

# All Fields Report

## Basic Course Information

College	Cañada College
Discipline	MATH-Mathematics
Course Number	818
Full Course Title	Basic Mathematics for Health Science
Catalog Course Description	Reviews basic mathematical skills necessary for the health science field. Topics include basic operations with real numbers, scientific notation, ratios, proportions, percentages, basic statistics, and apothecary measurement.

## Proposal Information

Proposed Start	Year: 2023 Semester: Fall
Proposed Curriculum Committee Meeting Date:	11/18/2022
Deadline for submission to Dean's Queue:	10/13/2022
Deadline for submission of curriculum proposal to the Technical Review Committee:	10/25/2022
Proposal Origination Date:	10/14/2022
Justification For Board Report OR Curriculum Inventory update:	<p>1. <b>For NEW Courses:</b> Provide a brief justification statement describing the need for the course, its place in the curriculum, and pertinent information such as the role of advisory committees. New courses require approval of the SMCCCD Board of Trustees. The justification statement will be included on the annual Curricular Board report. Use complete sentences and present tense.</p> <p>2. <b>For all types of Course MODIFICATIONS (modifications, banking, deletions and reactivations):</b> Provide a brief justification statement describing the need for the change. The justification statement will be used for course updates in the State Curriculum Inventory as necessary. Use complete sentences and present tense.</p> <p>Banking pre-transfer Math courses pursuant to AB 705</p>
Honors Course	No
Open Entry/Open Exit	No 0

## Equivalent Courses

Will this course replace an existing course in the catalog, or an experimental course?	No
If yes, identify and explain.	

## Similar Courses

Is there a similar or equivalent course in SMCCCD?	No
Added Similar Courses	

### Units/Hours

<b>Unit Types</b>	Fixed
<b>Units</b>	Min: 1.00
<b>Variable Range</b>	Range (or)

### Hours

Please enter hours as per term values

Method	Min Hours	Max Hours	Min Faculty Load	Min Units
Lecture	16.00	18.00	1.00	1.00
Lab	0.00	0.00	0.00	0.00
TBA	0.00	0.00	0.00	0.00
Work Experience	0.00	0.00	0.00	0.00
Field Experience	0.00	0.00	0.00	0.00
Other	0.00	0.00	0.00	0.00
Homework	32.00	36.00	0.00	0.00
<b>Total Student Learning</b>	<b>48.00</b>	<b>54.00</b>	<b>1.00</b>	<b>1.00</b>

Other Hours

### Course Details

<b>Repeatable for Credit</b>	No
<b>Grading Methods</b>	Grade Option (Letter Grade or Pass/No Pass)
<b>Audit</b>	Yes

### Materials Fee

<b>Fee Required?</b>	No
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### Student Learning Outcomes

Upon successful completion of this course, a student will meet the following outcomes:

1. Set up and solve a proportions and percent problem.
2. Perform dosage calculations using unit conversions.
3. Compute basic descriptive statistics: Mean, Standard Deviation, and Coefficient of Variation

### Course Objectives

Upon successful completion of this course, a student will be able to:

1. Perform operations on real numbers, including integers, fractions, and decimals.
2. Interpret, multiply, and divided numbers in scientific notation.
3. Solve linear equations in the form of proportions and percentages.
4. Use formulas to find values and solve equations.
5. Perform unit conversions and dosage calculations.
6. Compute measures of central tendencies and variations.
7. Use the normal distribution and control charts to interpret percentiles

## Course Lecture Content

1. Whole Numbers, Order of Operations
2. Fractions
3. Decimals and Percentages
4. Integers (signed numbers)
5. Scientific Notation
6. Solving Linear Equations
7. Ratios and Proportions
8. Solving Percentages
9. Using Formulas
10. Reading and Interpreting Graphs
11. Measures of Central Tendency
12. Measures of Variations
13. Normal Distribution and Control Charts
14. Metric System
15. Apothecary Measurement
16. Syringes, Cups, and IV Bags
17. Dosage Calculations

## Course Lab Content

## TBA Hours Content

### Frequently Recommended Preparation

Frequently Recommended

#### Justification for Frequently Recommended Preparation

Why is the knowledge of the recommended course(s), skill(s) or information necessary for students to succeed in the "target" course? Specify the relationship between the recommended knowledge and skills required of students and those taught in the "target course? (Please list the specific proficiencies students must possess in order to succeed in the "target" course.)

#### Other Recommended Preparation

*You have no defined requisites.*

#### Prerequisites/Corequisites

*You have no defined requisites.*

#### Content Review

*You have not defined content review.*

#### Mode of Delivery

Modes of Delivery

Online  
Hybrid  
Lecture

### Representative Instructional Methods

<b>Methods</b>	Lecture Discussion
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<b>Other Methods</b>	
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### Representative Assignments

#### Writing Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Write out sample problems to formulate the math as word problems. (Approximately one paragraph in length, approximately 3-4 times a semester)

#### Reading Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Read through one topic per week (approximately 3-5 pages).

#### Other Outside Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- None.

#### To be Arranged Assignments

**(List all assignments, including library assignments. Outside assignments are not required for lab-only courses, although they can be given.)**

- Not applicable.

### EXPOSITORY AND ARGUMENTATIVE ESSAYS: (Inactive, don't use)

a. Writing Assignments: 1. Write out sample problems to formulate the math as word problems. b. Reading Assignments: 1. Read through one to three topics per week. c. Other Outside Assignments: 1. None. d. Hours by Arrangement Assignments (if applicable): 1. Not applicable.

### Representative Methods of Evaluation

This section defines the ways students will demonstrate that they have met the student learning outcomes.

Student grades will be based on multiple measures of student performance. Instructors will develop appropriate classroom assessment methods and procedures for calculating student grades, including the final semester grade. The following list displays typical assessment methods appropriate for this course. The actual assessment methods used in a particular classroom and section will be listed in the instructor's syllabus.

Methods must effectively evaluate critical thinking. Credit courses must include written communication, problem solving, and/or skills demonstrations.

Multiple measures may include, but are not limited to, the following:

<b>Methods</b>	<ul style="list-style-type: none"><li>• Exams/Tests</li><li>• Homework</li><li>• Quizzes</li></ul>
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### Representative Texts

Textbooks such as the following are appropriate:

<b>Formatting Style</b>	MLA
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#### Textbooks

1. Ogden, Sheila J., Fluharty, Linda. *Calculation of Drug Dosages*, 11 ed. Elsevier Inc., 2020
2. Lesmeister. *Math Basics for Health Care Professionals*, 4 ed. Pearson, 2014
3. Timmons & Johnson. *Math Skills for Allied Health Careers*, ed. Upper Saddle River, NJ, USA: Pearson/Prentice Hall, 2008

#### Manuals

*You have no manuals defined.*

#### Periodicals

*You have no periodicals defined.*

#### Software

*You have no software defined.*

#### Other

*You have no other defined.*

### Degree/Certificate Applicability

<b>Designation</b>	Non-Degree Credit Basic Skills
<b>Proposed For</b>	
<b>Course Designation Text</b>	Are there degrees/certificates to which this course applies? None.

### General Education/Degree/Transfer Course

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**CSU Transfer Course**Does not transfer to CSU Approved**Course Distance Education**

<b>Distance Ed Supplement</b>	Revision to existing distance education supplement
<b>Distance Education</b>	Distance education component was developed by an instructor with training in online pedagogy. Training: QOTL, @One, STOT or equivalent training.
<b>Method of Distance Education</b>	Online, Hybrid, Web Assisted Course; (If there are limitations on how this course would be offered please explain below)
<b>Online Method Limitations</b>	
<b>Other Methods</b>	
<b>Course Content and Methodology</b>	The objectives and content of the course are adequately covered by the methods of instruction, assignments, evaluation of student outcomes, and instructional materials. The instructional equipment and materials are sufficient. The preparation and training of faculty are sufficient. Regular personal contact between students and instructor is sufficient. Methods of student evaluation are designed to maintain examination security. Evaluation of student outcomes is sufficient to permit review and assessment of the effectiveness of distance education for this course and to provide information for the annual distance education report.
<b>Instructional Methodologies (How will you deliver the course content?):</b>	Announcements/Bulletin Boards Chat Rooms E-mail One-Way Video Conferencing (One-way interactive video and two-way interactive audio) Online Presentations Resource Links Two-Way Video conferencing (Two-way interactive video and audio)
<b>Representative Courseware/Textbooks Materials:</b>	No additional texts or materials apply
<b>Methods of Evaluation of Student Performance:</b>	Online Quizzes and Homework and Exams
<b>How are you ensuring that students with disabilities can access your course in accordance with Section 508?</b>	All figures and equations will have text descriptions, all videos will have captioning, and all audio will have transcriptions. The DRC contact information will be included in the syllabus and all documents will be structured according to ADA regulations.

**Plan for Regular Effective Communication Contact Between Faculty and Student (Title 5, 55204). "Local policies should establish and monitor minimum standards of regular effective contact."**

**Announcements/Bulletin Boards** - Weekly**Chat Rooms** - 2-3 times per semester**Email Communication** - As needed**Office hours** - Weekly

### Resources Needed

<b>Adequate Library Resources</b>	Consultation with the Coordinator of Library Services regarding the adequacy of campus and online information resources to fulfill course objectives is required prior to course approval. Inadequate to support the course Please Specify:
<b>Affected Resources</b>	Which of the following resources do you expect to be affected by the offering of this class? Check as many as appropriate.  None of the above
<b>Explain what effect the areas you have checked will have upon this college:</b>	

### Comparable Transfer Course Information


<b>Are there comparable courses?</b>	Yes
<b>Edit/Del</b>	<b>College Info</b>

### Minimum Qualification

No Minimum Qualifications For this Course

### CB Codes

<b>CB03 TOP Code</b>	1702.00 - Mathematics Skills
<b>CB04 Course Credit Status</b>	C - Credit - Not Degree Applicable
<b>CB05 Course Transfer Status</b>	C = Not Transferable
<b>CB08 Course Basic Skill Status (PBS Status)</b>	1B = Course is a basic skills course.
<b>CB09 SAM Code</b>	E - Non-Occupational
<b>CB11 California Classification Codes</b>	Y - Credit Course
<b>CB21 Levels Below Transfer</b>	Y = Not Applicable
<b>CB23 Funding Agency Category</b>	Y = Not Applicable
<b>CB25 Course General Education Status</b>	Y - Not Applicable
<b>CB26 Course</b>	N - Course is not a support course

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## Web Catalog Metadata