



Academic Planning Council

Business & Scheduling Meeting

December 1, 2017

9:00am-12:00pm

ST 107

Present: Mr. Peter Boelman, Dr. Kevin Fleming, Dr. Alexis Gray, Mr. Kim Kamerin, Ms. Ana-Marie Olaerts, Dr. Jason Parks (co-chair), Mr. Jeff Mulari, Mr. Bob Prior, Dr. Phu Tran, Patricia Worsham, Dr. Gail Zwart

Absent: Ms. Melissa Bader (co-chair), Mr. Quinton Bemiller, Mr. John Moore

Visiting: Ms. Colleen Molko, Mr. John Coverdale

A. Welcome

1. Dr. Parks welcomed everyone to the meeting.

B. Approval of Minutes

1. Motion to approve minutes from November 3, 2017 | Alexis Gray/John Moore
Approved with amendments

C. ACTION ITEMS

1. 2018-2019 Scheduling Grid
 - i. Thank you Dr. Tran for the new Scheduling Grid
 - ii. APC needs to review and approve the new scheduling grid today
 - iii. There was discussion on late Friday start times and concern that we will not be able to staff those classes.
 - iv. Committee agreed to new Scheduling Grid with some modifications.
 - a. 4 unit classes meet two times a week at 4:15 – 6:20pm and 6:30-8:35pm.
 - b. 5 unit classes meet two times a week at 4:15 – 6:45pm and 7:15 – 9:45pm
 - v. There will be finals on Friday now
 - vi. Motion to approve with amendments Gray|Olaerts – approved with amendments
2. Full Stack Web Development POR
 - i. Motion to approve Full Stack Web Development Certificate Zwart|Gray
 - ii. This is a 9 week certificate with a total of 8 units
 - iii. Will need to split the load between two faculty, carries a 1.0333 FTE
 - iv. The labs will be here at Norco
 - v. Approved
3. Potential Mathematics Faculty replacement
 - i. This position is currently vacated by Dr. Parks
 - ii. Motion to approve replacement Zwart|Prior
 - iii. Discussion

- a. Peter Boelman asked do we need to replace this position or is there an area that has a greater need
- b. Bob Prior stated that without the replacement the math department will be in trouble. It will be difficult to use Part Time faculty to teach these math classes.
- c. Kevin Fleming asked if the current full time faculty teaching assignments could be modified to teach these math sections
- d. Bob does not feel that would be a good recommendation
- iv. Any additional discussion on this potential position replacement
- v. Motion to recommend replacement math faculty - approved

D. DISCUSSION ITEMS

1. Counselor Funding – moved to February
2. Scheduling Schedule
 - i. January 18, 2018 from 1:00pm – 5:00pm
 - ii. January 19, 2018 from 9:00am – 5:00pm
 - iii. Dr. Tran recommended creating a Google share file
 - a. Dr. Parks will work on that
 - iv. At this time there is no expected growth
 - v. Our projected goal is 7051 FTES
 - vi. Dr. Parks stated that Norco will meet their target with the adds to Winter and Spring 2018
3. Dedicated Rooms
 - i. Dr. Parks ran a CSPU of 17SUM, sorted to determine how many disciplines will fill a room from 8:00am – 10:00pm M-TH
 - a. Communications - 1 room
 - Needs to add more evening classes
 - b. English - 2 rooms
 - c. Math - 2 rooms
 - ii. Based on this information Dr. Parks proposed on a temporary basis giving the following disciplines dedicated rooms
 - a. Communications – IT 210
 - b. English – ST 108 and CACT 1
 - c. Math – ATEC 211 and LIBR 108 (with improvements to LIBR 108)
 - iii. Dr. Parks said to expect a Phase II, this is just a starting point
 - iv. Dr. Fleming asked if we could give Math and English 1 more room each, committee decided to stay conservative at this time
 - v. Bob Prior will do another efficiency analysis in the near future
 - vi. With a reminder to not add any sections at this time
4. Rubric for New Faculty Hiring
 - i. How are we going to do this to solidify
 - a. It's the right thing to do
 - b. Add principles and use them
 - c. Eliminate points but add justification comment
 - d. Reduce the number of columns, less subjectivity
 - e. Can the Quality of Student and Student Achievement be combined?
 - f. Criteria 3 – does the discipline have enough students to support a full time faculty member?
 - ii. APC will finalize in February 23 meeting
5. Next Phase
 - i. Starting in February begin planning the cohorts with potential classes

- ii. Cannot offer catalog of courses will offer a packet
- iii. Considering a Sociology ADT
 - a. Provide outline
 - b. Select classes
 - c. Combine and create a packet
- iv. Dr. Fleming asked if the Pitzer a Private University will accept our ADT
- v. Dr. Parks said we are working it. Also, Cal State San Bernardino is considering joining us
- vi. Dr. Gray asked what happens if they are paroled?
- vii. Dr. Parks said they can come here as long as they have not committed a crime that prevents them from doing so
- viii. Bob Prior asked can they transfer, if not why are we doing this
- 6. JFK Update
 - i. JFK may be adding Freshman, approximately 38
 - ii. In Fall 2018 Norco will provide a GUI-47 course at JFK
 - iii. In Spring 2019 Norco will offer a Theater course at Norco for JFK students only
- 7. Student Evaluation Forms
 - i. Reviewed student survey questions
 - ii. Dr. Parks and Dr. Fleming asked the Department Chairs to take it back to their departments to review with their faculty
 - iii. Dr. Gray said we need to update the language
 - iv. Ana-Marie Olaerts suggested they include the online questions
 - v. Dr. Fleming suggested a standard group of questions. Consider the amount of work that staff have to do
 - vi. Consider making it more uniform

E. INFORMATION ITEMS

- i. FTES update
 - a. We have an unofficial commitment the 2018 – 2019 goals are the same
 - b. The plan is to have a cleanup year using the new scheduling grid

F. Standing Committee Reports

- 1. Academic Senate (Bader)
 - i. Approved the Integrated Plan for SSSP, Equity, BSI Five Goals
 - ii. ASNC-Asked to have Senate support for a Dreamers Center (passed)
 - iii. Smoking Cessation Plan was shared and the AP was changed to reflect the no smoking changes for Norco College.
 - iv. Norco will be doing more with Community Education. We have a director who will be helping to get this going in the community. If you have an idea about a community ed class, please go see Debra; she's in Jason's old office.
 - v. The Marketing Workgroup has presented the style guide which helps to give consistency to documents. If you are sending something out to the community, then you should send it to the Marketing Group to make sure that you are within the guidelines. Note: we just got an email about having the anti-discrimination statement on recruiting materials.
 - vi. Senate saw the California Pathways GUIDED PATHWAYS SELF-ASSESSMENT TOOL. It is attached. This is the document necessary for college funding for pathways from the Chancellor's office.

- vii. We got a JFK update on the progress there. They are rocking it with all of their students getting applications in to Norco College and SEPs for the students who are attending.
 - viii. Senate got an update on the Next Phase program. See Dr. Parks for details.
 - ix. Updates from CTA regarding rolling over the contract, MOUs re: three co-chairs and sharing the stipend, reassign for PT faculty on Senate and CTA .1000 + .1000 for district CTA. There were questions about if this was counted towards load. The most recent minutes say it does not and PT faculty can still teach to .67.
 - x. Senate is still looking for a DE committee chair. .2000 reassign is now part of that job.
 - xi. Library Committee will have a different chair.
 - xii. If you need Nor-all, Nor-Fac, or Nor-PT-FAC updated, email Denise Terrazas.
 - xiii. The Governor proposed a 115th community college that would be all online. State Senate is not amused. More discussion is necessary for that
2. ISPC (Bader)
- i. There was a robust conversation about the process for Grants. One grant (Photonics) was sent to Senate for approval as it involves faculty resources and curriculum.
 - ii. Strategic Plan revision will begin and there is a timeline that begins with the ISPC retreat on December 8th.
 - iii. There is a request to have a Marketing Committee. That was moved to be addressed during the Strategic planning revise. For now, the Marketing Workgroup will handle any questions.
 - iv. The Pathways Document came to the ISPC for its first look. It will go to COTW and the Board of Trustees.
 - v. Strong Workforce Proposals and Shovel Ready Projects grants were presented and approved.
 - vi. The three councils (AAPC, SSPC, BFPC) brought their staffing and equipment lists to be knit together. This was the first time this happened. It went pretty well, but there are suggestions for a future ISPC discussion about the process. This needs to be set in Spring, so that SSPC can do their prioritization in the summer. The lists will be published in the ISPC minutes and forwarded to the Executive Cabinet. Final decisions rest with that body.
3. District Enrollment Management (Bader/Dr. Parks)
- i. There has been a revision of the District Enrollment Management charge. This was document and will be brought to District Strategic Planning. Primarily, it outlines the duties/tasks of the committee. There were no major changes with what the committee is actually doing, it is just now written down.
 - ii. The enrollment targets were set for 2018-2019
 - a. 30524 for the district
 - b. 7051 for Norco College
 - iii. Early Registration is the biggest topic. There is a plan with three phases. There are some challenges: IR (can it be done), special programs (is it too soon for

them), new students (how do new to the college students register in April for Fall classes?). There is a lot of discussion going on between the three institutions. Lots of cooperation and working together to see what can really be done to help our students.

iv. Dr. Parks shared that we will not get the 18 Fall rollover until March

4. Program Review Committee (Dr. Gray)

- i. Dr. Gray said to come to the Committee of the Whole meeting to see a snapshot, we are further along than expected

G. Deans' Reports

1. DOI – CTE (Dr. Fleming)

- i. BEIT voted that James Finley will be the Department Chair and Lab coordinator for CIS and Gaming
- ii. There is always lots of stuff happening

2. DOI (Parks)

- i. Part Time evaluations only 1 week left, please pick up the pace
- ii. Thank you all for your hard work

H. Good of the Order

1. Dr. Gray shared her concern about overall attendance during the week of Thanksgiving. She asked APC to have a discussion on the Academic Calendar. Proposed to make a recommendation to the Union that we change Academic Calendar or enhance discussion on attendance.
2. Peter explained that CTA has looked at making Wednesday a holiday, but the state will only recognize a week if it's three or more days.
3. Dr. Fleming asked APC to make a motion to start one week earlier so we can close during Thanksgiving week. Zwart|Prior – Approved, with 1 Abstention

I. Adjourn – 12:00pm

Next meeting

February 23, 2018

Business Meeting 9:00AM – 1:00 PM

ST 107

Norco College

Units	3	3	3	4	4	4	5	5	5	6	6	6	1	1.5	2	
Catalog hours	54	54	54	72	72	72	90	90	90	108	108	108	18	27	36	
Target WSCH	3.4	3.4	3.4	4.6	4.6	4.5	5.6	5.6	5.7	6.9	6.8	6.7	1	1.3	2.3	
Days/Week	3/Week	2/Week	1/Week	3/Week	2/Week	1/Week	4/Week	2/week	3/Week	3/Week	4/Week	1 Day/Wk	1/Week	1/Week	1/Week	
Contact Hr/Day	1.0 , 1.0, 1.4	1.7	3.4	1.5	2.3	4.5	1.4	2.8	1.9	2.3	1.7	6.7	1	1.3	2.3	
Class Meeting Time per Day (Time to schedule)	50, 50 & 70	85	190	75	125	255	70	150	95	125	85	385	50	65	125	
# of 10-minute breaks per Day	NA (all days)	NA	2	NA	1	3	NA	1	NA	1	NA	5	NA	NA	1	
M W [F]	MWF (3 Units) 3 Days a Week	MW (3 Units) or MTWTh (6 Units)	Fri or Evening M or Evening W (3 Units) or MW (6 Units)	MWF (4 Units) 3 Days a Week	MW (4 Units)	Fri (4 Units)	MTuWTh (5 Units) 4 Days a Week	MW (5 Units)	MWF (5 Units) 3 Days a Week	MWF (6 Units)	MTWTh (6 Units) 4 Days a Week	Fri (6 Units)	1 Unit 1 Day a Week on M, W or F	1.3 Contact Hours on M, W or F	2 Units 1 Day/Week M,W, or F OR 6 Units 3 Days/Week MWF	
	2 days -50 min 1 day -70 min	1 hr 25 min	3 hr 10 min	75 min	2 hr 5 min	4 hr 15 min	1 hr 10 min	2 hr 30 min	1 hr 35 min	2 hr 5 min	1 hr 25 min	6 hr 25 min	50 min	1 hr 5 min	2 hr 5 min	
	7:50-9:00 9:30-10:40 11:15-12:25 1:00-2:10 2:30-3:40 4:15-5:25	7:35-9:00 9:15 -10:40 11:00-12:25 12:45-2:10 2:30-3:55 4:15-5:40	7:30-10:40 11:00-2:10 2:30-5:40	7:45-9:00 9:30-10:45 11:15-12:30 1:00-2:15 2:45-4:00 4:15-5:30	4:15-6:20	8:15-12:30 1:00-5:15 Alternate 9:10-1:25 11:30-3:45	7:50-9:00 9:45-10:55 11:15-12:25 1:00-2:10 2:30-3:40 4:20-5:30	4:15-6:45	7:25-9:00 9:10-10:45 10:55-12:30 12:40-2:15 2:25-4:00 4:10-5:45	No Day Classes	7:35-9:00 9:30 -10:55 11:10-12:35 12:45-2:10 2:30-3:55 4:15-5:40	7:45-2:10 Alternate 7:45-2:10 10:30-4:55	8:00-8:50 9:30-10:20 11:00-11:50 12:45-1:35 2:30-3:20 4:15-5:05	7:45-8:50 9:15-10:20 11:00-12:05 12:45-1:50 2:30-3:35 4:15-5:20	No Day Classes	
	<i>end time is shown as 70 minutes subtract 20 min on 2 days</i>													Alternate 7:00-7:50		
	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening
6:00-7:10 7:20-8:30 Alt 6:30-7:40 Alt 8:15-9:25	6:00-7:25 7:45-9:10 Alt 6:30-7:55 Alt 8:15-9:40	6:00- 9:10 Alt 6:30-9:40	6:00-7:15 7:45-9:00 Alt 6:30-7:55 Alt 8:15-9:40	6:30-8:35	5:30 - 9:45 Alt 4:30-8:45	6:00-7:10 7:20-8:30 8:40-9:50	7:15 - 9:45	6:00-7:35 7:45-9:20 Alt 6:30-8:05 Alt 8:15-9:50	Alt 6:30-8:35	6:00-7:25 7:35-9:00 Alt 6:30-7:55 Alt 8:15-9:40	Alt 6:30-8:35	Alt 6:30-7:55 Alt 8:15-9:40	6:00-6:50 7:00-7:50 8:00-8:50 9:00-9:50	6:00-7:05 7:15-8:20 8:30-9:35	6:00-8:05 Alt 6:30-8:35	

Alternate blocks are in Green.

JFK Bell Schedule: 1st period 7:40 am-9:25 am | 6th period: 12:40 pm-2:22 pm

Each Contact Hour is 50 minutes

Any Contact Hour beyond 50 minute is a fraction of 50 minutes. Break time of 10 minutes is included in the multi-hour class and may not be accumulated at the end of the class.

Each College may elect a different College hour

NO College Hour on MWF

Conforms to State Chancellor's Office guidelines per Raj Bajaj

Approved for adoption by Norco APC | 01 April 2011

Revised and approved by Norco APC | 01 June 2012

Revised and approved by Norco APC | 01 December 2017

Norco College

Units	3	3	4	5	5	6	6	1	None/Hy only	2
Target WSCH	3.4	3.4	4.6	5.6	5.6	6.9	6.8	1	1.3	2.3
Days/Week	2/Week	1/Week	2/Week	4/Week	2/Week	3/Week	4/Week	1/Week	1/Week	1/Week
Contact Hr/Day	1.7/Day	3.4/Day	2.3/Day	1.4/Day	2.8/Day	2.3/Day	1.7/day	1/Day	1.3/Day	2.3/Day
Actual Minutes/Day	85	170	115	70	140	115	85	50	65	115
Minutes (including break time)	85	190	125	70	150	125	85	50	65	125
T Th	TTh (3 Units)	6 units on TTh or (3 units) Evening T or Evening Th	TTh (4 Units)	MTWTh (5 Units)	TTh (5 Units)	MTW (6 Units) 3 Days a Week	MTWTh (6 Units) 4 Days a Week	1 Unit 1 Day a Week on T or Th	1.3 Contact Hours on T or Th	2 Units 1 Day a Week on T or Th
	1 hr 25 min	3 hr 10 min	2 hr 5 min	1 hr 10 min	2 hr 30 min	2 hr 5 min	1 hr 25 min	50 min	1 hr 5 min	2 hr 5 min
	8:00-9:25 9:40-11:05 11:15-12:40	7:00-10:10 Alt 9:30-12:40	7:00-9:05 or 7:20-9:25 9:40-11:45	8:15-9:25 9:40-10:50 11:10-12:20	7:00-9:30 9:40-12:10	7:00-9:05 or 7:20-9:25 9:40-11:45	8:00-9:25 9:40-11:05 11:15-12:40	7:00-7:50 8:00-8:50 9:40-10:30 11:20-12:10	8:00-9:05 9:40-10:45 11:25-12:30	7:00-9:05 or 7:20-9:25 9:40-11:45
College Hour	12:50 - 1:50	12:50 - 1:50	12:50 - 1:50	12:50 - 1:50	12:50 - 1:50	12:50 - 1:50	12:50 - 1:50	12:50-1:50	12:50-1:50	12:50-1:50
	2:00-3:25 4:15-5:40	2:00-5:10	2:00-4:05 4:15-6:20	2:00-3:10 4:30-5:40	2:10-4:40	2:00-4:05 4:15-6:20	2:00-3:25 4:15-5:40	2:10-3:00 3:10-4:00 4:15-5:05	2:10-3:15 4:25-5:30	2:00-4:05 4:15-6:20
	Alternate 2:30-3:55		Alternate not optimum 8:15-10:20 10:30-12:35		Alternate 10:00-12:30 3:15-5:45	Alternate 3:45-5:50	Alternate 2:30-3:55			
	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening	Evening
	6:00-7:25 7:45-9:10 Alt 6:30-7:55 Alt 8:05-9:30	6:00- 9:10 Alt 6:30-9:40	5:30-7:35 7:45-9:50 Alt 6:30-8:35	6:00-7:10 7:20-8:30 8:40-9:50	6:00 - 8:30 Alt 6:30-9:00	5:30-7:35 7:45-9:50 Alt 6:30- 8:35	6:00-7:25 7:35-9:00 Alt 6:30 - 7:55 Alt 8:05-9:30	6:00-6:50 7:00-7:50 8:00-8:50 9:00-9:50	6:00-7:05 7:15-8:20 8:30-9:35	5:30-7:35 7:45-9:50 Alt 6:30- 8:35

Alternate time blocks are in green.

JFK Bell Schedule: 1st period 7:40 am-9:25 am | 6th period: 12:40 pm-2:22 pm

Each Contact Hour is 50 minutes

Any Contact Hour beyond 50 minute is a fraction of 50 minutes.

Break time of 10 minutes is included in the multi-hour class and may not be accumulated at the end of the class.

Each College may elect a different College hour

Norco College Hour: TTh 12:50-1:50

conforms to State Chancellor's Office guidelines per Raj Bajaj

last updated 30 May 2012

Approved for adoption by Norco APC | 01 April 2011

Norco College

Units	3	4	6
Target WSCH	3.4	4.5	6.9
Days/Week	1/Week	1/Week	1 Day/Wk
Contact Hr/Day	3.4/Day	4.5/Day	6.9/Day
Actual Minutes/Day	170	225	345
Minutes (including break time)	190	255	395
Sat	Sat (3 units)	Sat (4 units)	Sat (6 units)
	3 hr 10 min	4 hr 15 min	6 hr 35 min
	Use Alternate 8:00-11:10 until further notice	No 4 units class until further notice	No 6 units class until further notice
	7:00-10:10	8:45-1:00 1:10-5:25	7:00-1:35 1:00-7:35
	10:30-1:40	Alternate 7:10-11:25 11:35-3:50	Alt 8:00-2:35
	2:30-5:40		
	6:00- 9:10 Alt 6:30-9:40	5:30 - 9:45 Alt 4:30-8:45	

Alternate blocks are in Green.

Each Contact Hour is 50 minutes

Any Contact Hour beyond 50 minute is a fraction of 50 minutes. Break time of 10 minutes is included in the multi-hour class and may not be accumulated at the end of the class.

conforms to State Chancellor's Office guidelines per Raj Bajaj

last updated 5 December 2017 May 2012

Approved for adoption by Norco APC | 01 April 2011

Discipline: CIS

Integrated Course Outline of Record

CIS-XX

College: Norco College

Lecture Hours: 36

Lab Hours: 324

Units: 8

CIS-XX: Full Stack Web Development

COURSE DESCRIPTION

Prerequisites: None

The course teaches students how to develop web-based applications (apps) and websites to prepare for entry level web media jobs and to provide resources and techniques to assist aspiring entrepreneurs in conceiving web-based start-up companies. This course prepares students to become a full-stack web developer. The course is subdivided into three phases. The first phase teaches web-media development fundamentals such as HTML language, Cascading Style Sheets (CSS), and Javascript, and open source software tools, etc. The next phase introduces web apps and website programming tools for rapid deployment and for expanding the functionality of a project. During the last phase, the student selects and develops a special project to demonstrate and showcase the newly acquired full-stack web development skills. 36 hours lecture and 324 hours of lab.

SHORT DESCRIPTION FOR CLASS SCHEDULE

This course teaches students how to develop web-based applications (apps) and websites to prepare for entry-level web media jobs and to provide resources and techniques to assist aspiring entrepreneurs in conceiving web-based start-ups companies. The course prepares students to become a full-stack web developer.

ENTRY SKILLS

None.

STUDENT LEARNING OUTCOMES

Upon successful completion of the course, students should be able to do the following:

- Information Competency & Technology: Use fundamental web-media languages/software tools to construct both static and dynamic web pages and to authenticate users and interface with a database
- Information Competency & Technology: Use web development tools to expand the functionality of websites and web apps and to shorten the project development time
- Critical Thinking and Communication: Develop a personally-selected web-app and develop a description of its functionality in oral and written communication.

COURSE CONTENT

TOPICS

Fundamentals of Web Design

- a. Introduction to Web Concepts
 - i. Starting Point and Building Blocks
 - ii. How the Web works
 - iii. Targeted Devices, Standards, Enhancement
- b. HTML Mark-Up Structure
 - i. Creating a Simple Webpage
 - ii. Marking up Text
 - iii. Forms
 - iv. Adding links
 - v. Adding images
 - vi. Table Markup
 - vii. HTML5
- c. Cascading Style Sheets (CSS) Orientation
 - i. Formatting Text
Colors and Background
 - ii. Page Layout with CSS
 - iii. CSS Techniques
- d. Using Javascript to Modify Webpage Behaviors
 - i. Introduction to Javascript
 - ii. Using Javascript

Introduction to web apps and website programming tools for expanded app functionality and rapid deployment

- e. Using Google Search to Solve Problems
- f. Integrated Development Environments (IDE)
 - i. Cloud based IDE
 - ii. Developing a virtual machine for a Windows OS
- g. Unix File Structure Conventions
- h. Unix Command Line Conventions and Commands
- i. Old School vs New School methods for app functionality: PHP and Ruby on Rails (ROR)
- j. The First Steps for a graphic and text based blog Web App
- k. Servers for web apps
- l. Inner workings of ROR structure (Model View Controller)
- m. Ruby "Gem and Gemfiles"
- n. Add Pages to the Graphics and Text based Blog Web App
- o. Version Control software
- p. Installing web app version control software
- q. Accessing previous versions of source code using version control app
- r. Using online tools to store source code in remote and secure location
- s. Cloud based Web hosting
 - i. Installing cloud-based software
 - ii. Pushing web source to cloud for user access
- t. Adding More Functionality to the graphics and text blog Web App
 - i. Adding more pages
 - ii. Adding pages to the controller
 - iii. Adding routes

- iv. Creating Links with embedded Ruby
 - v. Adding Include Files (Partials)
 - u. Adding a CSS framework (Bootstrap)
 - i. Installing Bootstrap for professional look and feel
 - ii. Adding a Container Class
 - iii. Adding Buttons
 - iv. Adding a Navigation Bar
 - v. Customization of Bootstrap
 - v. Adding Authentication with Ruby Gem Devise
 - i. Flash messages
 - ii. Generating Views
 - iii. Generating Users
 - iv. Working with Databases in ROR
 - v. Viewing Devise Web Pages
 - vi. Styling Devise Views
 - vii. Bootstrap Forms
 - viii. Bootstrap Panels
 - w. Adding Image storage, caption storage, with Rails Scaffold
 - i. Building a scaffold
 - ii. Database data types
 - iii. Database migration with Rake
 - iv. Delete Scaffold CSS files
 - v. Fundamentals features of web app development
 - vi. Scaffold views and controller
 - x. Authenticating Users
 - i. Rails Associations
 - ii. Using Associations
 - iii. Creating Associations
 - y. Uploading images (PINs) to App using Paperclip
 - z. Styling with JQuery Masonry and Adding Pagination

Selection and Execution of student selected web app Project

- aa. Brief written proposal with Special Project Description/purpose
 - i. Special Project Plans, milestones, schedule
- bb. Special Project Development
- cc. Special Project evaluation/testing
- dd. Special Project Oral Presentation
- ee. Written Summary and Conclusions

METHODS OF INSTRUCTION

- Class lectures/discussions/ demonstrations in order to explain how web languages, web standards and web development software tools are currently used in the industry
- Quizzes designed to motivate students and to highlight key aspects of web industry concepts and practices
- Online (Cloud-based) and Laboratory activities and application assignments to introduce a wide variety of web development tools

- Individual and Collaborative projects designed to demonstrate and cultivate skills required to become a full-stack web developer

METHODS OF EVALUATION

- Quizzes/examinations designed to measure students' degree of mastery of website development
- Exercises/projects designed to demonstrate the newly acquired skills
- Oral reports/ examinations designed to measure students' critical thinking, verbal communication, comprehension, and organizational skills
- Collaborative projects designed to evaluate students' ability to brainstorm, subdivide/distribute tasks, and to work together with peers to complete an assignment, and to measure students' time management skills
- Computer Laboratory and integral development environment (IDE) skills designed to prepare for entry level web development employment
- Written report designed to encourage essential disciplines of documenting, archiving, and reporting project status to peers, business partners, and superiors and to measure students' critical thinking, comprehension, organization skills, and time management skills

SAMPLE ASSIGNMENTS

Outside-of-Class Reading Assignments

- Read and understand web languages, web language standards, and web development software theory and practices
- Read and understand the function/use of the following:
 - Cloud based software
 - The Internet
 - Web based development software
 - Virtual Machines
 - Authentication
 - Database migration and integration
 - Database SQL language

Outside-of-Class Writing

- Typical Writing assignments will include the following:
 - Responses to Homework Questions
 - MLA formatted papers
 - A project that requires an MLA formatted paper and a slide presentation of key points
- Quizzes/tests performed outside of class using testing software, which requires interpretation of complex questions, and assimilating data to reach a correct answer

Other Outside-of-Class Assignments

- Use Google Search to resolve problems when there is a deficiency of information or experience

- Use Lynda.com videos on pertinent web development/language topics as a tutorial when needed
- Read material to be covered in class before start of class
- Prior to the project development phase of the class, do brainstorming and research for type of project to be developed to facilitate opportunities for assistance during lecture and laboratory training sessions

INSTRUCTIONAL MATERIALS

All materials used in this course will be periodically reviewed to ensure that they are appropriate for college level instruction. Course textbooks are the following:

Niedherst ,Robbins Jennifer Learning Web Design, 4th edition, 2012

Elder John, Learn Ruby on Rails for Web Development , 1st edition, 2015.

Hartl Michael, Ruby on Rails Tutorial, 4th Edition, 2017

Free use of book online at the following link: <https://www.railstutorial.org/book>

RIVERSIDE COMMUNITY COLLEGE DISTRICT PROGRAM OUTLINE of RECORD

College: R ___ M ___ N X

Certificate/Program Title: Full Stack Web Development

PROGRAM PREREQUISITE:

None

SHORT DESCRIPTION of PROGRAM

The Full Stack Web Development Certificate of Proficiency is designed to prepare students for employment as a Full Stack Web Developer.

PROGRAM LEARNING OUTCOMES

Upon successful completion of this program, students should be able to:

- Use fundamental web-media languages/software tools to construct both static and dynamic web pages and to authenticate users and interface with a database
- Use web development tools to expand the functionality of websites and web apps and to shorten the project development time
- Develop a personally-selected web-app and develop a description of its functionality in oral and written communication

Required Course (8 units)

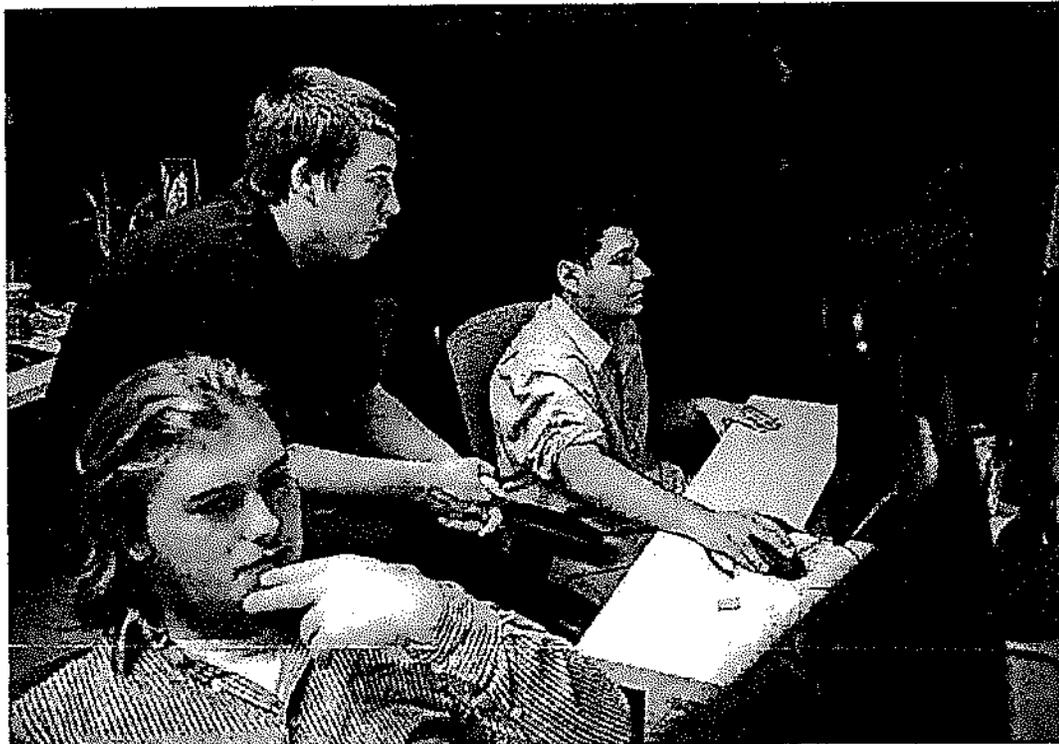
		<u>Units</u>
CIS-XX	Full Stack Web Development	8

Total Units: **8**

THE WALL STREET JOURNAL.

Coding 'Boot Camp' Opens High-Tech Doors

Free software-building class puts some poor youth on a potentially lucrative career path



Edgar Cordova, right, works as an apprentice at software developer TechPoint Group after having finished a SeedPaths coding 'boot camp' PHOTO: NATHAN W. ARMES FOR THE WALL STREET JOURNAL

By Miriam Jordan

24 COMMENTS

Feb 13, 2017 12pm ET

BOULDER, Colo. — A few months ago, Edgar Cordova was a college student piling up debt and struggling to balance his studies with odd jobs.

Today, the 20-year-old is working for a Boulder software developer. "For the first time, I can afford things I need," said Mr. Cordova, the son of a janitor.

What changed his trajectory is SeedPaths, a computer-coding "boot camp" that runs an eight-week course for low-income adults, with the help of federal funds. The Denver company partners with county workforce centers, which tap the federal Workforce Investment Act to cover the \$6,000 cost.

Tech companies, the health-care industry and other sectors are competing fiercely for individuals proficient in software languages used to build everything from websites to mobile apps. The U.S. Bureau of Labor Statistics projects that hiring of software developers, who earned a median \$90,000 in 2013, will grow at a rate twice as fast as the average for all occupations through 2022.

To meet this demand, coding academies are sprouting up, offering training stretching from a few weeks to several months and costing as much as \$20,000.

SeedPaths is the brainchild of entrepreneur Jeff Macco, who saw first-hand the shortage of software developers at a tech startup that he ran in 2012 and has since left. "It was very, very hard to find talent," said Mr. Macco.

Guiding Principles - Adopted on 09/0916

- i. Increase in student Achievement & Success
 - Consider the number of students (proportion of student body) impacted by new hire.
- ii. Improvement of Quality of Student Experience
 - Consider disciplines where growth/faculty leadership (in enrollment & program development) is needed
 - Consider number of degrees and certificates that the position would impact
- iii. Current Staffing
 - Give consideration to disciplines with zero faculty
 - Consider the proportion sections taught by full time versus part time faculty
- iv. Strength of Rationale
 - Consider NAC/PR scores to that can link assessment to resource

Department Chair Ranking 2017-18

Alter discussion with department members, please rank the requested positions and submit this page to DoI office on or before October 13, 2017

Name: _____
 Department: _____

Information from Program Review Documents

Full-time Position Requested	Requesting Discipline or Unit	Criteria 1 MAX = 20 PNTS Increase Student Achievement & Success GOAL 1	Criteria 2 MAX = 20 PNTS Improved Quality of Student Experience GOAL 2	Criteria 3 MAX = 20 PNTS Current FT staffing GOALS 1,5	Criteria 4 MAX = 20 PNTS Strength of Rationale GOALS 1,5	Total Points MAX = 80	RANK 1-16 (no ties) Lowest Rank equals Highest Priority
Accounting	Accounting					0	
Administration of Justice	Administration of Justice					0	
Anatomy & Physiology	Anatomy & Physiology					0	
Biology	Biology, Health Science & Microbiology					0	
Building and Energy Systems	Academic Affairs					0	
Business & Management	Business, Management & Marketing					0	
Business & Management	Business, Management & Marketing					0	
Electrician**	Manufacturing/Machine Shop Tech/Supply Chain					0	
Electronics**	Manufacturing/Machine Shop Tech/Supply Chain					0	
Game Art	GAME-Simulation and Game Development					0	
Kinesiology	Kinesiology					0	
Network Multimedia Librarian	Library					0	
Philosophy	Philosophy					0	
Physics	Physics and Physical Science					0	
Political Science	Political Science					0	
Psychology	Psychology					0	

Guiding Principles - Adopted on 09/0916

- i. Increase in student Achievement & Success
 - Consider the number of students (proportion of student body) impacted by new hire.
- ii. Improvement of Quality of Student Experience
 - Consider disciplines where growth/faculty leadership (in enrollment & program development) is needed
 - Consider number of degrees and certificates that the position would impact
- iii. Current Staffing
 - Give consideration to disciplines with zero faculty
 - Consider the proportion sections taught by full time versus part time faculty
- iv. Strength of Rationale
 - Consider NAC/PR scores to that can link assessment to resource

Department Chair Ranking 2017-18

Name: _____
 Department: _____

After discussion with department members, please rank the requested positions and submit this page to
 DoI office on or before October 13, 2017

Information from Program Review Documents

Full-time Position Requested	Requesting Discipline or Unit	Criteria 1 MAX = 20 PNTS Increase Student Achievement & Success GOAL 1	Criteria 2 MAX = 20 PNTS Improved Quality of Student Experience GOAL 2	Criteria 3 MAX = 20 PNTS Current FT staffing GOALS 1,5	Criteria 4 MAX = 20 PNTS Strength of Rationale GOALS 1,5	Total Points MAX = 80	RANK 1-16 (no ties) Lowest Rank equals Highest Priority
Accounting	Accounting					0	
Administration of Justice	Administration of Justice					0	
Anatomy & Physiology	Anatomy & Physiology					0	
Biology	Biology, Health Science & Microbiology					0	
Building and Energy Systems	Academic Affairs					0	
Business & Management	Business, Management & Marketing					0	
Business & Management	Business, Management & Marketing					0	
Electrician**	Manufacturing/Machine Shop Tech/Supply Chain					0	
Electronics**	Manufacturing/Machine Shop Tech/Supply Chain					0	
Game Art	GAME-Simulation and Game Development					0	
Kinesiology	Kinesiology					0	
Network Multimedia Librarian	Library					0	
Philosophy	Philosophy					0	
Physics	Physics and Physical Science					0	
Political Science	Political Science					0	
Psychology	Psychology					0	

NORCO COLLEGE
ARTS, HUMANITIES AND WORLD LANGUAGES
DEPARTMENT

Student Survey of teaching effectiveness

You are being asked to complete the following instructor evaluation questionnaire. The purpose of this questionnaire is to provide the instructor with helpful feedback on your perceptions of this course. Mark only one response per item on the Benchmark form using a #2 PENCIL ONLY.

Mark column: A. If you agree strongly with the statement
 B. If you agree moderately with the statement.
 C. If you disagree moderately with the statement.
 D. If you disagree strongly with the statement.
 E. If you have no opinion or if the statement does not
 apply.

1. The instructor is well organized and prepared for each class.
2. The instructor follows the course syllabus (outline).
3. The instructor begins and ends classes on time.
4. Students have an opportunity to ask questions and the instructor is receptive to the expression of responsible student views.
5. The instructor's voice is clear and understandable.
6. The instructor gives assignments clearly.
7. Within the time limitations, the course content is covered in sufficient depth.
8. The visual aids (chalkboard, maps, films, videos, overhead projections, etc.) used in class are pertinent to the course.
9. The textbook(s) used in this course are helpful.
10. Outside assignments (reports, term papers, projects, etc.) are relevant to the course.
11. The instructor is enthusiastic when presenting course material.
12. The instructor has a friendly attitude and/or sense of humor.
13. The instructor is available during office hours for consultation with students.
14. The use of examples by the instructor helps to get points across.
15. The instructor seems concerned that students learn the material.
16. The instructor discourages disruptive and distractive behavior on the part of students.
17. A sufficient number of examinations and assignments are given to measure student performance in a fair manner.
18. There is an opportunity to discuss exams after they are returned.
19. The exams, papers and other assignments are returned promptly.
20. From the course syllabus it is possible to determine my standing in the class.

Survey of Student Opinion of Instruction

Applied Technology

Your instructor is always trying to improve teaching. Your response to the following questions will help to do that. Your ratings will be strictly anonymous. The instructor will not see the individual rating sheets. Indicate your appraisal by rating each item with:

A = Superior B = Good C = Average D = Below Average E = Poor

1. Is clear and thorough in presentation of subject matter.
2. Answers questions clearly and understandably.
3. Is prepared for the lecture, problems and experiments of the day.
4. Gives exams that are reasonable as to coverage.
5. Is courteous and impartial in relationship to students.
6. Invites questions and is sympathetic toward them.
7. Takes adequate precaution against cheating in examinations.
8. Gives clear and definite assignments.
9. Has a good sense of humor and a well-balanced attitude.
10. Has adequate self-confidence and meets difficulties with poise.
11. Stimulates class discussion.
12. Is punctual in meeting and dismissing classes.
13. Knows subject matter well.
14. Makes the class interesting.
15. The instructor is approachable.
16. Returns exams and papers promptly.
17. Is willing to give help outside of class-time.
18. Grades fairly.
19. The instructor is tolerant of student opinions.
20. Please give your overall rating of the instructor.

Please use the reverse side of this page to comment on any aspect of the course which will help the instructor to improve the course and/or teaching methods.

**Survey of Student Opinion of Instruction
Business and Office Administration**

Please rate your instructor on each of the items below. Indicate your response in the appropriate positions on the attached Benchmark sheet.

A = Outstanding B = Above Average C = Average D = Below Average E = Not Applicable

1. Explains the grading system and what is expected of students in class.
2. Syllabus reflects class policies, procedures and expectations of students.
3. Lectures are carefully planned and organized.
4. Makes effective use of class time.
5. Makes assignments clearly understood.
6. Presents material in an interesting manner.
7. When possible, relates instruction to events occurring in everyday business life.
8. Is enthusiastic about the course and the subject.
9. Possesses in-depth knowledge of the subject.
10. Keeps up to date on new trends and materials in the field.
11. Routinely begins and ends class on time.
12. Welcomes questions and encourages discussion.
13. Answers questions clearly.
14. Is courteous and honest with students.
15. Is interested in helping students learn.
16. Provides personal help to students if requested.
17. Is available when needed or at scheduled hours to meet with students.
18. Manages class discipline effectively.
19. Lectures in a manner that is easy to follow.
20. Encourages promptness and attendance in class.
21. Allows differing points of view.
22. Rate the instructor in overall teaching ability.
23. What grade are you earning in this course:
a) A b) B c) C d) D e) F
24. Would you recommend this instructor to other students?
a) YES b) NO

NORCO COLLEGE

DIVISION OF COMMUNICATIONS

Student Perception of Teaching Effectiveness

The instructor of this course values a frank and honest statement from members of the class. It helps the teacher evaluate his/her effectiveness. Since all ratings are anonymous, please do not place your name or any other mark of identification on your copy of the questionnaire. The anonymous responses from the students in this class will be summarized and tabulated by the Dean of Instructions Office and a printout of the results will be given to the instructor.

Consider carefully each of the items listed below and rate each one fairly and as objectively as you would want the instructor to rate you. Try not to let your general feelings about the instructor or the course affect your judgment on each individual item. You are asked to give your opinion of each of the questions listed below by placing a mark in the proper space on the sheet provided to you.

Student Data

1. How many college units have you completed to date?
 - a. 45 or more
 - b. 30 – 44
 - c. 15 – 29
 - d. 1 – 15
 - e. none

2. Select your most important reason for taking this course.
 - a. A requirement of my major.
 - b. General education requirement.
 - c. Elective or general interest.
 - d. Wanted this instructor.
 - e. Was still open when I registered and I wanted a class at this time.

3. What grade do you expect to receive in this course?
 - a. "A"
 - b. "B"
 - c. "C" or "Credit"
 - d. "D" or "No Credit"
 - e. "F" or withdraw

4. What is your approximate cumulative grade-point average (your average for all courses taken at the college level)?
 - a. 3.5 – 4.0
 - b. 3.00 – 3.49
 - c. 2.00 – 2.99
 - d. less than 1.99
 - e. have not completed any college courses

5. To date I have been absent from this class:
 - a. 0 times
 - b. 1 time
 - c. 2 times
 - d. 3 times
 - e. 4 or more times

6. In this course, I have
- not really exerted myself.
 - rarely done the quality work of which I am capable.
 - done average work.
 - worked hard most of the time.
 - consistently done the best work of which I am capable.
7. With respect to the outside reading, assignments, and/or research, I have typically done
- little of the required outside work, reading, and/or research.
 - some of the required outside work, reading, and/or research.
 - most of the required outside work, reading, and/or research.
 - all of the required outside work, reading, and/or research and some independent reading as well.
 - all of the required outside work, reading, and/or research and considerable independent reading as well.
8. How long has it been since you last attended school (either high school or college)?
- | | |
|----------------|---------------------|
| a. 0 – 1 year | c. 5 – 9 years |
| b. 2 – 3 years | d. 10 or more years |

Course and Instructor Evaluation

9. The instructor's requirements and policies for this course have been made clear.
- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |
10. The instructor has well-prepared lessons for each class.
- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |
11. The instructor informs students how they are evaluated in this course.
- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |
12. Examinations, speeches, and/or assignments correspond to the course description and objectives as described in the college catalogue.
- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |

13. A sufficient number of examinations, speeches, and/or assignments are given to measure student performance in a fair manner.

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |

14. The instructor's voice is clear and understandable.

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |

15. The instructor uses a variety of teaching methods and techniques (such as lectures, discussions, visual materials, overheads, films, group activities, computer-assisted instruction).

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |

16. The instructor is willing to listen to students and to assist them.

- | | |
|-------------------|----------------------|
| a. Strongly agree | d. Strongly disagree |
| b. Agree | e. Don't know |
| c. Disagree | |

17. I rate the instruction received in this course as

- | | |
|------------------|----------|
| a. excellent. | d. fair. |
| b. good. | e. poor. |
| c. satisfactory. | |

18. I rate the instructor as

- | | |
|------------------|----------|
| a. excellent. | d. fair. |
| b. good. | e. poor. |
| c. satisfactory. | |

If you wish to make written recommendations regarding this course of instructor, please do so on the next page.

RETURN THIS FORM AND THE ANSWER SHEET TO THE PERSON SUPERVISING THE ADMINISTRATION OF THIS QUESTIONNAIRE

NORCO COLLEGE
Math and Science Department
SURVEY OF STUDENT OPINION OF TEACHING

Please rate your instructor on the items listed below. Indicate your response in appropriate positions on the attached computer answer sheet.

- a. Outstanding
- b. Above Average
- c. Average
- d. Below Average
- e. Not Applicable

A. ORGANIZATION

- 1. The syllabus reflects class policies, procedures and expectations of students.
- 2. The instructor explains the grading system and what is expected of students.
- 3. The lectures relate well to course materials.
- 4. The instructor gives clearly understood assignments.
- 5. The instructor returns assignments and tests in a timely fashion.
- 6. The instructor makes effective use of class time.
- 7. The instructor relates subject to everyday life, when appropriate.

B. EFFECTIVE INSTRUCTION

- 8. The lectures help give insight and understanding to course materials.
- 9. The instructor demonstrates a good knowledge of the subject.
- 10. The instructor is enthusiastic about the course and subject.
- 11. The instructor makes the class enjoyable and interesting.
- 12. The instructor challenges students with high standards and expectations.

C. ATTITUDE TOWARD STUDENTS

- 13. The instructor is approachable and responsive to students.
- 14. The instructor seems concerned that students learn the material.
- 15. The instructor manages class discipline effectively.
- 16. The instructor attempts to motivate, stimulate and encourages students to succeed.
- 17. The instructor encourages questions and discussion, when appropriate.
- 18. The instructor answers questions in a friendly, understandable manner.
- 19. The instructor is available and willing to help students during office hours.

D. OVERALL

- 20. Rate the instructor in overall teaching ability.

E. COMMENTS

Please use the reverse of THIS FORM (**not the benchmark form**) for your written comments about the course, instructor, text, etc. Your written comments are appreciated. The comments are anonymously compiled and used to improve instruction.



NORCO COLLEGE

SOCIAL AND BEHAVIORAL SCIENCES DEPARTMENT

Student Survey of teaching effectiveness

You are being asked to complete the following instructor evaluation questionnaire. The purpose of this questionnaire is to provide the instructor with helpful feedback on your perceptions of this course. Mark only one response per item on the Benchmark Form using a #2 PENCIL ONLY.

Mark column:

- A. If you agree strongly with the statement
- B. If you agree moderately with the statement.
- C. If you disagree moderately with the statement.
- D. If you disagree strongly with the statement.
- E. If you have no opinion or if the statement does not apply.

1. The instructor is well organized and prepared for each class.
2. The instructor follows the course syllabus (outline).
3. The instructor begins and ends classes on time.
4. Students have an opportunity to ask questions and the instructor is receptive to the expression of responsible student views.
5. The instructor's voice is clear and understandable.
6. The instructor gives assignments clearly.
7. Within the time limitations, the course content is covered in sufficient depth.
8. The visual aids (chalkboard, maps, films, videos, overhead projections, etc.) used in class are pertinent to the course.
9. The textbook(s) used in this course are helpful.
10. Outside assignments (reports, term papers, projects, etc.) are relevant to the course.
11. The instructor is enthusiastic when presenting course material.
12. The instructor has a friendly attitude and/or sense of humor.
13. The instructor is available during office hours for consultation with students.
14. The use of examples by the instructor helps to get points across.
15. The instructor seems concerned that students learn the material.
16. The instructor discourages disruptive and distractive behavior on the part of students.
17. A sufficient number of examinations and assignments are given to measure student performance in a fair manner.
18. There is an opportunity to discuss exams after they are returned.
19. The exams, papers and other assignments are returned promptly.
20. From the course syllabus it is possible to determine my standing in the class.

OVER

Norco College

Early Childhood Studies Program

STUDENT RESPONSE TO CLASSROOM INSTRUCTION

You are being asked to complete the following instructor evaluation questionnaire. The purpose of this questionnaire is to provide the instructor with helpful feedback on your perceptions of this course.

Mark only one response per item on the Benchmark form using #2 PENCILS ONLY.

Mark column if you:

- A. Agree strongly with the statement.
- B. Agree moderately with the statement.
- C. Disagree moderately with the statement.
- D. Disagree strongly with the statement.
- E. Have no opinion or if the statement does not apply.

1. The instructor is prepared for the lecture and activities of the day.
2. The instructor is well organized.
3. The instructor is thorough in presentation of subject matter.
4. The use of examples by the instructor helps to get points across.
5. The instructor begins and ends class on time.
6. Students have an opportunity to ask questions and the instructor is receptive to the expression of responsible student view.
7. The instructor's voice is clear and understandable.
8. The instructor gives you clear assignments.
9. The instructor follows the course syllabus (outline).
10. Within the time limitations, the course content is covered in sufficient depth.
11. The visual aids (chalkboard, maps, films, videos, overhead projections, etc.) used in class are pertinent to the course.
12. The textbook(s) used in this course are helpful.
13. Outside assignments (reports, term papers, projects, etc.) are relevant to the course.
14. The instructor is enthusiastic, & interesting when presenting course material.
15. The instructor has a friendly attitude, courteous, impartial in relationship to student and is approachable.
16. The instructor is available during office hours for consultation with students.
17. The instructor seems concerned that students learn the material.
18. The instructor discourages disruptive and distractive behavior on the part of students.
19. A sufficient number of examinations and assignments are given to measure student performance in a fair manner.
20. There is an opportunity to discuss exams or graded assignment after they are returned.
21. The exams, papers, and other assignments are returned promptly.
22. From the course syllabus it is possible to determine my standing in class.
23. The instructor stimulates class discussion.
24. The instructor knows subject matter well.

Please use the backside of the Benchmark form to comment on any strengths of the instructor and any suggestions you can make. Please do not identify yourself anywhere on either the front or reverse of the Benchmark form.