

RIO HONDO COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

**COURSE REVISION FORM**

A Course Revision Form is completed for the following purposes:

1. Reinstating a course that has been deleted from the catalog.
2. Revising a course's goals and objectives

Subject Area: **Automotive Technology**

Current Course Title: **Basic Clean Air Car Course**

Course Prefix and Number: **AUTO 130**

Units: **4.0**

Originator of Course Change: **Steve Tomory**

Extension: **7371**

Total Hours: **108**

Please check all changes that were made to the course during this course revision:

- |   |  |   |
|---|--|---|
| <input checked="" type="checkbox"/> Unit  | <input checked="" type="checkbox"/> Title    | <input checked="" type="checkbox"/> Description |
| Change  |  |   |
| <input type="checkbox"/> Transfer   | <input type="checkbox"/> Number              | <input checked="" type="checkbox"/> Preparation |
| Level   |  |   |
| <input type="checkbox"/> Merger/<br>Modulation                                      |  |   |
| <input type="checkbox"/> Other  |  |   |
| <input checked="" type="checkbox"/> Revise content and update text (minor revision) |  | <input checked="" type="checkbox"/> Hours       |
| <input checked="" type="checkbox"/> Major revision                                  | <input type="checkbox"/> SLO forms submitted | <input checked="" type="checkbox"/> Other       |

**IDENTIFY AND EXPLAIN THE CHANGES CHECKED ABOVE:**

**Proposed New Title:** Level-1 Smog Technician Training Course: Engine and Emission Control Fundamentals

**Preparation Change:** Add Advisory: ENGL 035 or ENLA 100 or appropriate assessment; READ 023 or appropriate assessment; AUTO 060; Remove Advisory: AUTO115; AUTO 120

**Proposed New Units:** 3 **Proposed New Hours:** 72 total (45 lecture/27 lab)

**Old Description:** This course is designed to prepare students to take the State of California Motor vehicle Pollution Control License Examination (Smog Technician Test). Course content includes Engine Theory, Basic Electrical, Ignition Systems, Fuel Systems, and Emission Control Systems. Emphasis is placed on proper engine diagnostic procedures, OBD-I and OBD-II systems, and rules & regulations. Lab activities focus on the use of testing equipment, scan tools, digital scopes and meters, as well as inspection and repair procedures of vehicles that fail the Smog Test. This course is one of two required courses that qualifies students/technicians to meet the Bureau of Automotive Repair (BAR) requirements for the State of California licensing examination preparation. This course may be taken once for credit towards the major and repeated twice to enhance students skills and proficiency.

**New Description:** This course is designed to provide the student with the ability to satisfy the Bureau of Automotive Repair (BAR) Smog Check Technician training requirement of successfully completing the Level-1 Smog Technician Training Course when applying for the California Smog Check Technician licensing examination. Course content includes Engine Theory, Design and Operation, Ignition Systems, Fuel Systems, Engine Management Systems, and Emission Control Systems. Emphasis is placed on proper engine diagnostic procedures and On-Board Diagnostic Systems (OBD-I and OBD-II). Lab activities focus on the use of testing equipment, scan tools, digital scopes and meters, as well as inspection and repair procedures of vehicles that fail the Smog Test. Upon successful completion of this course, the student will receive a certificate of completion from the Rio Hondo Automotive Technology Department. Students, with permission from the Division, may re-enroll only one time for certification or licensure standards.

**Other:** Entering and exiting skills have been revised; Revise Subject Content Language; Update Textbook and Materials

### Academic Level and General Education Information

1. Does this course fulfill a major course requirement at the four-year level? Yes [ ] No [X]  
(For existing courses, verify at [www.assist.org](http://www.assist.org))

If yes, which major?

List CSU or UC campuses:

2. Does this course currently fulfill a **requirement** for an approved certificate of achievement or associate degree? Yes [X] No [ ]

If yes, which certificate/degree: **Advanced Engine Performance AS Degree and Certificate of Achievement, and Advanced Engine Performance Technician Certificate of Achievement**

3. Will this course be a **requirement** for a certificate of achievement or associate degree currently under development? Yes [ ] No [X]

If yes, which certificate/degree:

4. Is this course designed to be a general education course at:

The community college level? Yes [ ] No [X]

The 4-year college level? Yes [ ] No [X]

If the answer to #4 is "yes," for which of the following categories should it be considered?

	<b>CC</b>	<b>C.S.U.</b>	<b>IGETC</b>
Natural Science	Cat. 5:	Cat. B:	Area 5:
Art/Humanities	Cat 7A, 7B:	Cat. C:	Area 3:
Social Sciences	Cat. 6:	Cat. D:	Area 4:
Communications	Cat 8A:	(A1, A2):	Area 1:
Analytical/ Critical Thinking	Cat 8B:	(A3):	Area 2:
Language other than English (UC Only):			

Lifelong Learning (CSU Only):

Cat. E:

**(ONLY, if the answer to #1 or #4 is “yes”, please discuss proposed course for transfer general education with articulation officer and get signature below)**

Discussed Above: \_\_\_\_\_  
(Signature of Articulation Officer)

**Which Instructors in the Subject Area Endorse This Proposal?**

\_\_\_\_\_  
(Signature) (Date) (Signature) (Date)

\_\_\_\_\_  
(Signature) (Date) (Signature of Originator) (Date)

\_\_\_\_\_  
(Curriculum Committee Member)

\_\_\_\_\_  
(Dean)

**Curriculum Library Statement**

**Course Number and Title: AUTO 130: Level-1 Smog Technician Training Course: Engine and Emission Control Fundamentals**

**Department/Division: CTE/Automotive Technology**

**Ext: x7371**

**Originator: Steve Tomory**

**Date: July 1, 2013**

**Originator’s Recommendations:**

\_\_\_\_\_ None. No additional library resources are needed.

None. The library will be notified if and when appropriate items are identified.

\_\_\_\_\_ None. Supporting materials will be provided by the department at the site where the course will be offered.

\_\_\_\_\_ The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

Signature of originator \_\_\_\_\_

**FOR LIBRARY USE ONLY:**

A librarian has reviewed the library’s holdings in the subject area(s) related to this course and found that:

1. \_\_\_\_\_ The library has sufficient resources to support this course.

2. The library’s resources are not adequate to support the teaching of this course and:

\_\_\_\_\_ Additional items have been identified and will be purchased prior to the course’s first offering.

Librarian Follow-up:  meeting  notification of new materials  Other; see below

Signature of librarian \_\_\_\_\_ Date \_\_\_\_\_

**Rio Hondo College  
Career and Technical Education**

**AUTO 130  
Level-1 Smog Technician Training Course: Engine and Emission Control Fundamentals**

Course Description

This course is designed to provide the student with the ability to satisfy the Bureau of Automotive Repair (BAR) Smog Check Technician training requirement of successfully completing the Level-1 Smog Technician Training Course when applying for the California Smog Check Technician licensing examination. Course content includes Engine Theory, Design and Operation, Ignition Systems, Fuel Systems, Engine Management Systems, and Emission Control Systems. Emphasis is placed on proper engine diagnostic procedures and On-Board Diagnostic Systems (OBD-I and OBD-II). Lab activities focus on the use of testing equipment, scan tools, digital scopes and meters, as well as inspection and repair procedures of vehicles that fail the Smog Test. Upon successful completion of this course, the student will receive a certificate of completion from the Rio Hondo Automotive Technology Department. Students, with permission from the Division, may re-enroll only one time for certification or licensure standards.

*3 Units/72 Total Hours*

[2013-2014]

## Rio Hondo College

### I. Discipline/Department: Career and Technical Education/Automotive Technology

**Course Number: AUTO 130**

**Course Title: Level-1 Smog Technician Training Course: Engine and Emission Control Fundamentals**

**Units: 3.0**

**Total Hours: 72 Total Hours (45 Hours of Lecture; 27 Hours of Lab)**

**Advisory: ENGL 035 or ENLA 100 or appropriate assessment; READ 023 or appropriate assessment; AUTO 060**

### II. Need/Justification/Goals

Automotive Technicians wishing to become a State Licensed Smog Inspection & Repair Technician must take and pass the State Smog Technician License Exam. This course satisfies the Bureau of Automotive Repair (BAR) Smog Check Technician training requirement of successfully completing the Level-1 Smog Technician Training Course when applying for the exam.

### III. Title V Requirements

**A) Entering Skills:** Upon entering the course, students should be able to:

1. Comprehend textbook reading written at the early-college level.
2. Write with occasional errors in paragraph organization, but demonstrate mostly good paragraph organization and transitions.
3. Apply and demonstrate proper work habits and shop safety practices using automotive electrical and engine performance diagnostic hand & power tools and equipment.

**B) Exiting Skills:** Upon entering the course, students should be able to:

1. Apply and demonstrate personal, shop, equipment, and vehicle safety practices.
2. Understand, compare, and contrast engine theory, design, and operation for both gasoline and diesel vehicles.
3. Apply and demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components.
4. Interpret and describe emission control systems theory, design and operation for both gasoline and diesel vehicles.
5. Apply and demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs.
6. Apply and demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs.
7. Apply and demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs.
8. Apply and demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostic systems (OBD-II).

**C) Minimum Required for a "C":** The student must have at the end of the course a minimum of 70% of the total points possible. Points will be given for:

1. 1) Attendance, 2) Assignments, 3) Class Participation, and 4) Quizzes and Tests

## **IV. Course Content**

- A. Introduction
  - a. Personal Safety Equipment
  - b. Work Habits and Shop Safety Practices
  - c. Shop Equipment Operation & Safety
  - d. Vehicle Safety
  
- B. Gasoline and Diesel Engine Theory, Design and Operation
  - a. Engines and Combustion
  - b. Cooling Systems
  - c. Exhaust Systems
  - d. Electrical Systems
  
- C. Gasoline and Diesel Engine Performance
  - a. Induction Systems
  - b. Fuel Metering Systems
    - 1. Carburetion
    - 2. Fuel Injection
  - c. Engine Management
  - d. On-Board Diagnostics
  
- D. Gasoline and Diesel Emission Control Systems
  - a. Crankcase Emission Controls
  - b. Evaporative Emission Controls
  - c. Thermostatic Air Cleaner
  - d. Air Injection
  - e. Ignition Spark Controls
  - f. Exhaust After-Treatment Systems
  - g. Exhaust Gas Recirculation Systems

**V. Texts/Instructional Materials**

Year: 2013

NOTE: The texts and materials are BAR-approved, specified, and distributed as “Smog Technician Level-1 Training Course Materials”. They are current as of 2013 and updated every year as an ongoing process. There is no ISBN number assigned to these materials.

**Other Instructional Material**

Approved Test Tools & Equipment  
School-supplied Training Materials

**VI. Course Objectives**  
**The Student Will Be Able To:**

- A. Apply and demonstrate personal, shop, equipment, and vehicle safety practices.
- B. Understand, compare, and contrast engine theory, design, and operation for both gasoline and diesel vehicles.
- C. Apply and demonstrate their knowledge, skills and abilities in identifying engine systems, parts and components.
- D. Describe emission control systems theory, design and operation for both gasoline and diesel vehicles.
- E. Apply and demonstrate their knowledge, skills and abilities in identifying emission control systems on various vehicle designs.
- F. Apply and demonstrate their knowledge, skills and abilities in checking ignition timing on various vehicle designs.
- G. Apply and demonstrate their knowledge, skills and abilities in checking the operation of exhaust gas recirculation systems on various system designs.
- H. Apply and demonstrate their knowledge, skills and abilities in checking monitor readiness on vehicles equipped with second generation on-board diagnostic systems (OBD-II).

**VI. Methods of Instruction**

- A. Lecture presentation of subject matter.
- B. Lab demonstration of subject matter.
- C. Class discussion of lecture and reading assignments.
- D. Class review of homework assignments.
- E. Group discussions of lab assignments.
- F. Audio/visual presentations.

**VII. Assignments**

- A. Read assigned textbook chapters.
- B. Read assigned reference material.
- C. Search and review periodicals and technical publications.
- D. Research appropriate automotive related establishments and/or internet topics.
- E. Perform lab assignments and automotive repair projects.
- F. Skill demonstration in the lab.

**VIII. Methods of Evaluation**

- A. Assess written assignments from textbook materials for content and accuracy.
- B. Measure student progress by providing periodic objective tests on course content.
- C. Assess achievements of course objectives on midterm and final exam.
- D. Attendance & completion of homework will be evaluated as part of the final grade.
- E. Evaluate skills demonstrated in the lab for accuracy per ASE Automotive Service Industry Standards.

**Item Number:** \_\_\_\_\_  
**TOPS Code:** \_1914.00\_

**RIO HONDO COMMUNITY COLLEGE  
CURRICULUM COMMITTEE**

**COURSE REVISION FORM**

A Course Revision Form is completed for the following purposes:

- 3. Reinstating a course that has been deleted from the catalog.
- 4. Update a course for program review

Division: Math/Science

Current Course Title: Physical Geology

Course Prefix and Number: GEOL 150  
 Originator of Course Change: Michael R. Forrest  
 Total Hours: 54

Units: 3  
 Extension: 463 7510

Please check all changes that were made to the course during this course revision:

<input type="checkbox"/> Unit	<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Description
Change		
<input type="checkbox"/> Transfer	<input type="checkbox"/> Prefix Number	<input checked="" type="checkbox"/> Preparation
Level		
<input type="checkbox"/> Merger/ Modulation		
<input type="checkbox"/> Other		
<input checked="" type="checkbox"/> Revise content and update text (minor revision)		<input type="checkbox"/> Hours
		<input type="checkbox"/> Codes

**New Preparation:** Add MATH 030D and MATH 033 to advisories.

**Old Description:**

Physical Geology, which fulfills the physical science general education requirement, is the study of the materials that our beautiful Earth is made out of, as well as the processes and systems operating within the planet and on its surface. Earthquakes, volcanoes, oil, beaches, tsunamis, rocks, rivers, glaciers, plate tectonics, minerals, continent and mountain building are among the many diverse topics that will be explored.

**New Course Description:**

Physical Geology, which fulfills the physical science general education requirement, is the study of the materials that our beautiful Earth is made out of, as well as the processes and systems operating within the planet and on its surface. Earthquakes, volcanoes, oil, beaches, tsunamis, rocks, rivers, glaciers, plate tectonics, minerals, continent and mountain building are among the many diverse topics that will be explored. The direct effect of geology on society and our history, as well as the impact humans are having on our earth system will also be examined.

**Academic Level and General Education Information**

1. Does this course fulfill a major course requirement at the four-year level? Yes [ X ] No [ ]  
 (For existing courses, verify at [www.assist.org](http://www.assist.org))

If yes, which major? Geology, Earth Science

List CSU or UC campuses: Cal State L.A., C.S.U.L.B., U.C.L.A., U.C. Berkeley and others

2. Does this course currently fulfill a **requirement** (or is a restricted elective) for an approved certificate of achievement or associate degree? Yes [ x ] No [ ]

If yes, which certificate/degree: AA-General Studies, Science and Mathematics

3. Will this course be a **requirement** (or a restricted elective) for a currently existing certificate of achievement or associate degree or one under development? Yes [x ] No [ ]

If yes, which certificate/degree: AA-T Anthropology

4. Is this course designed to be a general education course at:

The community college level? Yes [X ] No [ ]

The 4-year college level? Yes [ X ] No [ ]

If the answer to #4 is "yes," for which of the following categories should it be considered?

	<b>CC</b>	<b>C.S.U.</b>	<b>IGETC</b>
Natural Science	Cat. 5: X	Cat. B: X	Area 5: X
Art/Humanities	Cat 7A, 7B:	Cat. C:	Area 3:
Social Sciences	Cat. 6:	Cat. D:	Area 4:
Communications	Cat 8A:	(A1, A2):	Area 1:
Analytical/ Critical Thinking	Cat 8B:	(A3):	Area 2:
Language other than English (UC Only):			
Lifelong Learning (CSU Only):		Cat. E:	

**(ONLY, if the answer to #1 or #4 is "yes", please discuss proposed course for transfer general education with articulation officer and get signature below)**

Discussed Above: \_\_\_\_\_  
 (Signature of Articulation Officer)

**Which Instructors in the Subject Area Endorse This Proposal?**

\_\_\_\_\_  
 (Signature) (Date) (Signature) (Date)

\_\_\_\_\_  
 (Signature) (Date) (Signature of Originator) (Date)

\_\_\_\_\_  
 (Curriculum Committee Member) (Dean)

Course Number and Title: GEOL 150 Physical Geology

Department/Division: Geology Math/Science

Ext: 463 7510

Originator: Michael R. Forrest

Date: September 19 2013

**Originator's Recommendations:**

- None. No additional library resources are needed.
- None. The library will be notified if and when appropriate items are identified.
- None. Supporting materials will be provided by the department at the site where the course will be offered.
- The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

Signature of originator \_\_\_\_\_

**FOR LIBRARY USE ONLY:**

A librarian has reviewed the library's holdings in the subject area(s) related to this course and found that:

1.  The library has sufficient resources to support this course.
2. The library's resources are not adequate to support the teaching of this course and:  
 Additional items have been identified and will be purchased prior to the course's first offering.

Librarian Follow-up:  meeting  notification of new materials  Other; see below

Signature of librarian \_\_\_\_\_ Date \_\_\_\_\_

**Rio Hondo College  
Mathematics and Sciences**

**GEOL 150  
Physical Geology**

Course Description

Physical Geology, which fulfills the physical science general education requirement, is the study of the materials that our beautiful Earth is made out of, as well as the processes and systems operating within the planet and on its surface. Earthquakes, volcanoes, oil, beaches, tsunamis, rocks, rivers, glaciers, plate tectonics, minerals, continent and mountain building are among the many diverse topics that will be explored. The direct effect of geology on society and our history, as well as the impact humans are having on our earth system will also be examined.

*3 Units/54 Total Lecture Hours*

[2013-2014]

## Rio Hondo College

### I. Department:

**Course Number: GEOL 150**

**Course Title: Physical Geology**

**Units: 3**

**Hours: \_\_54\_\_ Lecture      \_\_\_\_\_ Lab**

**Advisory:**

ENGL 035 or ENLA 100 or appropriate assessment;

READ 023 or appropriate assessment;

MATH 030 or MATH 030D or MATH 033 or appropriate assessment;

**Prerequisite: None**

**Corequisite: None**

**II. Need/Justification/Goals:** This is a general education physical science course, which fulfills the physical science requirement for graduation and transfer from Rio Hondo College.

### III. Title V Requirements

**A) Entering Skills** *Upon entering the course, students should be able to:*

1. Comprehend textbook reading written at the early-college level.
2. Write a multi-paragraph essay with a thesis statement and general introductory and concluding remarks.
3. Add, subtract, multiply and divide rational numbers.

**B) Exiting Skills/Objectives** *Upon exiting the course, students should be able to:*

1. Explain the formation of a wide variety of landscapes.
2. Identify common rock forming minerals, the different rock types, and the most common rocks.
3. Explain plate tectonics and the evolution of the earth
4. Describe the anatomy of the earth.
5. Be able to recognize the geologic hazards of an area.
6. Explain the direct relationship between geology, history, the individual and society and how humans are altering the earth.

**C) Minimum Required for a "C":**

The student must score in the upper 75% of a class to get a C or better.

## **Course Content**

### **1. Origins**

- a) Universe
- b) Earth and our Planetary System
- c) Moon

### **2. Earth's Interior**

- a) Earth's Size, Density and Internal structure
- b) Internal heat
- c) Gravity
- d) Isostasy
- e) Magnetism
- f) Kimberlite Pipes

### **3. Plate Tectonics**

- a) Alfred Wegener and Continental Drift
- b) Paleomagnetism and Polar Wandering
- c) Magnetic Reversals and Seafloor Spreading
- d) Plate Tectonics
- e) Plate Boundaries
- f) Hot Spots
- g) G.P.S
- h) Driving Mechanisms

### **4. Minerals**

- a) Matter, Atoms, Elements, Bonding, Origin
- b) Mineral Groups
- c) Physical Properties, Identification
- e) Reserves, Distribution

### **5. Igneous Rocks**

- a) Rock Types, Rock Cycle
- b) Magma, Origin
- c) Rock Composition, Texture and Classification
- d) Igneous Structures

### **6. Sedimentary Rocks**

- a) Sediment sources, transport and deposition
- b) Lithification
- c) Classification
- d) Sedimentary Environments
- e) Sedimentary Structures

### **7. Metamorphic Rocks**

- a) Formation and Classification
- b) Metamorphic Zones and Facies

### **8. Geologic Time**

- a) Relative Dating

- b) Fossils, Evolution and Extinction
- c) Geologic Time Scale
- d) Absolute Dating

### **9. Earthquakes**

- a) Elastic Rebound Theory
- b) Seismology
- c) Earthquake Location
- d) Richter and Moment Magnitude Scales
- e) Faults
- f) Historical Earthquakes
- g) Earthquake Forecasting
- h) Tsunamis

### **10. Deformation, Mountain Building and the Evolution of Continents**

- a) Rock Deformation
- b) Rock Structure
- c) Origin of Mountains
- d) Formation and Evolution of Continents

### **11. Seafloor**

- a) Oceanic crust, its structure and composition
- b) Continental Margins
- c) Seafloor features and sedimentation
- d) Reefs
- e) Resources

### **12. Geologic Time**

- a) Relative Dating
- b) Geologic Time Scale
- c) Absolute Dating

### **13. A Biography of Earth**

- a) The Hadean Eon
- b) The Archean Eon
- c) The Proterozoic Eon
- d) The Phanerozoic Eon
- e) The Paleozoic, Mesozoic, Cenozoic Eras

### **14. Energy**

- a) Oil and Gas
- b) How oil helped create what historians call the “American Century” (the 20<sup>th</sup>)
- b) Alternative reserves of Hydrocarbons
- c) Other Energy Sources

- d) Energy Choices, Energy Problems

**15. Mineral Resources**

- a) Metals and their discovery
- b) The Banded Iron formation
- c) Ores, Ore Minerals, and Ore Deposits.
- d) Nonmetallic Mineral Resources
- e) Global Mineral Needs

**16. Mass Wasting**

- a) Factors that Influence Mass Wasting
- b) Type of Mass Wasting
- c) Minimizing effects of Mass Wasting

**17. Running Water**

- a) Hydrologic Cycle
- b) Running Water
- c) Erosion, Transport and Deposition of Sediments
- d) Flooding
- e) Valley Evolution

**18. Groundwater**

- a) Groundwater and the Hydrologic Cycle
- b) Porosity and Permeability
- c) The Water Table
- d) Groundwater Movement
- e) Springs, Water Wells and Artesian Systems
- f) Geothermal Activity

**19. Glaciers and Glaciation**

- a) Types of Glaciers
- b) Anatomy
- c) Glacial Budget
- d) Erosion and Deposition
- e) Landforms
- f) Ice Ages and their Causes
- g) Global Warming and its Effects

**20. Wind and Deserts**

- a) Sediment Transport
- b) Erosion and Deposition
- c) Global Circulation Patterns
- d) Distribution of Deserts
- e) Landforms

**21. Shoreline and Shoreline Processes**

- a) Waves
- b) Coastal Landforms
- c) Costline Classification

d) Storms and Flooding

**22. Planet in Peril**

a) Earth System

b) Atmosphere and Climate

c) Physical Cycles

d) Biogeochemical Cycles

e) Human Impact on the Earth System

**V. Textbook:**

**Earth, Portrait of a Planet, 4<sup>th</sup> edition, Stephen Marshak, W.W. Norton and Company**

Year

2013

**Other Instructional Material**

None

**VI. Exiting Skills/  
Objectives**

**VII. Methods of Instruction**

**VIII. Assignments**

**IX. Methods of Evaluation**

**The Student Will Be  
Able To:**

- A.Explain the formation of a wide variety of landscapes.
- B.Identify common rock forming minerals, the different rock types, and the most common rocks.
- C.Explain plate tectonics and the evolution of the earth.
- D.Describe the anatomy of the earth.
- E.Be able to recognize the geologic hazards of an area.
- F.Explain the direct relationship between geology, history, the individual and society and how humans are altering the earth.

- A.Lecture presentation.
- B.Audio Visual presentations.

- A. Read assigned textbook chapters.
- B. Completing written assignments that review concepts covered in lecture and the textbook.

- A.Measure understanding of textbook concepts and audio video material with performance on objective exams containing multiple-choice.
- B.Evaluate written assignments for comprehension of major concepts.
- C.Evaluate familiarity of location of geological/ physiographic province names by performance on examination.

**Item Number:** \_\_\_\_\_  
**TOPS Code:** 2203.00 \_\_\_\_\_

RIO HONDO COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

**COURSE REVISION FORM**

Division: Behavioral and Social Sciences

Current Course Title: **The Mexican American in the History of the United States**

Course Prefix and Number: **CHST 146**

Units: 3

Originator of Course Change: Juana Mora

Extension: Ext. 7491

Total Hours: 54 Hours

Please check all changes that were made to the course during this course revision:

<input type="checkbox"/> Unit	<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Description
Change		
<input type="checkbox"/> Transfer	<input type="checkbox"/> Prefix Number	<input type="checkbox"/> Preparation
Level		
<input type="checkbox"/> Merger/ Modulation		
<input type="checkbox"/> Other		
<input checked="" type="checkbox"/> Revise content and update text (minor revision)		<input type="checkbox"/> Hours
		<input type="checkbox"/> Codes

**IDENTIFY AND EXPLAIN THE CHANGES CHECKED ABOVE:**

Old Description: The course is a survey course of U.S. History from the end of the nineteenth century to the present with an emphasis on the Mexican Americans’ social, economic, and political development. It also reviews American political development leading to the adoption of the U.S. Constitution, examines the principles of the U.S. Constitution, and analyzes U.S. political systems as they pertain to the Mexican American experience.

New Description: This course is a survey of the history of the Mexican/Mexican-American people in the United States presented in the context of U.S. history and government. The course begins with a discussion of the Mexican American War and the Treaty of Guadalupe Hidalgo, and goes on to examine the Mexican American struggle for full integration into U.S. society. Key topics include repatriation, unionism, Mexican American GIs on the Pacific and European war front, postwar struggles for economic and social justice, radicalism, and concludes with an examination into the dramatic growth of the Mexican/Mexican-American population in the U.S. Students interested in this course may include individuals with familial or personal connections to the Chicano (Mexican-American) community and/or those intending to work in environments with high concentrations of this population.

**Academic Level and General Education Information**

1. Does this course fulfill a major course requirement at the four-year level? Yes  No   
 (For existing courses, verify at [www.assist.org](http://www.assist.org))

If yes, which major? Chicano Studies

List CSU or UC campuses: CSU Fullerton, CSU Northridge, CSU Los Angeles

2. Does this course currently fulfill a **requirement** (or is a restricted elective) for an approved certificate of achievement or associate degree? Yes  No

If yes, which certificate/degree: Chicano Studies

3. Will this course be a **requirement** (or a restricted elective) for a currently existing certificate of achievement or associate degree or one under development? Yes  No

If yes, which certificate/degree:

4. Is this course designed to be a general education course at:

The community college level? Yes  No

The 4-year college level? Yes  No

If the answer to #4 is "yes," for which of the following categories should it be considered?

	<b>CC</b>	<b>C.S.U.</b>	<b>IGETC</b>
Natural Science	Cat. 5:	Cat. B:	Area 5:
Art/Humanities	Cat 7A, 7B:	Cat. C:	Area 3:
Social Sciences	Cat. 6: X	Cat. D: X	Area 4: X
Communications	Cat 8A:	(A1, A2):	Area 1:
Analytical/ Critical Thinking	Cat 8B:	(A3):	Area 2:
Language other than English (UC Only):			
Lifelong Learning (CSU Only):		Cat. E:	

**(ONLY, if the answer to #1 or #4 is "yes", please discuss proposed course for transfer general education with articulation officer and get signature below)**

Discussed Above: \_\_\_\_\_  
 (Signature of Articulation Officer)

**Which Instructors in the Subject Area Endorse This Proposal?**

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature of Originator) (Date)

\_\_\_\_\_  
 (Curriculum Committee Member)

\_\_\_\_\_  
 (Dean)

## Curriculum Library Statement

Course Number and Title: CHST146: The Mexican American in the History of the United States

Department/Division: Chicano Studies/Behavioral and Social Science      Ext: 7491

Originator: Juana Mora

Date: November 15, 2013

### Originator's Recommendations:

None. No additional library resources are needed.

None. The library will be notified if and when appropriate items are identified.

None. Supporting materials will be provided by the department at the site where the course will be offered.

The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

Signature of originator \_\_\_\_\_

#### FOR LIBRARY USE ONLY:

A librarian has reviewed the library's holdings in the subject area(s) related to this course and found that:

1.  The library has sufficient resources to support this course.
2. The library's resources are not adequate to support the teaching of this course and:  
 Additional items have been identified and will be purchased prior to the course's first offering.

Librarian Follow-up:  meeting     notification of new materials     Other; see below

Signature of librarian \_\_\_\_\_ Date \_\_\_\_\_

**Rio Hondo College  
Behavioral and Social Sciences**

**CHST 146  
The Mexican American in the History of the United States**

Course Description

This course is a survey of the history of the Mexican/Mexican-American people in the United States presented in the context of U.S. history and government. The course begins with a discussion of the Mexican American War and the Treaty of Guadalupe Hidalgo, and goes on to examine the Mexican American struggle for full integration into U.S. society. Key topics include repatriation, unionism, Mexican American GIs on the Pacific and European war front, postwar struggles for economic and social justice, radicalism, and concludes with an examination into the dramatic growth of the Mexican/Mexican-American population in the U.S. Students interested in this course may include individuals with familial or personal connections to the Chicano (Mexican-American) community and/or those intending to work in environments with high concentrations of this population.

*3 Units/54 Total Hours*

[2013-2014]



**C) Minimum Required for a “C”:**

Students must earn at least 70% of the points possible on required coursework

## V. Course Content

### I. Mexican Americans in the Era of War and American Westward Expansion

- A. The Outbreak of War
- B. The Battles at Monterey and Buena Vista
- C. The Treaty of Guadalupe Hidalgo

### II. Mexican Americans from the 1850s to the End of the Civil War

- A. Mexican Americans in the Postconquest Southwest
- B. Mexican Americans in the American Civil War
- C. Mexican Americans Fight in the Indian Wars

### III. Mexican Americans from the 1870s to the Early Twentieth Century

- A. The Mexican Americans in California
- B. The New Southwest Economy
- C. Mexican Immigration to the U.S.

### IV. Mexican Americans in the Era of the Great Depression

- A. The Repatriation Campaign
- B. Mexican American Struggles for Unionism
- C. Mexican American Women Workers

### V. Mexican American in the World War II Era

- A. The Sleepy Lagoon Incident
- B. The Los Angeles Zoot Suit Riots
- C. The Bracero Program

### VI. Mexican Americans in the Postwar Years

- A. Mexican Americans and the American Labor Movement
- B. Civil Rights Litigation by Mexican Americans
- C. Mexican Americans and the Democratic Party

### VII. Mexican Americans in the Protest Era

- A. The United Farm Workers Movement
- B. The Chicano Student Movement
- C. The National Chicano War Moratorium

### VIII. Mexican Americans at the End of the Twentieth Century

- A. Mexican Americans and the Political Process
- B. From the Bakke Decision to Proposition 209
- C. Mexican Americans and the North American Free Trade Agreement

### IX. Mexican Americans in the New Millennium

- A. A New National Identity
- B. Latino Immigration
- C. Mexican American Electorate

**V. Textbooks**

Vargas, Zaragosa. *Crucible of Struggle: A History of Mexican Americans from Colonial Times to the Present Era*. Oxford University Press. 2011.

Acuña, Rodolfo. *Occupied America: A History of Chicanos* (7<sup>th</sup> Edition). 2010.

**Other Instructional Material**

**VI. Exiting Skills/  
Objectives**

**The Student Will Be Able To:**

- A. Explain how race is a social construction and discuss how it has impacted the Mexican American experience in the U.S.
- B. Identify key historical events focusing on Mexican American contributions and developments.
- C. Distinguish major historical periods in the development of Mexican American communities.
- D. Outline Mexican American history within the greater context of U.S. history.

**VII. Methods of Instruction**

- A. Lecture.
- B. Class and small group discussions.
- C. Individual/in-class exercises.
- D. Group work that supports course content.
- E. Media presentations (film, audio, images, etc.) that relate to course content.
- F. Individual or group presentations

**VIII. Assignments**

- A. Written assignments may include short analysis, response papers, or reviews of films.
- B. Assigned readings from the text and ancillary readings.
- C. Quizzes and short-essay exams on assigned readings.
- D. Individual or group presentations.

**IX. Methods of Evaluation**

- A. Assess the accuracy and level of knowledge demonstrated in written assignments.
- B. Measure the understanding of course content based on performance on multiple-choice and short-answer essay exams.
- C. Appraise in-class contributions and participation for accuracy of content.
- D. Judge individual or group presentations.

Item Number: \_\_\_\_\_  
TOPS Code: 2105.50

RIO HONDO COMMUNITY COLLEGE

CURRICULUM COMMITTEE

**COURSE REVISION FORM**

A Course Revision Form is completed for the following purposes:

- 5. Reinstating a course that has been deleted from the catalog.
- 6. Revising a course's goals and objectives

Subject Area: Administration of Justice

Current Course Title: **Criminal Law II**

Course Prefix and Number: **AJ 107**

Originator of Course Change: Jim Newman

Units: 3

Extension: 7747

Total Hours: 54

Please check all changes that were made to the course during this course revision:

<input type="checkbox"/>	Unit	<input type="checkbox"/>	Title	<input type="checkbox"/>	Description
<input type="checkbox"/>	Change	<input type="checkbox"/>	Prefix Number	<input type="checkbox"/>	Preparation
<input type="checkbox"/>	Transfer				
<input type="checkbox"/>	Level				
<input type="checkbox"/>	Merger/ Modulation				
<input type="checkbox"/>	Other				
<input checked="" type="checkbox"/>	Revise content and update text (minor revision)			<input type="checkbox"/>	Hours
				<input type="checkbox"/>	Codes

<p>IDENTIFY AND EXPLAIN THE CHANGES CHECKED ABOVE:</p>
--

Minor revision for C-ID and AS-T in Criminal Justice.

**Academic Level and General Education Information**

1. Does this course fulfill a major course requirement at the four-year level? Yes [X] No [ ]  
(For existing courses, verify at [www.assist.org](http://www.assist.org))

If yes, which major? Criminal Justice

List CSU or UC campuses: CSULA

2. Does this course currently fulfill a **requirement** (or is a restricted elective) for an approved certificate of achievement or associate degree? Yes [X] No [ ]

If yes, which certificate/degree: Administration of Justice and Corrections

3. Will this course be a **requirement** (or a restricted elective) for a currently existing certificate of achievement or associate degree or one under development? Yes [X] No [ ]

If yes, which certificate/degree: Administration of Justice AST

4. Is this course designed to be a general education course at:

The community college level? Yes [ ] No [X]

The 4-year college level? Yes [ ] No [X]

If the answer to #4 is "yes," for which of the following categories should it be considered?

	<b>CC</b>	<b>C.S.U.</b>	<b>IGETC</b>
Natural Science	Cat. 5:	Cat. B:	Area 5:
Art/Humanities	Cat 7A, 7B:	Cat. C:	Area 3:
Social Sciences	Cat. 6:	Cat. D:	Area 4:
Communications	Cat 8A:	(A1, A2):	Area 1:
Analytical/ Critical Thinking	Cat 8B:	(A3):	Area 2:
Language other than English (UC Only):			
Lifelong Learning (CSU Only):		Cat. E:	

**(ONLY, if the answer to #1 or #4 is "yes", please discuss proposed course for transfer general education with articulation officer and get signature below)**

Discussed Above: \_\_\_\_\_  
(Signature of Articulation Officer)

**Which Instructors in the Subject Area Endorse This Proposal?**

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Signature) (Date)

\_\_\_\_\_  
(Signature of Originator) (Date)

\_\_\_\_\_  
(Curriculum Committee Member)

\_\_\_\_\_  
(Dean)

## Curriculum Library Statement

Course Number and Title: **AJ 107: Criminal Law II**

Department/Division: Public Safety

Ext: 7747

Originator: Jim Newman

Date: 6/5/2013

### Originator's Recommendations:

- None. No additional library resources are needed.
- None. The library will be notified if and when appropriate items are identified.
- None. Supporting materials will be provided by the department at the site where the course will be offered.
- The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

Signature of originator \_\_\_\_\_

#### FOR LIBRARY USE ONLY:

A librarian has reviewed the library's holdings in the subject area(s) related to this course and found that:

1.  The library has sufficient resources to support this course.
2. The library's resources are not adequate to support the teaching of this course and:
  - Additional items have been identified and will be purchased prior to the course's first offering.

Librarian Follow-up:  meeting  notification of new materials  Other; see below

Signature of librarian \_\_\_\_\_ Date \_\_\_\_\_

)

**Rio Hondo College  
Public Safety**

**AJ 107  
Criminal Law II**

Course Description:

This course is designed to provide Administration of Justice or other interested students with a comprehensive discourse on criminal statutes and their definition. Topics include classification as applied to the system of administration of justice, crimes against persons, property, general statutes, and health and safety statutes as well as other state and federal laws.

*3 Units/54 Total Hours*

[2013-2014]



## Rio Hondo College

### I. Department: Administration of Justice

**Course Number:** AJ 107

**Course Title:** Criminal Law II

**Units:** 3

**Hours:** 54 Lecture

**Prerequisite:** AJ 101 with a “C” grade or better; or completion of PAC 040 or equivalent

**Advisory:** ENGL 035 or ENLA 100 or appropriate assessment; READ 023 or appropriate assessment

### II. Need/Justification/Goals:

Enhance transfer. AB 1440-Transfer Model Curriculum (TMC) and recommendation of California Association of Administration of Justice Educators (CAAJE). This course fulfills a core requirement for the Administration of Justice degree program and is an elective for the Corrections degree program.

### III. Title V Requirements

#### A) Entering Skills:

1. Comprehend textbook reading written at the early-college level.
2. Write with occasional errors in paragraph organization, but demonstrate mostly good paragraph organization and transitions.
3. Identify the scope and sources of criminal law.
4. Define the concept of jurisdiction and venue as applied to the federal and state court system.
5. Recognize the elements of crimes, conduct a crime scene investigation, use of effective restraint, demonstrate safe and effective use of firearm, demonstrate safe and effective operation of an emergency vehicle, investigate a traffic accident and write a clear and concise report.

#### B) Exiting Skills:

1. Compare and contrast various types of crimes as presented in the California Penal Code and identify them by their common names.
2. Analyze the elements of a criminal law statute and classify it as a felony, misdemeanor, or infraction.
3. Identify the circumstances when a peace officer is required to act so as to prevent further criminal action and/or protect a potential victim of a crime.

#### C) Minimum Required for a “C”:

Student must pass all course requirements with a 70% average. This includes quizzes, midterm and final examination.



## IV. Course Content

### 1. Property Crimes

- a. Theft
  1. Grand theft
  2. Petty theft
- b. Defrauding an innkeeper
- c. Appropriation of lost property
- d. Embezzlement
- e. Forgery
- f. Unauthorized entry of property (trespassing)
- g. Burglary
- h. Possession of burglary tools
- i. Alteration of serial numbers
- j. Receiving stolen property
- k. Vandalism
- l. Cruelty to animals
- m. Arson
- n. Possession of a firebomb
- o. Aid, counsel, or procure the burning of property or land
- p. Vehicle theft and joyriding
- q. Writing checks with intent to defraud

### 2. Crimes Against Persons

- a. Extortion
- b. Assault
- c. Battery
- d. Assault with a deadly weapon
- e. Mayhem
- f. Infliction of corporal injury on a spouse of cohabitant
- g. Robbery
- h. Kidnapping and false imprisonment
- i. Aiding or encouraging a suicide
- j. Murder
  1. Degrees
  2. Felony murder rule
- k. Excusable and justifiable homicide
- l. Manslaughter
  1. Voluntary
  2. Involuntary
  3. Vehicular
- m. Conspiracy to deprive a person of a civil right
- n. Deprivation of a civil right under color of law
- o. Crimes against elders and dependent adults
- p. Child abduction

- q. Stalking
- r. Carjacking

### 3. General Criminal Statutes

- a. Attempt to commit a crime
- b. Conspiracy to commit a crime
- c. Solicitation to commit a crime
- d. Disturbing the peace
- e. Disorderly conduct
  - 1. Lewd conduct
  - 2. Prostitution
  - 3. Loitering about a public toilet
  - 4. Public intoxication
  - 5. Prowling
  - 6. Peeping
  - 7. Illegal lodging
  - 8. Bathroom peepholes
- f. Public nuisance
- g. Disturbing a public meeting
- h. Obstructing a sidewalk or street
- i. Gaming violations

### 4. Crimes Against Children (POST)

- a. Child endangerment
- b. Physical abuse of a child
- c. Entry without a warrant to protect an endangered child
- d. Lewd acts upon a child
- e. Annoying or molesting a child
- f. Possession or control of child pornography
- g. Unlawful sexual intercourse
- h. Child abuse reporting requirements

### 5. Sex Crimes

- a. Assault with intent to commit certain felonies
- b. Indecent exposure
- c. Oral copulation
- d. Sodomy
- e. Incest
- f. Registered sex offenders
- g. Rape
- h. Spousal rape
- i. Penetration with a foreign object
- j. Sexual battery

## 6. Crimes Against the Justice System

- a. Bribery
- b. Perjury
- c. Impersonation of an officer
- d. Obstruction of an officer's official duties
- e. Filing a false police report
- f. Refusal to assist an officer
- g. Unlawful assembly
- h. Disobedience to a dispersal order
- i. Rout, riot, and incitement to riot
- j. Rescue, escape, and lynching
- k. Providing false information to a peace officer
- l. Intimidation of a victim/witness
- m. Violation of a court order

## 7. Weapons Violations

- a. Drawing or exhibiting a firearm or weapon
- b. Shooting at an inhabited dwelling
- c. Possession of a switchblade knife
- d. Manufacture, sale, possession, or import of a deadly weapon
- e. Possession of a firearm by certain prohibited persons
- f. Carrying a concealed firearm
- g. Carrying a loaded firearm
- h. Altering identifying marks on a firearm
- i. Possession of tear gas/chemical agents
- j. Weapons on school grounds
- k. Exceptions to concealed firearm law
- l. Possession of a deadly weapon with intent to assault
- m. Unsafe storage of a firearm
- n. Possession of an assault weapon
- o. Definition of a firearm
- p. Possession of a weapon in a public building

**V. Texts/Instructional Materials**

Hunt. California Criminal Law Concepts. Pearson Learning Solutions, 2014.

**Other Instructional Material**

**VI. Course Objectives**  
**The Student Will Be Able To:**

- A. Compare and contrast various types of crimes as presented in the California Penal Code and identify them by their common names.
- B. Analyze the elements of a criminal law statute and classify it as a felony, misdemeanor, or infraction.
- C. Identify the circumstances when a peace officer is required to act so as to prevent further criminal action and/or protect a potential victim of a crime.

**VII. Methods of Instruction**

- A. Lecture
- B. Videos
- C. Assigned Readings

**VIII. Assignments**

- A. Completion of questions from the textbook.
- B. Read assigned textbook pages.
- C. Oral presentation on a topic related to course content.
- D. Short essay on a topic related to course content.
- E. Analyze current event topics related to course content

**IX. Methods of Evaluation**

- A. Determine student understanding of course concepts through an oral presentation on a topic related to Criminal Law II.
- B. Review of homework assignments in class and assessment of student knowledge through short quizzes on course concepts.
- C. Appraise understanding of course content by completion of a midterm and final examination on course concepts.

**Item Number:** \_\_\_\_\_  
**TOPS Code:** \_\_\_\_\_

RIO HONDO COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

**COURSE REVISION FORM**

A Course Revision Form is completed for the following purposes:

- 7. Reinstating a course that has been deleted from the catalog.
- 8. Update a course for program review

Division: Business

Current Course Title: **Retail Management**

Course Prefix and Number: **MRKT 175**

Units: 3

Originator of Course Change: Gene Blackmun III

Extension: 7350

Total Hours: 54

Please check all changes that were made to the course during this course revision:

<input type="checkbox"/> Unit	<input type="checkbox"/> Title	<input type="checkbox"/> Description
<input type="checkbox"/> Change		
<input type="checkbox"/> Transfer	<input type="checkbox"/> Prefix Number	<input type="checkbox"/> Preparation
<input type="checkbox"/> Level		
<input type="checkbox"/> Merger/ Modulation		
<input type="checkbox"/> Other		
<input checked="" type="checkbox"/> x <input type="checkbox"/> Revise content and update text (minor revision)		<input type="checkbox"/> Hours
		<input type="checkbox"/> Codes

**IDENTIFY AND EXPLAIN THE CHANGES CHECKED ABOVE:**

The purpose of this revision is to update the text book.

**Academic Level and General Education Information**

1. Does this course fulfill a major course requirement at the four-year level? Yes [ ] No [ x ]  
 (For existing courses, verify at [www.assist.org](http://www.assist.org))

If yes, which major?

List CSU or UC campuses:

2. Does this course currently fulfill a **requirement** (or is a restricted elective) for an approved certificate of achievement or associate degree? Yes [ x ] No [ ]

If yes, which certificate/degree: Retail Management certificate and the AS degree and Certificate in Business Marketing

3. Will this course be a **requirement** (or a restricted elective) for a currently existing certificate of achievement or associate degree or one under development? Yes [ ] No [ x ]

If yes, which certificate/degree:

4. Is this course designed to be a general education course at:

The community college level? Yes [ ] No [ x ]

The 4-year college level? Yes [ ] No [ x ]

If the answer to #4 is "yes," for which of the following categories should it be considered?

	<b>CC</b>	<b>C.S.U.</b>	<b>IGETC</b>
Natural Science	Cat. 5:	Cat. B:	Area 5:
Art/Humanities	Cat 7A, 7B:	Cat. C:	Area 3:
Social Sciences	Cat. 6:	Cat. D:	Area 4:
Communications	Cat 8A:	(A1, A2):	Area 1:
Analytical/ Critical Thinking	Cat 8B:	(A3):	Area 2:
Language other than English (UC Only):			
Lifelong Learning (CSU Only):		Cat. E:	

**(ONLY, if the answer to #1 or #4 is "yes", please discuss proposed course for transfer general education with articulation officer and get signature below)**

Discussed Above: \_\_\_\_\_  
 (Signature of Articulation Officer)

**Which Instructors in the Subject Area Endorse This Proposal?**

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature of Originator) (Date)

\_\_\_\_\_  
 (Curriculum Committee Member)

\_\_\_\_\_  
 (Dean)

## Curriculum Library Statement

Course Number and Title: MRKT 175 Retail Management

Department/Division: Business/Business Management Ext: 7350

Originator: Gene Blackmun III

Date: October 3, 2013

### Originator's Recommendations:

- None. No additional library resources are needed.
- None. The library will be notified if and when appropriate items are identified.
- None. Supporting materials will be provided by the department at the site where the course will be offered.
- The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

Signature of originator \_\_\_\_\_

#### FOR LIBRARY USE ONLY:

A librarian has reviewed the library's holdings in the subject area(s) related to this course and found that:

- The library has sufficient resources to support this course.
- The library's resources are not adequate to support the teaching of this course and:  
 Additional items have been identified and will be purchased prior to the course's first offering.

Librarian Follow-up:  meeting  notification of new materials  Other; see below

Signature of librarian \_\_\_\_\_ Date \_\_\_\_\_

**Rio Hondo College  
Business**

**MRKT 175  
Retail Management**

Course Description

This course is designed for the student pursuing a career in retail management or desiring to own their own retail business. Class discussions will explore the topics of customer buying behavior, retail market strategy, retail site location, and human resources management. Case studies and experiential exercises will be used to help students understand additional topics including customer service, store management, retail pricing, supply chain management, and merchandise management.

*3 Units/54 Total Hours*

[2013-2014]



## VI. Course Content

- A. The World of Retailing
  - 1. Introduction to the World of Retailing
  - 2. Types of Retailers
    - A. Food Retailers
    - B. General Merchandise Retailers
    - C. Nonstore Retailers
    - D. Service Retailers
  - 3. Multichannel Retailing
    - A. Store Channel
    - B. Catalog Channel
    - C. Internet Channel
  - 4. Customer Buying Behavior
- B. Retail Strategy
  - 1. Retail Market Strategy
  - 2. Financial Strategy
    - A. Financial Objectives
    - B. Strategic Profit Model
    - C. Setting and Measuring Performance Objectives
  - 3. Retail Locations
    - A. Unplanned Retail Locations
    - B. Shopping Centers
    - C. Mixed-use Development
  - 4. Retail Site Locations
  - 5. Human Resources Management
  - 6. Information Systems and Supply Chain Management
    - A. Information Flows
    - B. Physical Flow
    - C. Collaborative Supply Chain Management
  - 7. Customer Relationship Management
    - A. CRM process
    - B. Data Collection
- C. Merchandise Management
  - 1. Managing Merchandise Assortments
    - A. Forecasting
    - B. Assortment Planning
  - 2. Merchandise Planning Systems
    - A. Staple vs. Fashion Merchandise Planning
    - B. Open-to-Buy Systems
    - C. Allocating Merchandise to Stores
    - D. Analyzing Merchandise Performance
  - 3. Buying Merchandise
  - 4. Pricing Merchandise
    - A. Setting Retail Price
    - B. Price Adjustments
    - C. Pricing Strategies
    - D. Pricing Techniques
  - 5. Retail Communication Mix
- D. Store Management
  - 1. Managing the Store
    - A. Recruiting and Selection
    - B. Training and Development
    - C. Motivation
    - D. Evaluating Employees
    - E. Compensation and Rewards
    - F. Controlling Costs
    - G. Reducing Shrinkage
  - 2. Store Layout, Design, and Visual Merchandising
    - A. Space Management
    - B. Store Design Techniques
    - C. Atmospherics
    - D. Website Design
  - 3. Customer Service
    - A. Customer Service Standards

**V. Textbooks**

Retailing Management, by Levy and Weitz, McGraw-Hill Publishing, 8<sup>th</sup> edition, 2012.

**Other Instructional Material**

None Required



**VI. Exiting Skills/Objectives**  
**The Student Will Be Able**  
**To:**

**VII. Methods of Instruction**

**VIII. Assignments**

**IX. Methods of**  
**Evaluation**

- A. Demonstrate an understanding of basic retail market strategy.
- B. Explain the importance of understanding customer buying behavior and how this knowledge assists retailers better connect with their customers.
- C. Understand the pros and cons of retail site selection and what constitutes a good retail location.
- D. Recognize different approaches to merchandise management and the importance of an efficient supply chain.
- E. Explain and recognize the different approaches to store layout, design, and visual merchandising and how each contributes to the overall success of retail establishments.

- A. Lecture
- B. Case Study Analysis
- C. Field Trip Assignments
- D. Experiential Exercises
- E. Text Book Readings

- A. Read assigned textbook chapters
- B. Written Case Study Assignments
- C. Individual or Group Reports

- A. Measure understanding of textbook concepts with performance on objective exams containing multiple-choice and true/false questions.
- B. Class participation demonstrating understanding of relevant course topics.
- C. Measure understanding of assigned course subjects through written assignment assessment.

**Item Number:** \_\_\_\_\_  
**TOPS Code:** 0835.10

RIO HONDO COMMUNITY COLLEGE  
CURRICULUM COMMITTEE

**COURSE REVISION FORM**

A Course Revision Form is completed for the following purposes:

- 9. Reinstating a course that has been deleted from the catalog.
- 10. Update a course for program review

Division: Physical Education

Current Course Title: Introduction to Kinesiology

Course Prefix and Number: **PETH 194**

Units: 3

Originator of Course Change: Kathy Pudelko

Extension: 7423/7430

Total Hours: 54

Please check all changes that were made to the course during this course revision:

<input type="checkbox"/> Unit Change	<input type="checkbox"/> Title	<input checked="" type="checkbox"/> Description
<input type="checkbox"/> Transfer Level	<input type="checkbox"/> Prefix Number	<input type="checkbox"/> Preparation
<input type="checkbox"/> Merger/Modulation		
<input type="checkbox"/> Other		
<input checked="" type="checkbox"/> Revise content and update text (minor revision)		<input type="checkbox"/> Hours
		<input type="checkbox"/> Codes

**IDENTIFY AND EXPLAIN THE CHANGES CHECKED ABOVE:**

Course updating for CID purposes.

**Old Description:**

This course is designed for those students who are interested in pursuing a career in the field of kinesiology. The philosophy, history and scientific foundations of kinesiology, exercise science, health/wellness, fitness and sport will be covered. Students will have the opportunity to explore professional career opportunities in teaching, coaching, athletic training, sport management, fitness leadership, sport media and health/wellness. The challenges, future of kinesiology, sport and health/wellness are also addressed.

**New Course Description:**

This course is designed for those students who are interested in pursuing a career in the field of kinesiology. The philosophy, history, ethical and scientific foundations of kinesiology will be covered.

The concepts of basic movement and performance movement in relationship to kinesiology will be examined. Students will explore the sub-disciplines of motor learning, biomechanics, exercise physiology, sport sociology, sport psychology, and sport nutrition. Professional career opportunities in health/fitness, therapeutic exercise, teaching, coaching and sport management will be examined. The challenges for kinesiology, future of kinesiology, sport and health/wellness are also addressed.

**Academic Level and General Education Information**

1. Does this course fulfill a major course requirement at the four-year level? Yes [  ] No [  ]  
 (For existing courses, verify at [www.assist.org](http://www.assist.org))

If yes, which major? Kinesiology

List CSU or UC campuses: CSUSB, CSUF

2. Does this course currently fulfill a **requirement** (or is a restricted elective) for an approved certificate of achievement or associate degree? Yes [  ] No [  ]

If yes, which certificate/degree:

3. Will this course be a **requirement** (or a restricted elective) for a currently existing certificate of achievement or associate degree or one under development? Yes [  ] No [  ]

If yes, which certificate/degree: Associate in Arts Degree in Kinesiology for Transfer

4. Is this course designed to be a general education course at:

The community college level? Yes [  ] No [  ]

The 4-year college level? Yes [  ] No [  ]

If the answer to #4 is "yes," for which of the following categories should it be considered?

	<b>CC</b>	<b>C.S.U.</b>	<b>IGETC</b>
Natural Science	Cat. 5:	Cat. B:	Area 5:
Art/Humanities	Cat 7A, 7B:	Cat. C:	Area 3:
Social Sciences	Cat. 6:	Cat. D:	Area 4:
Communications	Cat 8A:	(A1, A2):	Area 1:
Analytical/ Critical Thinking	Cat 8B:	(A3):	Area 2:
Language other than English (UC Only):			
Lifelong Learning (CSU Only):		Cat. E:	

**(ONLY, if the answer to #1 or #4 is "yes", please discuss proposed course for transfer general education with articulation officer and get signature below)**

Discussed Above: \_\_\_\_\_  
 (Signature of Articulation Officer)

**Which Instructors in the Subject Area Endorse This Proposal?**

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature) (Date)

\_\_\_\_\_  
 (Signature of Originator) (Date)

\_\_\_\_\_  
 (Curriculum Committee Member)

\_\_\_\_\_  
 (Dean)

## Curriculum Library Statement

Course Number and Title: PETH 194 Introductions to Kinesiology

Department/Division: Physical Education

Ext: 7423/7430

Originator: Kathy Pudelko

Date: 9/23/2013

### Originator's Recommendations:

None. No additional library resources are needed.

None. The library will be notified if and when appropriate items are identified.

None. Supporting materials will be provided by the department at the site where the course will be offered.

The originator recommends the following items be added to the library collection: (Please prioritize requests and give author, title, publisher, date of publication, and price if known. **It is a library policy to not purchase class textbooks.**)

Signature of originator \_\_\_\_\_

#### FOR LIBRARY USE ONLY:

A librarian has reviewed the library's holdings in the subject area(s) related to this course and found that:

1.  The library has sufficient resources to support this course.
2. The library's resources are not adequate to support the teaching of this course and:  
 Additional items have been identified and will be purchased prior to the course's first offering.

Librarian Follow-up:  meeting  notification of new materials  Other; see below

Signature of librarian \_\_\_\_\_ Date \_\_\_\_\_

**Rio Hondo College  
Physical Education**

**PETH 194  
Introduction to Kinesiology**

Course Description

This course is designed for those students who are interested in pursuing a career in the field of kinesiology. The philosophy, history, ethical and scientific foundations of kinesiology will be covered. The concepts of basic movement and performance movement in relationship to kinesiology will be examined. Students will explore the sub-disciplines of motor learning, biomechanics, exercise physiology, sport sociology, sport psychology, and sport nutrition. Professional career opportunities in health/fitness, therapeutic exercise, teaching, coaching and sport management will be examined. The challenges for kinesiology, future of kinesiology, sport and health/wellness are also addressed.

*3 Units/54 Total Hours*

[2013-2014]



## VII. Course Content

- A. Introduction of Physical Education, Exercise Science and Sport
  - 1. Meaning and Philosophy in Physical Education, Exercise Science and Sport
    - a. Physical Education, Exercise Science and Sport Defined
    - b. Modern Education Philosophy
  - 2. Goals and Objectives
    - a. Goals and Objectives Defined
    - b. Contemporary Goals and Objectives of Physical Education, Exercise Science and Sport
  - 3. Role in Society and in Education
    - a. Changing Demographics
    - b. Physical Activity and Fitness Movement
    - c. Educational Reform in Physical Education, Exercise Science and Sport
  
- B. Foundations of Physical Education, Exercise Science, and Sport
  - 1. Historical
    - a. Sport History
    - b. Physical Education and Sport in the United States
    - c. Current Developments in Physical Education, Exercise Science and Sport
  - 2. Exercise Physiology and Fitness
    - a. Overview of Exercise Physiology and Fitness
    - b. Health Fitness Components
    - c. Specific Considerations for Fitness
  - 3. Sociology of Sport and Activity
    - a. Definition of Sociology of Sport
    - b. Sport in Educational Institutions
    - c. Girls and Women in Sport
    - d. Minorities in Sport
    - e. Sport of Individuals with Disabilities
  - 4. Sport and Exercise Psychology
    - a. Psychological Benefits of Physical Activity
  - 5. Sub-disciplines
    - a. Motor learning/control
    - b. Biomechanics
    - c. Exercise physiology
    - d. Sport nutrition
  
- C. Careers and Professions
  - 1. Career and Professional Development
  - 2. Teaching and Coaching Careers
  - 3. Fitness and Health Related Careers
  - 4. Sport Careers
  
- D. Issues, Challenges and the Future

1. Issues and Challenges
2. Future Trends

**V. Textbooks:** Shirl J. Hoffman, Introduction to Kinesiology, ISBN-13:978-1-4504-3432-4, 2013.

**Other Instructional Material**

Computer, DVD, video, and web assignments.

**VI. Exiting Skills/  
Objectives**

**The Student Will Be  
Able To:**

- A. Identify the professional careers available in kinesiology.
- B. Describe the Historical, Ethical, and Philosophical Foundation of Kinesiology.
- C. Describe the new settings for sport, fitness, and physical education.
- D. Describe the sub-disciplines and the relationship to sport, dance and exercise.
- E. 6. Discuss the role of physical education in lifespan involvement and physical activity.

**VII. Methods of Instruction**

- A. Lecture
- B. Discussion
- C. Journaling
- D. Guest speakers.
- E. Multimedia material

**VIII. Assignments**

- A. Journaling based on student's observation of careers.
- B. Text readings on lifespan, sport, fitness, physical education and specialization in the field.
- C. Assess the application of kinesiology concepts in classroom assignments.

**IX. Methods of  
Evaluation**

- A. Assess student understanding of text materials in a series of graded exams.
- B. Evaluate student's journal of observations.
- C. Evaluate in class assignments.