0	96	4
	Total	12	12	0	384	16
SPRING						
ITSE 1411	Beginning Web Page Programming	3	3	0	96	4
ITCC 14441	CCNA 2: Switching, Routing, and Wireless Essentials	3	3	0	96	4
ITNW 1454	Implementing and Supporting Servers	3	3	0	96	4
ARTC 1413	Digital Publishing I					
OR	IMED 1445	3	3	0	96	4
	Total	12	12	0	384	16
SUMMER						
	Humanities Elective	3	0	0	48	3
	Total	3	0	0	48	3
SECOND YEAR FALL						
~~SPCH 1318~~	~~Interpersonal Communication~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
	Speech Elective	**3**	**0**	**0**	**48**	**3**
ITSW 2434	Advanced Spreadsheets	3	3	0	96	4
OR	ITSE 2402					
ITSE 1402	Computer Programming	3	3	0	96	4
OR	ITSE 2409	3	3	0	96	4
	Social / Behavioral Sciences Elective	3	0	0	48	3
	Total	12	6	0	288	14
SPRING						
ENGL 1301	Composition I	3	0	0	48	3
MATH 1332	Contemporary Mathematics	3	1	0	64	3
OR	MATH 1414	4	0	0	64	4
ITSC 2439	Personal Computer Help Desk	3	3	0	96	4
ITSC 2165	CAPSTONE: Systems Administration Practicum	0	0	10	160	1
	Total	9-10	3-4	10	368	11-12

TOTAL CREDIT HRS: 60-61
TOTAL CONTACT HRS: 1472
IDENTIFIES COURSES TO FULFILL MINIMUM 15 CREDIT HOUR GENERAL EDUCATION REQUIREMENT

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SOUTH TEXAS COLLEGE                                    FICE 109225
INFORMATION TECHNOLOGY                                 CIP  11.0101
SPECIALIZATION: NETWORK SYSTEMS
2024-2025
TSI LIABLE
                                        Lec.  Lab   Ext.  Cont.  Cred.
FIRST YEAR FALL
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FIRST YEAR FALL

		Lec.	Lab	Ext.	Cont.	Cred.
ITSC 1409	Integrated Software Applications I	3	3	0	96	4
ITSC 1405	Introduction to PC Operating Systems	3	3	0	96	4
ITSC 1425	Personal Computer Hardware	3	3	0	96	4
ITCC 1414	CCNA 1: Introduction to Networks	3	3	0	96	4
	Total	12	12	0	384	16

SPRING

		Lec.	Lab	Ext.	Cont.	Cred.
ITNW 1451	Fundamentals of Wireless LANs	3	3	0	96	4
ITSE 1411	Beginning Web Page Programming	3	3	0	96	4
OR	ITSE 1402 Computer Programming					
ITCC 1444	CCNA 2: Switching, Routing, and Wireless Essentials	3	3	0	96	4
ITNW 1454	Implementing and Supporting Servers	3	3	0	96	4
	Total	12	12	0	384	16

SUMMER

		Lec.	Lab	Ext.	Cont.	Cred.
	Humanities Elective	3	0	0	48	3
	Total	3	0	0	48	3

SECOND YEAR FALL

		Lec.	Lab	Ext.	Cont.	Cred.
ITNW 2435	Network Troubleshooting and Support	3	3	0	96	4
~~SPCH 1318~~	~~Interpersonal Communication~~	~~3~~	~~0~~	~~0~~	~~48~~	~~3~~
	Speech Elective	**3**	**0**	**0**	**48**	**3**
	Social / Behavioral Sciences Elective	3	0	0	48	3
ITCC 2420	CCNA 3:Enterprise Networking, Security, and Automation	3	3	0	96	4
	Total	12	6	0	288	14

SPRING

		Lec.	Lab	Ext.	Cont.	Cred.
MATH1332	Contemporary Mathematics	3	1	0	64	3
OR	MATH 1414	4	0	0	64	4
ENGL 1301	Composition I	3	0	0	48	3
ITCC 2443	Network Security	3	3	0	96	4
ITNW 2164	CAPSTONE: Network Practicum	0	0	10	160	1
	Total	9-10	3-4	10	368	11-12

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TOTAL CREDIT HRS:      60-61
TOTAL CONTACT HRS:     1472
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<u>IDENTIFIES COURSES TO FULFILL MINIMUM 15 CREDIT HOUR GENERAL EDUCATION REQUIREMENT</u>

4:30 – 4:40 p.m.	**Theatre** 1. Addition of DRAM 2355 - Script Analysis to the Language, Philosophy, & Culture Elective – Core Curriculum 2. Addition of DRAM 1351 Acting I to the Creative Arts Elective - Core Curriculum	Joel Jason Rodriguez

	Justification: The proposed addition to including these courses in the Core Curriculum will allow for more options for students in any major.	

See **Appendix B**, p.16-26, for Supporting Documentation

4:40 – 4:50 p.m.	**Law Enforcement** 1. Deactivation of Police Leadership Occupational Skills Award 2. Deactivation of Security & Loss Prevention Occupational Skills Award **Justification:** A recommendation to the Advisory Committee was made to sunset the Police Leadership Occupational Skills Award and Security & Loss Prevention Occupational Skills Award due to low interest and zero enrollment. 3. Addition of "Recommended PSYC 2301 – General Psychology" for the Social and Behavioral Sciences Elective for the Law Enforcement Associate of Applied Science **Justification:** The suggested PSYC 2301 – General Psychology course is highly recommended for the Social and Behavioral Sciences Elective, particularly for individuals in Law Enforcement. This course provides valuable insights into both public and self-care knowledge, making it highly relevant and beneficial for individuals in this field.	Victor Valdez

POLICE LEADERSHIP OCCUPATIONAL SKILLS AWARD

2024-2025

TS/EXEMPT

FIRST SEMESTER		Lec	Lab	Ext	Credit Hours	Clock Hours
CJSA 1373	Police Liability and Risk Management	3	0	0	3	48
(CIP 43.0104)						
Local Needs						
CJSA 1347	Police Organization and Administration	3	0	0	3	48
(CIP 43.0104)						
BMGT 2303	Problem Solving and Decision Making	3	0	0	3	48
(CIP 52.0201)						
CJSA 2302	Police Management, Supervision & Related					
(CIP 43.0103)						
	Topics	3	0	0	3	48
	Total	12	0	0	12	192

Total Contact
Hours: 192
Total Credit
Hours: 12

SECURITY AND LOSS PREVENTION SPECIALIST
OCCUPATIONAL SKILLS AWARD

2024-2025

TSI/EXEMPT

FIRST SEMESTER		Lec	Lab	Ext	Cont.	Hours
CJSA 1302 (CIP 43.0109)	Private Security Officer Training	2	2	0	64	3
SLPS 1320 (CIP 43.0109)	Introduction to Security/Loss Prevention Management	3	0	0	48	3
CJLE 1327	Interviewing & Report Writing for Criminal	2	4	0	96	3
(CIP 43.0107)	Justice Professionals					
SLPS 1271 (CIP 43.0109) Local Needs	Current Issues in Security/Loss Prevention	2	0	0	32	2
CJSA 1348 (CIP 43.0104)	Ethics in Criminal Justice	3	0	0	48	3
	Total	12	6	0	288	14

Total Contact Hours: **288**
Total Credit Hours: **14**

AAS: LAW ENFORCEMENT

SOUTH TEXAS COLLEGE   FICE: 031034
LAW ENFORCEMENT   CIP: 43.0107
ASSOCIATE OF APPLIED SCIENCE DEGREE: LAW ENFORCEMENT
2024-2025
TSI LIABLE

FIRST YEAR

FALL

		Lec.	Lab	Ext	Cred. Hrs.	Clock Hours
CJSA 1322	Introduction to Criminal Justice or CRIJ 1301*	3	0	0	3	48
CJSA 1313	Court Systems and Practices or CRIJ 1306*	3	0	0	3	48
ENGL 1301	Composition I	3	0	0	3	48
CJSA 1325	Criminology	3	0	0	3	48
CJSA 1348	Ethics in Criminal Justice	3	0	0	3	48
CJLE 1249	Intermediate Arrest, Search & Seizure	2	0	0	2	32
	Total	17	0	0	17	272

SPRING

		Lec.	Lab	Ext	Cred. Hrs.	Clock Hours
CJSA 1327	Fundamentals of Criminal Law or CRIJ 1310*	3	0	0	3	48
CJSA 1359	Police Systems and Practices, HMSY 1342 or CRIJ 2328	3	0	0	3	48
	Social and Behavioral Sciences Elective	3	0	0	3	48
	Recommended: PSYC 2301					
CJSA 1351	Use of Force	3	0	0	3	48
CJLE 1327	Interviewing & Report Writing for CJ Professions*	2	4	0	3	96
CJLE 1333	Traffic Law and Investigation or	2	4	0	3	96
	HMSY 1371 or					
	CJSA 2300*	(3	0	0	3	48)
	Total	16-17	8	0	18	336-384

SECOND YEAR

FALL

		Lec.	Lab	Ext	Cred. Hrs.	Clock Hours
CJSA 1312	Crime in America *	3	0	0	3	48
	Math Elective	3	0	0	3	48
CJLE 1259	Intermediate Spanish for Law Enforcement*	2	0	0	2	32
CJLE 1174	Current Events in Law Enforcement	1	0	0	1	16
CJLE 1345	Intermediate Crime Scene Investigation	2	2	0	3	64
	Total	11	2	0	12	208

SPRING

		Lec.	Lab	Ext	Cred. Hrs.	Clock Hours
	Speech Elective	3	0	0	3	48
	Humanities Elective	3	0	0	3	48
	Law Enforcement Elective**	2	2	0	3	64
CJLE 2345	Vice and Narcotics Investigation	2	4	0	3	96
CJLE 2168	Practicum	0	0	7	1	112
	Total	10	6	7	13	368

Total Contact Hours: 1184 – 1232
Total Credit Hours: 60

4:50 – 5:00 p.m.	**Fire Science** 1. Deactivation of Emergency Management Specialist Occupational Skills Award **Justification:** A recommendation to the Advisory Committee was made to sunset the Emergency Management Specialist Occupational Skills Award due to low interest and low enrollment.	Victor Valdez

OCCUPATIONAL SKILLS AWARD IN
EMERGENCY MANAGEMENT SPECIALIST
2024-2025

FIRST SEMESTER		Lec	Lab	Ext	Credit Hours	Clock Hours
EMAP 1400 (43.0201)	Principles of Basic Emergency Management	4	0	0	4	64
EMAP 1440 (43.0201)	Disaster Exercise Design and Evaluation	4	0	0	4	64
EMAP 2301 (43.0201)	Leadership and Effective Communication	3	0	0	3	48
EMAP 2302 (43.0201)	Managing Mass Casualty and Fatality Incidents	2	2	0	3	64
	Total:	13	2	0	14	240

Total Contact Hours: 240
Total Credit Hours: 14

5:00 – 5:05 p.m.	Quorum Verification to extend meeting until 5:30 p.m.	Dr. Wendi JW Williams

5:05 – 5:15 p.m.	**Advanced Manufacturing Technology** 1. Revision of Award name from Mechatronics Technology Certificate to Robotics & Mechatronics Technology Certificate 2. Addition of a new semester consisting of four additional courses to the Mechatronics Technology Certificate resulting in more than 25% of credit changes in the degree plan. **Justification:** The proposed revision of the award name from Mechatronics Technology Certificate to Robotics & Mechatronics Technology Certificate is due to the confusion in the community surrounding the word "Mechatronics" and its involvement with Robotics. The proposed revision of the addition of a new semester consisting of four new courses was due to high student demand for more Mechatronics-based courses.	Erika Guerra

Advanced Manufacturing Technology
~~MECHATRONICS TECHNOLOGY SPECIALIST~~
ROBOTICS & MECHATRONICS TECHNOLOGY CERTIFICATE
CT1-MECT

2024-2025
TSI EXEMPT

FALL			Lec Hrs	Lab Hrs	Ext Hrs	Cont Hrs	Cred Hrs
RBTC	1405	Robotic Fundamentals	3	3	0	96	4
CETT	1409	DC/AC Circuits	3	3	0	96	4
ELMT	1405	Basic Fluid Power	3	3	0	96	4
RBTC	1401	Programmable Logic Controllers	3	3	0	96	4
		Total Hours	12	12	0	384	**16**

SPRING							
INMT	2303	**Pumps, Compressors & Mechanical Drives**	2	4	0	96	3
RBTC	1447	**Electro-Mechanical Devices**	3	3	0	96	4
*MCHN	XX7X	**AI for Manufacturing**	3	3	0	96	4
CETT	2189	**Internship - Computer Engineering Technology/ Technician**	0	0	6	96	1
		Total Hours	8	10	6	384	12

*Local Needs Course

Total Contact Hours: ~~384~~ **768**
Total Credit Hours: ~~16~~ **28**

5:15 – 5:25 p.m.	**Physical Science** 1. Replace CHEM 1412 – General Chemistry II with PHYS 2425 – University Physics I in the Physics Associate Degree Plan for the Life and Physical Sciences Elective - Core Curriculum **Justification:** The proposed modification will benefit students upon transferring to a four-year university to align prerequisite requirements for junior-level and senior-level physics courses.	Dr. Ravindra Nandigam

Code	Title	Credit Hours
Field of Study - 18 credit hours		
MATH 2414	Calculus II	4
MATH 2415	Calculus III	4
~~PHYS 2425~~ MATH 2420	~~University Physics I~~ Differential Equations	4
PHYS 2426	University Physics II	4
COSC 1436	Programming Fundamentals I [1]	4
STC Core Curriculum - 42 credit hours		
Complete 42 credit hours of required Core Curriculum including the following: [2]		42
Life and Physical Sciences		
CHEM 1411	General Chemistry I	4
~~CHEM 1412~~ PHYS 2425	~~General Chemistry II~~ University Physics I	4
Mathematics		
MATH 2413	Calculus I [3]	
Total Credit Hours		60

5:25 – 5:30 p.m.	• **Announcements/Adjournment** Next Meeting - Thursday, December 7, 2023 Agenda Items are due by Monday, December 4, 2023	Dr. Wendi JW Williams

Occupational Skills Awards

An Occupational Skills Award (OSA) is a sequence of courses that meet the minimum standard for program length specified by the Texas Workforce Commission for the federal Workforce Innovation and Opportunity Act [1](WIOA) program (9-14 SCH for credit courses or 144-359 contact hours for workforce continuing education courses).

An OSA must possess the following characteristics:
a. The credential is TSI-waived under THECB Rule 4.54b;
b. The content of the credential must be recommended by an external workforce advisory committee, or the occupation must appear on the Local Workforce Development Board's Demand Occupations list;
c. In most cases, the credential should be composed of WECM courses only. However, non-stratified academic courses may be used occasionally if recommended by the external committee and if appropriate for the content of the credential;
d. The credential complies with the Single Course Delivery guidelines for WECM courses; and
e. The credential prepares students for employment in accordance with guidelines established for WIOA.

Note: Occupational Skills Awards are not considered degrees or certificates but are subjected to performance-based funding through HB8.

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[1] Signed into law in 2014 and was intended to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

NETWORKING FUNDAMENTALS OSA

As a Cisco Networking Academy and CompTIA Academy, our workforce advisory committee identified the following skills that related directly to the Computer Support Specialist Level One Technician that earns $46,130 in the RGV area:

- Design, install, configure, monitor, maintain, and troubleshoot wireless networks.
- Implement wireless security using encryption, MAC filtering, Authentication, Authorization, and 802.1x technologies.
- Install, configure, and maintain the operating system.
- Install, access and control peripheral devices.
- Configure a small network using basic security.
- Perform basic configuration on routers and switches and implement IP addressing schemes.

These skills make our Networking Fundamentals OSA recipients job ready, especially in the RGV where they can be gainfully employed in school districts, hospitals and pretty much any company or organization that has wired or wireless infrastructure and a fleet of computing devices that need technical support.

Sample Jobs Available:

Job Titles	Min. Job Requirements	Salary	Skills/Knowledge
Campus Computer Technician - IDEA Owassa (Immediate Opening)	HS Diploma Required; Bachelor's Degree Preferred Experience: Two years of technical support experience	$19.19 (0 years of experience) - $23.98/hr.	-Knowledge of computer hardware & software applications -Ability to analyze & resolve computer hardware and software problems -Knowledge of technologies available for use in instructional setting -Ability to repair computer and technology equipment -Strong organizational, communication, and interpersonal skills
Deltra Systems: Onsite Service Technician: LV1	<u>Required</u>: High School Diploma or equivalent <u>Beneficial</u>: CompTIA A+ certification; CompTIA Network+ certification; CompTIA Security+ certification	N/A	-Ability to effectively communicate with customers in a friendly and cordial manner -Ability to put customers at ease in order to assist them with problem resolution. -Ability to work and communicate effectively with fellow employees in a friendly and cordial manner -Ability to multi-task -Self-motivated to minimize supervision -Innovative in order to provide company and customers with efficient services and products -Keeps to schedules on time such as arriving to work and customer jobsites.
Network Technician	High School Diploma; N+ Certification or A+ Certification Associates degree in the area of Technology preferred	$17.92/hr.	-Knowledge of diagnosing and resolving equipment and software related problems -Knowledge of computers, networks, and related software -Knowledge of LAN network design and installation -Ability to analyze and resolve computer network problems -Good organizational, communication, and interpersonal skills Ability to work with multiple operating system and network protocol

Course Description

This course provides examination of foundational skills for understanding the structure and content of play scripts for interpretation and conceptualization in theater productions by directors, designers, actors, and technicians. This course introduces students to significant plays in the history of dramatic literature in the playwright's social and cultural context. Prerequisite: Eligible for ENGL 1301

Program Learning Outcomes

Students will analyze scripts and articulate a broad contextual understanding of dramatic literature.

Course Learning Outcomes

1. Analyze dramatic action, character, setting, genre, and themes in selected play scripts.
2. Identify major structural components of a play script.
3. Articulate a broad contextual understanding of dramatic literature.
4. Develop a process for interpretation of play scripts.

Required Core Objectives

- **Critical Thinking Skills**
    - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**
    - to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Personal Responsibility**
    - to include the ability to connect choices, actions and consequences to ethical decision-making
- **Social Responsibility**
    - to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Core Objectives Matrix

Required Core Objectives	Applied to Course Learning Outcomes Determined by Department	Assessment Determined by Department	Passing Standard	Target: Expected % of Students Meeting Core Objective
Critical Thinking Skills	CLO 1 Analyze dramatic action, character, setting, genre, and themes in selected play scripts.	Play Analysis	Approved passing standard on Institutional Rubric	70%
Communication Skills	CLO 2 Identify major structural components of a play script.	Choice Play Presentation	Approved passing standard on Institutional Rubric	70%
Personal Responsibility	CLO 4 Develop a process for interpretation of play scripts.	Play Readings	Approved passing standard on Institutional Rubric	70%
Social Responsibility	CLO 3 Articulate a broad contextual understanding of dramatic literature.	Final Project	Approved passing standard on Institutional Rubric	70%

Assignments

Play Analysis Papers

Throughout the course, we will be surveying 12 plays that you will read and subsequently write an analysis for every week. Each analysis should be approximately 2 pages in length and explore how dramatic structure, character development, themes, and other elements work together in the play.

Your analysis should contain:

- Analyze elements like plot, character motivations, key scenes, language choices, and symbols/metaphors that convey theme.
- Thoughtful interpretation of the examples and the overall effectiveness or meaning of the play.

The assignments should demonstrate original analysis and critical thinking. Avoid excessive plot summary and focus instead on analysis of dramatic elements. Papers will be graded on depth of analysis, use of examples, organization, clarity of writing, and proper formatting/citations.

These are worth 600 points. 40% of your grade.

Choice Play Presentation

For this assignment, you will choose a play to read on your own, and you will create a powerpoint presentation based on your play to present to the class. Similar to the breakdown, the presentation should include the following elements:

- A brief plot summary (2-3 sentences)
- Dramatis Personae - List all characters along with brief descriptions and motivations
- Setting - Note details about location, time period, social context etc.
- Linguistic Analysis - Note patterns in language use, imagery, metaphors, symbols, etc.
- Structure/Action Breakdown – Use freytags pyramid to plot the action/events of the play.
- Themes - List main ideas/themes explored and trace how they develop over course of play.
- Additional notes - Your choice (genre, mood, oppositional forces, etc).

The goal is to share plays with your fellow students in order to expand their knowledge and repertoire of plays.

This assignment is worth 100 points of your grade.

Script Breakdown

For this assignment, you will complete a visual breakdown of one of the full-length plays read in this course. The breakdown should include the following:

- A brief plot summary (2-3 sentences)
- Dramatis Personae - List all characters along with brief descriptions
- Setting - Note details about location, time period, social context etc.
- Linguistic Analysis - Note patterns in language use, imagery, metaphors, symbols, etc.
- Structure/Action Breakdown – Note things like main dramatic question, conflict, and key events in each act, etc.
- Themes - List main ideas/themes explored and trace how they develop over course of play.
- Additional notes - Your choice (genre, mood, oppositional forces, etc).

The breakdown should be visually organized and clear to read in your choice of table. The goal is to dig deep into the play's dialogue, structure, and meaning. The breakdown should demonstrate close reading and aid in analyzing/conceptualizing the script as a whole. We will use these breakdowns to discuss plays in class.

This assignment is worth 100 points of your grade.

Final Project
For the final assignment in this course, you will be put in groups and assigned a classic play to read together. You must discuss it at length and find the themes and issues that are addressed in your particular play. The purpose is for you to raise questions and begin conversations on these issues.

The following are just some examples of what I will ask you to find each day in c lass:
1. Societal, Personal, and Global Issues
2. Themes
3. Questions

The presentation must contain the following elements and should take about 15-20 minutes:
1. Clear and Concise Synopsis:
    o Brief and clear synopsis. Do not go on and on over every detail, just enough to know the overarching themes.
    o Character Breakdowns: List all of the major characters and their motivations and shortcomings.
    o Setting: Let us know where and when we are. It is important to the second part of the project.
2. Themes and Issues:
    o You will list and discuss the societal/individual issues that were found. Focus on one major one or two that you decided (as a group) was important. You will tell us what it means to you and what they should mean to us as a society. Discuss what the message of the play was and why it's so important.

After the Presentation (this is the most important part):
4. Talk Back/Discussion:
    o You will prepare 3 large thematic questions to ask to get the ball rolling. You should branch out from those and create smaller more specific questions to continue the conversations. They should relate to the initial three large thematic questions.
    o The large thematic questions should boil down your theme(s) to one universal question. Usually, these are questions that can (probably) never be answered, only discussed. Examples include:
        ▪ Where do you think the need to cause harm comes from?
        ▪ Are people inherently evil?
        ▪ Why do we do the things that we do?
        ▪ Should the way we treat mental illness change and why?

- Will gender equality ever exist?
- What is addiction and why does it happen?

These are just suggestions for the large thematic questions, you MUST develop your own based on your plays issues and themes.

SOUTH TEXAS COLLEGE

Course Description

This course is an introduction to the fundamental principles and tools of acting as used in auditions, rehearsals, and performances. This may include ensemble performing, character and script analysis, and basic theater terminology. This exploration will emphasize the development of the actor's instrument: voice, body and imagination.
Prerequisite: None.

Program Learning Outcomes

Students will analyze scripts and develop characters for performance by utilizing acting methodologies and practices.

Course Learning Outcomes

1. Analyze scripts from the viewpoint of the actor.
2. Analyze, develop, and perform a character.
3. Demonstrate effective and safe use of the voice and body.
4. Define and discuss terms and concepts using the vocabulary of theater.
5. Perform at an appropriately skilled level in ensemble building exercises, scenes and final
6. projects, which may include participation in plays.

Required Core Objectives

- **Critical Thinking Skills**
  to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- **Communication Skills**
  to include effective development, interpretation and expression of ideas through written, oral and visual communication
- **Teamwork**
  to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal
- **Social Responsibility**
  to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

Core Objectives Matrix

Required Core Objectives	Applied to Course Learning Outcomes Determined by Department	Assessment Determined by Department	Passing Standard	Target: Expected % of Students Meeting Core Objective
Critical Thinking Skills	CLO 4 Define and discuss terms and concepts using the vocabulary of theater.	Play Analysis or Live Performance Critique	Approved passing standard on Institutional Rubric	70%
Communication Skills	CLO 1 Analyze scripts from the viewpoint of the actor.	Monologue	Approved passing standard on Institutional Rubric	70%
Teamwork	CLO 5 Perform at an appropriately skilled level in ensemble building exercises, scenes and final projects, which may include participation in plays.	Duet/Scene Study	Approved passing standard on Institutional Rubric	70%
Social Responsibility	CLO 2 Analyze, develop, and perform a character.	Character Walk	Approved passing standard on Institutional Rubric	70%

Assignments

Paper: Play Analysis (B)
This must be typed. You will analyze the play I assign to you. If you need assistance, please set an appointment with me as soon as possible. The paper should be no less than two pages long and should discuss the play using Aristotle's central elements of drama: theme, plot, character, dialogue, song and spectacle. **This is 150 points of your semester grade.** The play analysis should answer at least for of the following criteria:

1. Theme
   1. The theme should be clear from action of the play without being directly stated by the playwright.
   2. The theme must be inherently dramatic and theatrical.
2. Plot
   1. In the first scene the action should begin immediately and the exposition should be brief and integrated in plot or characterization.

2.   The scenes should create a continual forward movement of interrelated events which ask and answer a series of questions.
3.   The scenes should reveal variety in pace and mood.
4.   The scenes should build to a climax or crisis in which the pervasive dramatic question is resolved in a rapid, exciting solution.
5.   Audience participation should develop out of plot and characterization.

3. Character
1.   The characters must be individuals who are clearly motivated.
2.   The leading character or characters must be ones with whom the audience may identify.
3.   Characterization should be achieved through what the characters say and do rather than through what others say about them.
4.   The relationships between the characters must be interesting and clear at all times.

4. Dialogue
1.   The dialogue must delineate character.
2.   Long speeches must be used sparingly and only when the action requires it.
3.   While dialogue may be poetic if the play requires, it must be dramatic at all times.
4.   Anachronisms must be avoided in dialogue written for period plays.
5.   Verbal wit, puns, play on words inverted words, malapropisms, and clichés must be carefully selected.

5. Song
1.   The songs in a musical must further the action, deepen the characterization, or create an atmosphere essential to the play.
2.   For musicals the lyrics must sound as if they belong to the characters who sing them.
3.   In musicals the high point of action should be told in song and dance.

6. Spectacle
1.   The play should not require extraneous scenic effects.
2.   If the action of the play is written is a series of locales, the scenic demands must be simple.
3.   The plays must be dramatized pictorially with a variety of visual effects.

*The dramatic elements are defined by Kenneth L. Graham and Lowell S. Swortzell's doctoral dissertations and were compiled by Dr. Coleman Jennings at The University of Texas at Austin, Department of Theatre and Dance – Drama and Theatre for Youth.

Kenneth L. Graham, "An Introductory Study of Evaluation of Plays for Children's Theatre in the United States." (unpublished Ph.D. dissertation, University of Utah, 1947).

Lowell S. Swortzell, "Five Plays: A Repertory of Children's Theatre to Be Performed by and for Children." (unpublished Ph.D. dissertation, New York Univeristy, 1963).

Paper: Live Performance Critique (A)

You are required to review a staged play - **11pnt font, Times Roman, 1.5 spaced. This is worth 200 points of your final grade.** I will give you options to screen recorded performances throughout the world over the semester or to see a live production in the area. It is up to you. When I offer you an opportunity to screen a production or attend a production, I highly encourage you to take advantage of the opportunity. These performances are either free or have a nominal admission or viewing fee to attend/screen. Regardless, I encourage you to support them by giving them a donation or paying their admission or screening fee and support the folk who put in the labor and energy to produce the show you just enjoyed.

The review must be typed in an essay format. Use both positive and negative reactions in your analysis. Avoid overused vague words such as "bad' or "good." In the first paragraph, include where and when you saw the production. Include a *brief* summary of the story. Do not just retell the story. You may choose two of the following sets of criteria. However, identify which you have chosen to use.

When you submit your review, attach either your ticket stub, theatre program, or donation/screening receipt or a copy of the event link to the assignment.

1. What was the goal of the production? Was it effective? Explain and give examples. Would you recommend this play to a friend? Why or why not? Was the blocking effective? Was the space on the stage well used? Were you able to see the characters on the stage? Was the pace and rhythm appropriate?

2. Were the actors believable as the characters? Explain. Did they look like the characters they were playing? Did the actors understand what they were saying or were they just reciting lines? Give examples. Were the costumes appropriate for the time period? If not, were they symbolic? Explain.

3. How were you affected when you walked into the theatre and saw the set or saw it for the first time as the curtain opened? Were the setting and props appropriate to the story and time period? Explain. Did these enhance or detract from the story's purpose? Explain. Did the lighting create mood? How? Explain and give examples.

4. Was the preproduction music or sound effects, or lack of these, appropriate to the play? Did the sound effects or music during the play enhance the goal of the production or detract from it? Explain and give examples.

Performance & Process Paper: Monologue

You will present a 2-3 minute monologue from a play or a book of monologues which you HAVE *pre-approved* with me. **A two full page reflection paper is due after the performance.** The monologue performance incorporates the skills & lessons learned from your Story and Character Walk assignments and adds the next level by creating a believable character. Success in this assignment is contingent on the work you do in character development and workshopping process with the class and on your own. Your monologue

needs to be fully memorized and performance ready by the due date. You will, however, have time to prepare for that through the workshopping process with the class.

A two full page reflection paper is due after the performance. The reflection paper should touch on the following on the following prompt:

- During your monologue preparation, how did your past assignments influence and support your character development process? Describe one challenge you experienced while preparing from the assignment and how you moved through it to the other side. Elaborate on one learning *(a-ha)* moment you had regarding creating an authentic & believable character and how you will apply that lesson moving forward.

This exercise is worth 150 points of your grade – 70% performance/30% reflection paper. (11pnt font, Times Roman, 1.5 spaced)

Performance & Process Paper: Story
Develop, write and prepare to present a personal memory or a story from a published literary source. Whether your story is based on personal experience or a published work, tell your tale vividly, using rich and specific sensory images. You need not memorize your written words verbatim; however, you must own your story completely! Take us into the moment by reliving the tale exuberantly.

A one full page reflection paper is due after the performance. The reflection paper should touch on the following:

- How did you did you prepare for the Story Assignment?
- What obstacles or challenges did you encounter while preparing for the assignment?
- How did you overcome those obstacles or challenges?
- When you performed your Story, how did it go? Describe the experience of finally performing your story. Did it go as you expected? What changed?
- What do you want to work on the next time you perform in front of the class?

This exercise is worth 100 points of your grade – 70% performance/30% reflection paper. The reflection must be one full written page. (11pnt font, Times Roman, 1.5 spaced)

Time limit: 3-5 minutes

Performance & Process Paper: Character Walk
Develop and prepare to present a silent movement study which portrays a person who is in your personal circle. They can be a parent, partner, sibling, best friend, child, family member, etc., but it must be someone you see extremely frequently. You are to create a performance based on a *day in their life.* The intent is for you to observe their day-to-day interactions and activity and to get a sense of what it would be like to walk in their shoes for a day. You may not incorporate any sound in this performance.

You are encouraged to be as authentic as possible in performing this person. This is not meant to be a parody, but an exercise in honoring and celebrating them. When you choose your person, you will need to let them know about the assignment and have their consent to base the performance on them. The performance should be either based on a day in their life or significant moment that occurred in their life.

As you prepare the assignment, take the time to observe how they move, react, interact, respond, and, essentially, exist in this world. I am asking you all to become someone other than yourselves and to do so with meaningful thought and intention. In your process, consider taking notes on your observation and find moments to embody those ticks, nuances, and reactions that makes them who they are. Be sure to share the performance with them and give them the space to share their thoughts, suggestions, and notes.

A two full page reflection paper is due after the performance. The reflection paper should touch on the following on the following prompt:

> Write a two-page reflection paper on the impact working closely with your subject had in your process in developing the character/persona for the performance.
> - How did consent, collaboration, relationship, and empathy inform your performance?
> - How did you navigate through the process of sharing your performance with your person?
> - If notes or suggestions were given to you, what was your initial reaction?
> - If there were moments where there were resistance or disagreement, how did you move through it?
> - What revelations did you make regarding creating believable and authentic characters?
> - What are lessons are you going to take from this and apply to future assignments or in your day-to-day interactions?

This exercise is worth 150 points of your grade – 70% performance/30% reflection paper. (11pnt font, Times Roman, 1.5 spaced)

Time limit: 3-5 minutes