

College Curriculum Committee Meeting Agenda
Tuesday, November 14, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: October 24, 2017	Action	#11/14/17-1	Campbell
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposals b. Notification of Proposed Requisites c. New CCC Website d. Guided Pathways	Information	#11/14/17-2 – 18 #11/14/17-19	Campbell
4. Consent Calendar a. GE Applications	Action	#11/14/17-20 – 22	Campbell
5. Stand Alone Approval Request: AHS 52	2nd Read/ Action	#11/14/17-23	Campbell
6. Stand Alone Approval Request: ALTW 230	2nd Read/ Action	#11/14/17-24	Campbell
7. Stand Alone Approval Request: ALTW 231	2nd Read/ Action	#11/14/17-25	Campbell
8. Stand Alone Approval Request: ALTW 232	2nd Read/ Action	#11/14/17-26	Campbell
9. Stand Alone Approval Request: ALTW 431	2nd Read/ Action	#11/14/17-27	Campbell
10. Stand Alone Approval Request: DMS 200	2nd Read/ Action	#11/14/17-28	Campbell
11. Stand Alone Approval Request: NCBS 403A	2nd Read/ Action	#11/14/17-29	Campbell
12. Stand Alone Approval Request: NCBS 403B	2nd Read/ Action	#11/14/17-30	Campbell
13. New Program Application: English for Food Service Workers Noncredit Certificate	1st Read	#11/14/17-31	Campbell
14. New Program Application: Bridge to College Level Mathematics Noncredit Certificate	1st Read	#11/14/17-32	Campbell
15. Stand Alone Approval Request: ALTW 430	1st Read	#11/14/17-33	Campbell
16. Stand Alone Approval Request: EDUC 2	1st Read	#11/14/17-34	Campbell
17. Stand Alone Approval Request: ESSL 126	1st Read	#11/14/17-35	Campbell
18. Stand Alone Approval Request: GEOG 20	1st Read	#11/14/17-36	Campbell
19. Stand Alone Approval Request: NCCS 405	1st Read	#11/14/17-37	Campbell
20. Stand Alone Approval Request: NCEL 425	1st Read	#11/14/17-38	Campbell
21. Stand Alone Approval Request: NCLA 407A	1st Read	#11/14/17-39	Campbell
22. Stand Alone Approval Request: NCLA 407B	1st Read	#11/14/17-40	Campbell
23. Stand Alone Approval Request: NCLA 407C	1st Read	#11/14/17-41	Campbell

24. Stand Alone Approval Request: NCLA 408	1st Read	#11/14/17-42	Campbell
25. Curriculum Process Proposal	Discussion	#11/14/17-43	Campbell
26. Evaluation of Stand Alone CORs through an Equity Lens	Discussion		Carolyn Holcroft
27. Good of the Order			Campbell
28. Adjournment			Campbell

Consent Calendar:

Foothill General Education (attachments #11/14/17-20—22)
Area IV—Social & Behavioral Sciences: HIST 3A, 3B, 3C

Attachments:

- #11/14/17-1 Draft Minutes: October 24, 2017
- #11/14/17-2 New Course Proposals: APAV 50A, 50B, 50C, 51, 53A, 53B, 54A, 54B, 55, —15 56, 60, 75A, 75B, 81
- #11/14/17-16 New Course Proposal: BUSI 17
- #11/14/17-17 New Course Proposal: JRNL 62
- #11/14/17-18 New Course Proposal: THTR 48G
- #11/14/17-19 CCC Notification of Proposed Requisites
- #11/14/17-23 Stand Alone Course Approval Request: AHS 52
- #11/14/17-24 Stand Alone Course Approval Request: ALTW 230
- #11/14/17-25 Stand Alone Course Approval Request: ALTW 231
- #11/14/17-26 Stand Alone Course Approval Request: ALTW 232
- #11/14/17-27 Stand Alone Course Approval Request: ALTW 431
- #11/14/17-28 Stand Alone Course Approval Request: DMS 200
- #11/14/17-29 Stand Alone Course Approval Request: NCBS 403A
- #11/14/17-30 Stand Alone Course Approval Request: NCBS 403B
- #11/14/17-31 English for Food Service Workers Noncredit Certificate Narrative
- #11/14/17-32 Bridge to College Level Mathematics Noncredit Certificate Narrative
- #11/14/17-33 Stand Alone Course Approval Request: ALTW 430
- #11/14/17-34 Stand Alone Course Approval Request: EDUC 2
- #11/14/17-35 Stand Alone Course Approval Request: ESLL 126
- #11/14/17-36 Stand Alone Course Approval Request: GEOG 20
- #11/14/17-37 Stand Alone Course Approval Request: NCCS 405
- #11/14/17-38 Stand Alone Course Approval Request: NCEL 425
- #11/14/17-39 Stand Alone Course Approval Request: NCLA 407A
- #11/14/17-40 Stand Alone Course Approval Request: NCLA 407B
- #11/14/17-41 Stand Alone Course Approval Request: NCLA 407C
- #11/14/17-42 Stand Alone Course Approval Request: NCLA 408
- #11/14/17-43 Curriculum Process Proposal: Technical Review Team

2017-2018 Curriculum Committee Meetings:

<u>Fall 2017 Quarter</u>	<u>Winter 2018 Quarter</u>	<u>Spring 2018 Quarter</u>
10/3/17	1/23/18	4/24/18
10/24/17	2/6/18	5/8/18
11/14/17	2/20/18	5/22/18
11/21/17	3/6/18	6/5/18
12/5/17	3/20/18	6/19/18

Standing reminder: Items for inclusion on the CCC agenda are due no later than one week before the meeting.

2017-2018 Curriculum Deadlines:

- 12/1/17* Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
- 12/1/17* Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
- 2/1/18* Curriculum Sheet updates for 2018-19 catalog (Faculty/Divisions).
- 2/15/18* Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
- 6/1/18* Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
- 6/22/18* COR/Title 5 updates for 2019-20 catalog (Faculty/Divisions).
- Ongoing* Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:

Mark Anderson (FA), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (DRC), Isaac Escoto (AS President), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Ronnie Miller (ASFC), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (DRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2017-18

Meeting Date: 11/14/17Co-Chairs (2)

<input checked="" type="checkbox"/>	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only)	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Assoc. Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

<input type="checkbox"/>	Mark Anderson	7156	FA	andersonmark@fhda.edu
<input type="checkbox"/>	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
<input checked="" type="checkbox"/>	Sara Cooper	7595	BH	coopersara@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@fhda.edu
<input checked="" type="checkbox"/>	Hilda Fernandez	7542	LA	fernandezhilda@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
<input checked="" type="checkbox"/>	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@fhda.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
<input type="checkbox"/>	Eric Kuehnl	7479	FA	kuehneric@fhda.edu
<input checked="" type="checkbox"/>	Tiffany Rideaux	7412	BSS	rideauxtiffany@fhda.edu
<input type="checkbox"/>	Katy Ripp (W & S)	7355	KA	rippkaty@fhda.edu
<input type="checkbox"/>	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
<input checked="" type="checkbox"/>	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Nanette Solvason	7730	Dean–BH	solvasonnanette@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean–LA	starerpaul@fhda.edu
<input checked="" type="checkbox"/>	Mary Thomas	7522	Library	thomasmary@fhda.edu
<input checked="" type="checkbox"/>	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
<input checked="" type="checkbox"/>	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

<input type="checkbox"/>	Ronnie Miller		ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

Visitors

Katie Ha, Lisa Eshman, Carolyn Holcroft, Ben Schwartzman

**College Curriculum Committee
Meeting Minutes
Tuesday, October 24, 2017
2:00 p.m. – 3:30 p.m.
President’s Conference Room**

Item	Discussion
1. Minutes: October 3, 2017	Approved by consensus.
2. Report Out from Division Reps	<p>Speaker: All Language Arts: Developing new course, Literature of Protest. Some Literature courses don’t completely match C-ID (different requisites). Rep asked if other depts. have done close review of C-ID—PSME rep noted MATH dept. has spent extensive time due to very strict C-ID reviewers. Lisle asked if C-ID committees have community college representation—yes. Day noted issue of varying level of training for reviewers. Day offered to work with Literature faculty to review courses.</p>
<p>3. Announcements</p> <p>a. ESL-Beginning and ESL-Intermediate Noncredit Certificate Approvals</p> <p>b. ASCCC Fall Plenary Resolutions</p>	<p>Speaker: Rachelle Campbell New ASFC Rep, Ronnie Miller—VP of Finance.</p> <p>The CCCCO has approved two new noncredit certificates in Language Arts: ESL-Beginning and ESL-Intermediate.</p> <p>Campbell noted resolutions that may be of interest to group:</p> <ul style="list-style-type: none"> • Request Accrediting Commission for Community and Junior Colleges (ACCJC) to Readdress Bachelor Degree Program Requirements (2.01). Foothill proposing resolution; global request, not specific to Dental Hygiene degree. • College Autonomy and Faculty Purview for Determining Meta Majors or Areas of Focus (9.01) & Local Academic Senate Role in Developing and Implementing Guided Pathways Frameworks (17.02). Both related to Guided Pathways. Campbell and LaManque attending IEPI conference and will bring back info to share with campus. • Dialog and Collaboration on Apprenticeship Faculty Minimum Qualifications (10.02), Application of Faculty Policies to Apprenticeship Instructors (17.03) & Local Senate Purview Over Placement of Apprenticeship Courses Within Disciplines (17.04). Senate officers will be going on Apprenticeship site visit to bring feedback to Plenary. <p>If you have any comments or would like more information, feel free to email Rachelle and Isaac Escoto.</p> <p>Question regarding resolution, Allow Students to Repeat Substandard Grades at Other Regionally Accredited Institutions (14.01): Foothill policy already allows students to repeat for this purpose, how could this affect us—Campbell believes resolution is trying to develop processes to ensure no students are impacted. Day noted that, when we set our policy, CSU system allowed it and have since changed their policy. Question regarding whether we annotate transcripts when a course is repeated—unsure. Campbell will bring group’s concerns to Plenary.</p>
4. DRC Curriculum Committee Proposal	<p>Speaker: Rachelle Campbell Second read of document. Present for discussion are LeeAnn Emanuel and Ben Schwartzman, from Student Resource Center (SRC).</p>

	<p>Motion to approve M/S (Cooper, Anderson). Approved.</p>
<p>5—31. Stand Alone Approval Requests: APSM 151A, 151B, 151C, 152A, 152B, 152C, 153A, 153B, 153C, 154A, 154B, 154C, 155A, 155B, 155C, 156A, 156B, 156C, 157A, 157B, 157C, 158A, 158B, 158C, 159A, 159B, 159C</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Requests for APSM courses (discussion pertains to group of courses, as they all make up one program). Campbell asked if group would like to consider for approval as a packet—yes. No additional comments.</p> <p>Motion to approve M/S (Anderson, Starer). Approved.</p>
<p>32—58. Stand Alone Approval Requests: APSM 171A, 171B, 171C, 172A, 172B, 172C, 173A, 173B, 173C, 174A, 174B, 174C, 175A, 175B, 175C, 176A, 176B, 176C, 177A, 177B, 177C, 178A, 178B, 178C, 179A, 179B, 179C</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Requests for APSM courses (discussion pertains to group of courses, as they all make up one program). Campbell asked if group would like to consider for approval as a packet—yes. No additional comments.</p> <p>Motion to approve M/S (Starer, Francisco). Approved.</p>
<p>59. Stand Alone Approval Request: NCEL 447</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for NCEL 447. No comments.</p> <p>Motion to approve M/S (Starer, Thomas). Approved.</p>
<p>60. Stand Alone Approval Request: THTR 46C</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for THTR 46C. The application has been updated for clarity, based on feedback at previous meeting. No comments.</p> <p>Motion to approve M/S (Anderson, Francisco). Approved.</p>
<p>61. Stand Alone Approval Request: THTR 46D</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Request for THTR 46D. The application has been updated for clarity, based on feedback at previous meeting. No comments.</p> <p>Motion to approve M/S (Starer, Anderson). Approved.</p>
<p>62. New Program Application: Landscape Technician Certificate of Achievement</p>	<p>Speaker: Rachelle Campbell Second read of new Landscape Technician Certificate of Achievement. No comments.</p> <p>Motion to approve M/S (Francisco, Day). Approved.</p>
<p>63. Stand Alone Approval Request: ALLD 402</p>	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALLD 402. Will be permanently Stand Alone. Comment that Criteria A language mentions lower division level instruction, but course is not college level. Campbell asked group for thoughts regarding whether a noncredit course could apply to the first primary mission noted on form. LaManque noted noncredit can be vocational (does not apply to this course). Campbell noted argument could be made regarding this course applying to the second primary mission and the secondary mission. Will follow up with faculty to correct form and resubmit.</p> <p>Comment regarding need for separate Stand Alone form for noncredit. CCC Team will review current form for potential alteration and to see if separate form is necessary.</p> <p>Second read and possible action will occur at next meeting.</p>
<p>64. Stand Alone Approval Request: ALTW 230</p>	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALTW 230. Will be permanently Stand Alone. Campbell noted that, regarding all four</p>

	<p>ALTW Stand Alone requests, the Needs/Justification statement on the COR is well-worded and could have been helpful info/language to include on this form.</p> <p>Second read and possible action will occur at next meeting.</p>
65. Stand Alone Approval Request: ALTW 231	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALTW 231. Will be permanently Stand Alone. <i>[Note: see item 64 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
66. Stand Alone Approval Request: ALTW 232	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALTW 232. Will be permanently Stand Alone. <i>[Note: see item 64 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
67. Stand Alone Approval Request: ALTW 431	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for ALTW 431. Will be permanently Stand Alone. <i>[Note: see item 64 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
68. Stand Alone Approval Request: DMS 200	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for DMS 200. Will be permanently Stand Alone. Campbell noted that other Allied Health programs at Foothill have a similar 200-level course.</p> <p>Second read and possible action will occur at next meeting.</p>
69. Stand Alone Approval Request: NCBS 403A	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCBS 403A. Will be permanently Stand Alone. PSME rep noted that Math department has offered Summer Bridge program for some time; offers an intensive course to assist students who test lower than they potentially can, with the goal that they will test higher when they re-take the placement test. NCBS 403A & 403B series represents that program; considering offering during the regular year, as well. Working on developing a noncredit certificate.</p> <p>Second read and possible action will occur at next meeting.</p>
70. Stand Alone Approval Request: NCBS 403B	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for NCBS 403B. Will be permanently Stand Alone. <i>[Note: see item 69 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
71. Deep Dive of Curriculum Process	<p>Speaker: Kristy Lisle Noted recent announcement around budget cutting. Administration and deans focus on FTES; this quarter, Foothill is up but De Anza is down, which does affect us. Being agile and quick will help us gain FTES. At the same time, we must respect shared governance, academic quality, state guidelines. First step is to map out the current process; today's discussion will focus on the creation of a new course. Group first discussed steps of process in pairs, then as a whole group:</p> <p>First step: Starter mentioned hunt for buy-in, necessary because depts. and divisions must approve. Disagreement among group regarding whether or not buy-in need occur before new course proposal form submitted.</p> <p>Second step: New course proposal form goes to division CC for</p>

approval. Lisle asked what might hold up form at division CC—if it overlaps with another course, may be rejected. Lisle asked if Program Review considered during discussion at division CC—more likely at dept. level. Lisle noted institutional effectiveness a priority due to accreditation visit; thinking more strategically, including bringing Program Review into process, could help make smart decisions.

Third step: New course proposal form goes to CCC. Starer suggested faculty speak with dean early in process. Example of Literature courses with low enrollment—adding a new one may require removing an existing one from sequence. Lisle noted talking with dean a strategic move early on, during buy-in phase. Starer noted that new course proposal form is an information item to CCC so that campus-wide discussion around overlap and other issues may be addressed.

Lisle asked if any of these steps could be skipped (e.g., division CC), to streamline. BSS rep that division also checks form for content, so forms could be in bad shape if sent directly to Vanatta. Lisle expressed concern that our complex and lengthy process is stifling innovation. Asked group how often division CCs meet—some meet twice a week, some biweekly, some monthly. Campbell noted that because CCC does not approve forms, Vanatta immediately gives faculty access in C3MS to begin working on COR. Lisle asked if CCC discussion ever results in faculty not moving forward with proposed course—examples of concern at CCC necessitating further discussion outside of CCC (deans involved, etc.) to resolve issues, but unusual. Most courses presented without issue. Campbell reminded group that curriculum is 10+1; has recently heard from faculty concerned that deans might be too involved in curriculum (e.g., signing forms). Starer noted that if faculty is driven to create a course, there really is nothing that can/will stop them. Lisle mentioned decline in face-to-face offerings vs. online. Question regarding why total enrollment not considered as a whole—Lisle noted that modality must be taken into consideration when course being developed, to ensure we're best targeting student populations. Apprenticeship rep noted that student populations usually taken into consideration when course developed (e.g., "who are we targeting with this course?").

Fourth step: C3MS process; Edit—faculty member enters info, Articulation, Dean Review, Proof (back to faculty), Curriculum Rep, Instruction. Proof status identified as big hang-up, because faculty don't realize it requires their review. Lisle asked how long Proof can take—depends on what editing might be necessary (e.g., formatting, etc.). Starer noted simultaneous steps of Content Review, etc. Lisle asked how we determine if a prerequisite is needed—examples given of faculty purview, C-ID, transfer institutions. Day mentioned guidelines for each discipline for prerequisites, in terms of articulation. Lisle asked if De Anza can prevent creation of a Foothill course or program—no. Discussion may happen, but they cannot prevent (and we cannot prevent theirs). Campbell noted issue of supplemental forms not being within C3MS. Lisle asked how group would feel about changing software/system—positive reaction. Starer noted expense of changing system and commented that all systems have their own issues. Hueg noted that a few years back outside systems were reviewed and decision made to not change. Rep recalled that the

expectation was that C3MS would be updated, based on suggestions. Lisle asked how long C3MS process takes and pain points—Starer mentioned seat counts, Bio Health rep mentioned forms. Campbell mentioned example of prerequisite within different discipline requiring conversation with outside department, perhaps even in a different division. Content Review form goes through division CC, dean, articulation; also requires requisite discipline faculty signature. Campbell noted faculty have varying degrees of familiarity with curriculum process—low familiarity leads to slow-down. SLOs (entered in TracDat) also interrupt process, because new courses not automatically listed in TracDat—nowhere for faculty to list SLOs within C3MS.

Next, all courses must go to FHDA board for approval (meets once per month). From there, entered in the state's system—auto-approval of credit curriculum (we submit an annual certification form), but not of noncredit. Once course is approved in state's system, waits for next catalog year. Catalog published once per year; Lisle mentioned she asked deans if we can publish twice per year. Question regarding why we cannot publish live, frequent updates to catalog—could create problems for students' catalog rights, degree auditing, etc.

Day noted that the majority of our courses are transferable and we must follow external deadlines which can drag the process out for a year or longer. After state approval of course, submitted for one or more of: UC and/or CSU transferability, C-ID approval, IGETC and/or CSU GE approval, course-to-course major articulation. Apprenticeship rep noted that none of the articulation considerations prevent us from offering a course; Day agreed but cautioned that many students take courses with intention to transfer. Lisle noted that Apprenticeship does not go through articulation but is being held up due to catalog.

LaManque noted June curriculum deadline, for the next available catalog. Vanatta outlined her process: reviews all submissions (almost 700 for the most recent deadline) during the summer, follows up with faculty and reps during fall and into winter; must have everything cleaned up and approved in state's system at end of February to being working on catalog. Extensive follow-up required with faculty due to questions regarding COR info, forms needed, etc.

Comment regarding reviewing the benefits of centralized CCC vs. division CC set-up. Campbell noted need to ensure that each division, allowing its own process, be transparent about process. Noted that the decentralized curriculum at Foothill is unique among community colleges.

Lisle noted concern with lengthy timeline from COR submission in June to ability to offer following summer, as well as constraints of C3MS system. Phuong Tran suggested elimination of new course proposal form. Hueg suggested taking a new look at third party systems. Campbell suggested technical review body to review new courses before submission to Vanatta. Starer commented on tension between expediency and people's feelings—Foothill errs on the side of people feeling good about the outcome of the process, including consensus, which takes time. Lisle noted agreement on positive aspect but concerned that, currently, we

	don't necessarily have the luxury of sacrificing expediency. Campbell thanked Lisle for facilitating the discussion. Next, Lisle would like further exercise/discussion about strengths and weaknesses, if group agrees. Campbell noted conversation will likely resume at Nov. 21st meeting.
72. Good of the Order	
73. Adjournment	3:33 PM

Attendees: Mark Anderson (FA), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (guest—DRC), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kelaiah Harris (guest—Instruction), Kurt Hueg (Dean, BSS), Ray Kapp (guest—AVP Workforce), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Kristy Lisle (guest—VP Instruction), Bruce McLeod (Apprenticeship), Ronnie Miller (ASFC), Tiffany Rideaux (BSS), Ben Schwartzman (guest—DRC), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Phuong Tran (guest—Apprenticeship), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Lisa Eshman

Proposed Number: APAV 50A

Proposed Units: 1

Proposed Hours: 12 total hours (12 hours lecture)

Proposed Transferability: CSU

Proposed Title: Current Topics in Veterinary Technology I

Proposed Catalog Description & Requisites:

Provides enrichment of the core curriculum to the Advanced Veterinary Assisting Apprentice. Presenters will include veterinarians, veterinary technicians, animal care and management professionals, business professionals, and educators. Lectures, lecture-demonstrations, multimedia presentations, live demonstrations, or hands-on workshops presented by the instructor or professionals in veterinary medicine, veterinary technology, or other animal health-related fields. Content consists of relevant topics related to the workplace and concurrent coursework in the program curriculum.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow “much faster than average for all occupations.” (Bureau of Labor Statistics cited on <https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

The courses are an integral part of the required preparation for students to enter the second year of the RVT program at Foothill College and once completed, to qualify to sit for the RVT exams.

This course is the first in a series of three, 12 hour, lecture courses that orient the advanced veterinary-assisting apprentice to the culture of the workplace. Different aspects of the veterinary health care team will be discussed, as well as the various roles available. Different departments will present their interests, core values, and structure for integrating veterinary assistants into the team. Students will develop an appreciation of the broad scope of careers within the field. An acculturation process of the student to the facility begins in this class.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 50B

Proposed Units: 1

Proposed Hours: 12 total hours (12 hours lecture)

Proposed Transferability: CSU

Proposed Title: Current Topics in Veterinary Technology II

Proposed Catalog Description & Requisites:

Provides enrichment of the core curriculum to the Advanced Veterinary Assisting Apprentice. Presenters will include veterinarians, veterinary technicians, and animal care and management professionals involved in low stress handling. Lectures, lecture-demonstrations, multimedia presentations, live demonstrations, or hands-on workshops presented by the instructor or professionals in veterinary medicine, veterinary technology, or other animal health-related fields.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and

advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

The courses are an integral part of the required preparation for students to enter the second year of the RVT program at Foothill College and once completed, to qualify to sit for the RVT exams.

This course is the second in a series of three, 12 hour, lecture courses that orient the advanced veterinary-assisting apprentice to the culture of the workplace. This second course will focus on low stress handling principles in dogs and cats. Comparisons among hospitalized patients, shelter patients, and client-owned pets will be stressed. Students will participate in exercises involving application of low stress handling. Students will discuss the human animal bond.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 50C

Proposed Units: 1

Proposed Hours: 12 total hours (12 hours lecture)

Proposed Transferability: CSU

Proposed Title: Current Topics in Veterinary Technology III

Proposed Catalog Description & Requisites:

Provides enrichment of the core curriculum to the Advanced Veterinary Assisting Apprentice. Lectures, lecture-demonstrations, multimedia presentations, live demonstrations, or hands-on workshops presented by the instructor or professionals in veterinary medicine, veterinary technology, or other animal health-related fields. Introduction to pharmacology and its applications in the broad veterinary workplace. Experts in the field will discuss topics of general interest to the advanced veterinary apprentice.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow “much faster than average for all occupations.” (Bureau of Labor Statistics cited on <https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

The courses are an integral part of the required preparation for students to enter the second year of the RVT program at Foothill College and once completed, to qualify to sit for the RVT exams.

This course is the third in a series of three, 12 hour, lecture courses that orient the advanced veterinary-assisting apprentice to the culture of the workplace. This third course will focus on what the advanced veterinary assistant needs to know about pharmacology, handling of controlled substances, client education, as well as soft skills and critical knowledge and skills not covered in other courses in the Advanced Veterinary Assisting apprenticeship.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 51

Proposed Units: 2

Proposed Hours: 24 total hours (24 hours lecture)

Proposed Transferability: CSU

Proposed Title: Introduction to Veterinary Technology

Proposed Catalog Description & Requisites:

Introduction to the profession of veterinary technology. Orientation to the program requirements and curriculum. Overview of program structure and student services. Review and practice of library skills. Prerequisite for several courses in the veterinary technology program. Survey of the role of veterinary assistant and registered veterinary technician in the workplace. Survey of employment opportunities and areas of specialization. Ethics and professionalism pertaining to veterinary medicine. Laws and regulations governing veterinary technicians. Introduction to basic animal care skills and clinical procedures.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for registered veterinary technicians in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on <https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. An added advantage to training advanced veterinary assistants is that, despite the need in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

The courses are an integral part of the required preparation for students to enter the second year of the RVT program at Foothill College and once completed, to qualify to sit for the RVT exams.

This course orients the student to the practice of veterinary medicine and the opportunities for advancement from veterinary assistant to registered veterinary technician. Students are introduced to the application process to the Foothill RVT program.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 53A

Proposed Units: 2

Proposed Hours: 24 total hours (24 hours lecture)

Proposed Transferability: CSU

Proposed Title: Medical Terminology

Proposed Catalog Description & Requisites:

A guided self-study of medical terminology as a fundamental communication skill. Basic word parts and rules of word construction. A review of common medical terms pertaining to the different body systems, with emphasis on those terms peculiar to veterinary medicine. Analyze, interpret, and apply medical words and veterinary medical terminology.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow “much faster than average for all occupations.” (Bureau of Labor Statistics cited on <https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited

college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

The courses are an integral part of the required preparation for students to enter the second year of the RVT program at Foothill College and once completed, to qualify to sit for the RVT exams.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 53B

Proposed Units: 2

Proposed Hours: 24 total hours (24 hours lecture)

Proposed Transferability: CSU

Proposed Title: Medical Calculations

Proposed Catalog Description & Requisites:

Applied mathematics as a fundamental communication and technical skill. Review of calculations involving fractions, decimals, ratios and proportions, unit conversions, and algebraic equations. Clinical medical calculations utilized in preparation and administration of drugs, dosage determinations, intravenous fluid infusion, and prescription dispensing.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county.

This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

The courses are an integral part of the required preparation for students to enter the second year of the RVT program at Foothill College and once completed, to qualify to sit for the RVT exams.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 54A

Proposed Units: 5

Proposed Hours: 84 total hours (48 hours lecture, 36 hours laboratory)

Proposed Transferability: CSU

Proposed Title: Comparative Veterinary Anatomy & Physiology

Proposed Catalog Description & Requisites:

Comparative veterinary anatomy and physiology for veterinary technicians. Basics of chemistry as necessary to describe physiology. Clinically relevant veterinary anatomy and physiology including a discussion of the similarities and differences among the major domestic species. Emphasis is placed on the normal structure and function of the major organ systems as the foundation for discussing pathology and the pathophysiology of disease. On the job training to differentiate health from disease, describe pathophysiology of diseases, apply in clinical situations including restraint, clinical pathology, and nursing care.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

This is the first of two courses in veterinary anatomy and physiology. This first course emphasizes applied terminology, introductory chemistry, basic principles of cells and tissues and some body systems. Systems covered will be: Tissues, Integument, Skeletal, Muscular, Cardiovascular, and Respiratory. The laboratory component will include introduction to microscopy, cell and tissue recognition, and application of the scientific method. In class and on the job, emphasis will be placed on practical applications of knowledge.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 54B

Proposed Units: 5

Proposed Hours: 84 total hours (48 hours lecture, 36 hours laboratory)

Proposed Transferability: CSU

Proposed Title: Comparative Veterinary Anatomy & Physiology II

Proposed Catalog Description & Requisites:

Comparative anatomy and physiology for veterinary technicians. Clinically relevant anatomy and physiology of the major domestic animals and birds, and includes a discussion of the similarities and differences among the species. Emphasis is placed on the normal structure and function of the major organ systems as the foundation for understanding pathology and pathophysiology of disease. On the job training to differentiate health from disease, describe pathophysiology of diseases, apply in clinical situations including restraint, clinical pathology, and nursing care.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program who have successfully completed APAV 54A.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

This is the second of two courses in veterinary anatomy and physiology. This course emphasizes comparative anatomy, applied terminology and body systems not covered in the first course. Systems covered will be: Digestive, Nervous, Endocrine, Urinary, Reproductive, and the sense organs. The laboratory component will include microscopy, cell and tissue recognition, and application of the scientific method. In class and on the job, emphasis will be placed on practical applications of knowledge.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 55

Proposed Units: 4

Proposed Hours: 72 total hours (36 hours lecture, 36 hours laboratory)

Proposed Transferability: CSU

Proposed Title: Animal Management & Clinical Skills I

Proposed Catalog Description & Requisites:

Intended to augment clinical training of advanced veterinary assisting apprenticeship students. The following topics are covered: essential topics in microbiology as applied to discussion of microorganisms, the role of microorganisms in the disease process, sanitation and aseptic technique; occupational health and safety; animal handling and restraint; administration of medication; assessing dehydration and basic fluid administration; introduction to anesthetic equipment, procedures and recovery; principles of aseptic technique; sanitation, disinfection and sterilization; and introduction to principles of surgical nursing and instrumentation.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

This is the first of two courses in veterinary nursing and clinical procedures. This course explains the rationale behind the actions on the job at the animal hospital and shelter. The laboratory component includes essential skills acquisition necessary to progress from advanced veterinary assistant to veterinary technician.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 56

Proposed Units: 4

Proposed Hours: 72 total hours (36 hours lecture, 36 hours laboratory)

Proposed Transferability: CSU

Proposed Title: Animal Management & Clinical Skills II

Proposed Catalog Description & Requisites:

Intended to augment clinical training of advanced veterinary assisting apprenticeship students. Survey of basic responsibilities and technical duties of veterinary technicians. Clinical nutrition and feeding of the dog and cat. Basic principles and techniques of wound healing, bandage and suture material. Basic electrocardiography. Venipuncture for catheter placement, blood collection, and intravenous administration of fluids and medications. Troubleshooting of intravenous catheter set-ups. Bandaging and splinting. Introduction to anesthesia: stages of anesthesia, components of anesthetic equipment. Introduction to basic operating room skills and procedures.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program who have successfully completed APAV 55.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for

all occupations.” (Bureau of Labor Statistics cited on <https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)
Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

This is the second of two courses in veterinary nursing and clinical procedures. These courses explain the rationale behind the actions on the job at the animal hospital and shelter. The advanced veterinary assistant must collect and interpret physical findings in patients and create nursing assessments. The laboratory component includes essential skills acquisition necessary to progress from advanced veterinary assistant to veterinary technician.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 60

Proposed Units: 2

Proposed Hours: 24 total hours (24 hours lecture)

Proposed Transferability: CSU

Proposed Title: Veterinary Office Practice

Proposed Catalog Description & Requisites:

Principles and practice of veterinary office management for advanced veterinary assisting apprenticeship students. Client relations, receptionist skills, telephone techniques, interpersonal skills, and personnel management. Generation and maintenance of correspondence, medical records, legal forms, and hospital logs. Basic bookkeeping, accounting, and financial management principles. Marketing and public relations. Professional ethics and professionalism. Use of computers for data entry, patient record management and inventory control. Use of practice management software. State and federal laws as they apply to the veterinary practice.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program, who have completed APAV 53A.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for

all occupations.” (Bureau of Labor Statistics cited on <https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)
Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 75A

Proposed Units: 1

Proposed Hours: 36 total hours (36 hours laboratory)

Proposed Transferability: CSU

Proposed Title: Animal Care Skills I

Proposed Catalog Description & Requisites:

Practical application of animal care skills and principles of animal care and management. Opportunity to participate in the health care team involved in the care, management and husbandry of dogs and cats in three environments: shelter, spay/neuter clinic, and hospital. Emphasis will be on the basic principles and application of clinical facility management, daily care of dog and cat patients, normal and abnormal dog and cat behavior, physical examination, and discussion of pet euthanasia.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and

advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Lisa Eshman

Proposed Number: APAV 75B

Proposed Units: 1

Proposed Hours: 36 total hours (36 hours laboratory)

Proposed Transferability: CSU

Proposed Title: Animal Care Skills II

Proposed Catalog Description & Requisites:

Continuation of APAV 75A. Practical application of animal care skills and principles of animal care and management using techniques and knowledge learned in the advanced veterinary assisting classes. Students expand their animal care knowledge, skills, and abilities to include skills needed in the small animal clinic. Students are expected to apply knowledge of medical terminology and anatomy & physiology to nursing assessments. There is an emphasis on professional behavior, medical record keeping, and clinical procedures with dogs and cats.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program, who have completed APAV 75A.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

The key skills in this course are:

1. Repetition of physical examination skills until proficient.
2. Practical application of animal care skills and preventive care as discussed in class.
3. Performance of common diagnostic and therapeutic procedures used in small animal clinics.
4. Practice essential skills under trained instructors as required by the AVMA.

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Lisa Eshman

Proposed Number: APAV 81

Proposed Units: 5

Proposed Hours: 84 total hours (48 hours lecture, 36 hours laboratory)

Proposed Transferability: CSU

Proposed Title: Clinical Pathology Methods

Proposed Catalog Description & Requisites:

Fundamental studies of laboratory techniques and procedures involved in evaluating veterinary clinical samples. Areas of study include hematology, urinalysis, coagulation assessment, blood biochemistry and immunological testing, serology, clinical parasitology, and cytology. The veterinary technician's role in sample collection, sample storage and handling, and performance of analytic procedures will be emphasized. Skills are developed in the use of laboratory equipment, laboratory safety and management, and quality control and quality assurance.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program, who have completed APAV 55.

Proposed Discipline: Registered Veterinary Technician

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Proposed Advanced Veterinary Assisting Certificate

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

N/A

Comments & Other Relevant Information for Discussion:

There is a need for advanced veterinary assistants and registered veterinary technicians (RVTs) in the bay area. The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on

<https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm>)

Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA. Apprentices will earn more as they achieve the knowledge and skill levels of the program.

Instruction Office:

Date presented at CCC:

Number assigned:

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

**Foothill College
College Curriculum Committee
New Course Proposal**

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Faculty Author: MARK D HARMON

Proposed Number: BUSI 17

Proposed Units: 5

Proposed Hours: 5 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: INTRODUCTION TO LAW

Proposed Catalog Description & Requisites:

INTENDED TO PROVIDE STUDENTS WITH THE OPPORTUNITY TO STUDY THE LEGAL FRAMEWORK, JUDICIAL STRUCTURE AND LAW ENFORCEMENT PRACTICES IN CALIFORNIA AND THE UNITED STATES. THE CLASS WILL FOCUS ON GENERAL LEGAL PRINCIPLES, CONSTITUTIONAL LAW, CIVIL LAW, CRIMINAL LAW, AND CIVIL AND CRIMINAL PROCEDURES. STUDENTS WILL GAIN THE ABILITY TO UNDERSTAND GOVERNMENT LEGAL STRUCTURES, RIGHTS, LAWS AND LEGAL CONFLICT RESOLUTION. THE COURSE WILL ALSO CONSIDER THE ROLE OF LAWYERS, JUDGES AND LAW ENFORCEMENT PERSONNEL IN THE LEGAL SYSTEM. STUDENTS WILL GAIN A PRACTICAL UNDERSTANDING OF LAW AND THE LEGAL SYSTEM, AND HOW IT RELATES TO EVERYDAY LIFE.

Prerequisite: Demonstrated proficiency in English by placement as determined by score on the English placement test OR through an equivalent placement process OR completion of ESLL 125 & ESLL 249.

Proposed Discipline: BUSINESS

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage.](#))

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

Law Career Pathway

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

FOR THE PAST 3+ YEARS, I HAVE TAUGHT "BUSINESS LAW" AT FOOTHILL (BUSI 18), AND I HAVE FOUND THAT MANY NON-BUSINESS MAJORS WHO HAVE AN INTEREST IN LAW, LAW SCHOOL, LEGAL CAREERS, ETC., TAKE BUSINESS LAW TO EXPLORE THAT INTEREST.

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IT'S NOT AN IDEAL FIT, AS "BUSINESS LAW" HAS A NARROWER FOCUS THAN THE PROPOSED "INTRODUCTION TO LAW" WOULD HAVE (E.G., AN EMPHASIS ON CIVIL LAW, CONTRACT LAW, CORPORATE LAW, ETC., AT THE EXPENSE OF CONSTITUTIONAL LAW, CRIMINAL LAW AND PROCEDURE, LAW ENFORCEMENT, ETC.).

ACCORDINGLY, I EXPECT THAT OFFERING "INTRODUCTION TO LAW" WOULD SOMEWHAT DIMINISH THE DEMAND FOR "BUSINESS LAW."

Comments & Other Relevant Information for Discussion:

THERE ARE TWO (2) STUDENT CONSTITUENCIES THAT I SEE FOR AN "INTRODUCTION TO LAW" COURSE AT FOOTHILL THAT I THINK ARE UNDERSERVED BY THE CURRENT COURSE OFFERINGS:

1. STUDENTS WITH AN INTEREST IN PRE-LAW, LAW SCHOOL, LEGAL CAREERS, ETC. – ESSENTIALLY STUDENTS WHO, IF GIVEN THE OPPORTUNITY, WOULD BE PRE-LAW OR LEGAL STUDIES MAJORS.
2. STUDENTS WITH AN INTEREST IN LAW ENFORCEMENT, HOW LAW OPERATES IN THE COMMUNITY AND "ON THE STREET" – ESSENTIALLY STUDENTS WHO, IF GIVEN THE OPPORTUNITY, WOULD BE CRIMINAL JUSTICE MAJORS.

IT IS THE INTERESTS OF THESE TWO STUDENT CONSTITUENCIES (WHICH OVERLAP TO SOME EXTENT) THAT THIS COURSE IS MEANT TO ADDRESS.

Instruction Office:

Date presented at CCC:

Number assigned:

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

**Foothill College
College Curriculum Committee
New Course Proposal**

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Faculty Author: Brian Lewis

Proposed Number: JRNL 62

Proposed Units: 2

Proposed Hours: 6 hours laboratory

Proposed Transferability: CSU

Proposed Title: Freelance Digital Production for Student Media

Proposed Catalog Description & Requisites:

Practical experience contributing as a freelance digital content producer to the college news media.

Proposed Discipline: Journalism

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

While the AA/ADT in Journalism are currently being created, this may be an elective course for the Communications AA degree.

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

None

Comments & Other Relevant Information for Discussion:

Courses are needed to support the creation of student news on campus.

Instruction Office:

Date presented at CCC:

Number assigned:

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

**Foothill College
College Curriculum Committee
New Course Proposal**

*This form should be completed by the faculty author as preparation to writing a new course. Your division CC rep can assist you in completing it appropriately, and will forward it to the Office of Instruction for inclusion as an announcement at the next available CCC meeting. The purpose of this form is **interdisciplinary communication**. The responsibility to rigorously review and approve new courses remains with the divisional curriculum committees.*

Faculty Author: Janis Bergmann

Proposed Number: THTR 48G

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours laboratory

Proposed Transferability: UC/CSU

Proposed Title: Introduction to Voice-Over Acting

Proposed Catalog Description & Requisites:

An introduction to Voice-Over Acting providing an overview of required skills, general industry knowledge, and career opportunities. Instruction and practice in techniques of the various genres and performance styles, including Character (animation, video games, toys), Commercial (radio, TV, online), and Narration (audio books, documentaries, corporate training videos, e-Learning and websites). Fundamental components also include microphone technique, home studio setup, auditioning and marketing.

Proposed Discipline: Theater Arts

(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)

Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?

AA in Theatre Arts

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:

None

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

The following courses are currently undergoing review for requisite additions or changes. Please contact the Division Curriculum Rep if you have any questions or comments.

Target Course Number & Title	Editor	Requisite Course Number & Title	New/Ongoing
ALTW 430: Vocational Micro-Business Practicum	B. Schwartzman	Prereq: ALTW 230 (Introduction to Vocational Micro-Business)	New for 2018-19
CHEM 1C: General Chemistry & Qualitative Analysis	R. Daley	Prereq: CHEM 1B (General Chemistry)	Ongoing
CHEM 70: Study Skills & Problem-Solving Strategies for CHEM 1A	R. Daley	Coreq: CHEM 1A (General Chemistry)	Ongoing
C S 3B: Intermediate Software Design in Python	E. Haight	Prereq: C S 3A (Object-Oriented Programming Methodologies in Python)	New for 2018-19
ESLL 126: Introduction to Persuasive Writing	K. Pratt	Prereq: ESLL 125 (Composition & Reading) and ESLL 249 (Advanced Reading)	New for 2018-19
MATH 1BH: Honors Calculus II	Z. Cembellin	Prereq: MATH 1A (Calculus) or 1AH (Honors Calculus I)	New for 2018-19
MATH 1BHP: Honors Calculus II Seminar	Z. Cembellin	Coreq: MATH 1BH (Honors Calculus II)	New for 2018-19
MATH 22: Discrete Mathematics	Z. Cembellin	Prereq: MATH 48C (Precalculus III)	Ongoing
MATH 42: Math for Elementary School Teachers	Z. Cembellin	Prereq: MATH 105 (Intermediate Algebra) or 108 (Accelerated Algebra)	Ongoing
SPAN 13A: Intermediate Conversation I	E. Coffin	Prereq: SPAN 3 (Elementary Spanish III)	Ongoing
SPAN 13B: Intermediate Conversation II	E. Coffin	Prereq: SPAN 13A (Intermediate Conversation I)	Ongoing
SPAN 14A: Advanced Conversation I	E. Coffin	Prereq: SPAN 13B (Intermediate Conversation II)	Ongoing
SPAN 14B: Advanced Conversation II	E. Coffin	Prereq: SPAN 14A (Advanced Conversation I)	Ongoing
V T 54A: Comparative Veterinary Anatomy & Physiology for the Veterinary Technician	L. Eshman	Prereq: CHEM 30A (Survey of Inorganic & Organic Chemistry)	New for 2018-19
V T 84: Anesthesiology for Technicians	L. Eshman	Prereq: V T 83 (Pharmacology for Technicians) or equivalent experience	Ongoing

General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 3A WORLD HISTORY FROM PREHISTORY TO 750 CE

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 3A WORLD HISTORY FROM PREHISTORY TO 750 CE

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course component(s):

Course Description

Focus on the interactions between peoples and cultures in broad regions and the similarities and difference between civilizations.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course component(s):

Course Objectives

G• Analyze primary and secondary sources and construct theses and criticism using appropriate details and examples for support.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course component(s):

Examples of Required Reading and Writing

Research project requiring locating and evaluating legitimate historical sources.

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course component(s):

Course Objectives

D• Analyze human interactions between societies including warfare, trade, cultural exchange, colonization and migration.

E• Compare political, economic, social and cultural structures of world societies and assess similarities and differences.

S5. Explain world development and global relationships;

Matching course component(s):

Course Objectives

A• Explain patterns of development and change within societies and world regions, emphasizing the interactions of societies across political and geographical boundaries.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course component(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

S8. Assess the distribution of power and influence;

Matching course component(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course component(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course component(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course component(s):

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

Course Content

A• Early human prehistory

1. Paleolithic societies
2. Migrations from Africa to Eurasia, Australia and the Americas

B• Neolithic societies

1. development of agriculture
2. Southwest Asian societies -- Fertile Crescent
3. African societies and migrations
4. South Asian societies
5. East Asian societies
6. Societies in the Americas
7. Island societies of Oceania

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Objectives

G• Analyze primary and secondary sources and construct theses and criticism using appropriate details and examples for support.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

Course Objectives

A• Explain patterns of development and change within societies and world regions, emphasizing the interactions of societies across political and geographical boundaries.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Methods of Evaluation

B• Research project including primary and secondary source analysis

Requesting Faculty: Bill Ziegenhorn Date: 4/27/17

Division Curr Rep: Bill Ziegenhorn Date: 5/30/17

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Patricia Gibbs Stayte, Fatima Jinnah, Samuel Connell

Comments:

Recommended for approval by subcommittee 11/3/17

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 3B WORLD HISTORY FROM 750 CE TO 1750 CE

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences *must* include *all of the following* student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement *must* include *at least three* of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 3B WORLD HISTORY FROM 750 CE TO 1750 CE

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course component(s):

Description

Survey of world civilizations focusing on the increasing encounters between the world's peoples, cultures, and civilizations. Focus on the constructive and destructive impacts of interactions of civilizations in Europe, Africa, Asia, the Americas and Oceania.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course component(s):

Course Objectives

- A• Explain patterns of development and change within societies and world regions, emphasizing the interactions of societies across political and geographical boundaries.
- B• Identify the influence of and the impact on race, gender, class and ethnicity of developing cultures in different world regions.
- C• Identify the influence of geography, climate and biology on interactions between societies in different world regions.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course component(s):

Course Objectives

- G • Analyze primary and secondary sources and construct theses and criticism using appropriate details and examples for support.

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course component(s):

Course Objectives

- B• Identify the influence of and the impact on race, gender, class and ethnicity of developing cultures in different world regions.
- C• Identify the influence of geography, climate and biology on interactions between societies in different world regions.
- D• Analyze human interactions between societies including warfare, trade, cultural exchange, colonization and migration.
- E• Compare political, economic, social and cultural structures of world societies and assess similarities and differences.
- F• Evaluate the significance of major scientific, technological, philosophical and theological developments on societies in different world regions.

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

S5. Explain world development and global relationships;

Matching course component(s):

Description

Survey of world civilizations focusing on the increasing encounters between the world's peoples, cultures, and civilizations. Focus on the constructive and destructive impacts of interactions of civilizations in Europe, Africa, Asia, the Americas and Oceania.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course component(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

Course Objectives

E• Compare political, economic, social and cultural structures of world societies and assess similarities and differences.

S8. Assess the distribution of power and influence;

Matching course component(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course component(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course component(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course component(s):

Course Objectives

D• Analyze human interactions between societies including warfare, trade, cultural exchange, colonization and migration.

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Objectives

G• Analyze primary and secondary sources and construct theses and criticism using appropriate details and examples for support.

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Types of Required Reading, Writing and Outside of Class Assignments

Writing prompts requiring historical analysis and synthesis.

Research project requiring locating and evaluating legitimate historical sources.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Types of Required Reading, Writing and Outside of Class Assignments

Research project requiring locating and evaluating legitimate historical sources.

Requesting Faculty: Bill Ziegenhorn Date: 4/27/17

Division Curr Rep: Bill Ziegenhorn Date: 5/30/17

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Patricia Gibbs Stayte, Fatima Jinnah, Samuel Connell

Comments:

Recommended for approval by subcommittee 11/3/17

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

General Education Review Request AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 3C WORLD HISTORY FROM 1750 CE TO THE PRESENT

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area IV-Social & Behavioral Sciences:

The social sciences embrace a large number of interrelated subjects that examine the relationship of human beings to society.

Courses meeting the General Education Requirement in Social and Behavior Sciences **must** include **all of the following** student learning outcomes:

- S1. Explain the interactions of people as members of societies, cultures and social subgroups;
- S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;
- S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

In addition, courses meeting this requirement **must** include **at least three** of the following student learning outcomes:

- S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;
- S5. Explain world development and global relationships;
- S6. Recognize the rights, duties, responsibilities, and opportunities of community members;
- S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;
- S8. Assess the distribution of power and influence;
- S9. Analyze current events and global issues in the context of historic, ethical and social patterns;
- S10. Comprehend and engage in social, economic and political issues at the local, national and global level;
- S11. Display knowledge of human motivations, behaviors and relationships;
- S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;
- S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;
- S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

Course Number & Title: HIST 3C WORLD HISTORY FROM 1750 CE TO THE PRESENT

Please map each appropriate component from the **Course Outline of Record** to the appropriate depth and breadth criteria. You can use any part of your COR including course outcomes, expanded content, methods of instruction/evaluation, and/or lab content.

Depth Map: Must include the following:

S1. Explain the interactions of people as members of societies, cultures and social subgroups;

Matching course component(s):

Description

Survey of world civilizations as they transition from colonial to modern times. Focus on the increasing interdependency of human societies through revolution, war, globalization, and global environmental changes.

S2. Exercise critical thinking and analytical oral and/or written skills including consideration of events and ideas from multiple perspectives;

Matching course component(s):

Course Objectives

- A. Explain patterns of development and change within societies and world regions, emphasizing the interactions of societies across political and geographical boundaries.
- B. Identify the influence of and the impact on race, gender, class and ethnicity of societies in different world regions.

S3. Demonstrate knowledge and application of the scientific method in conducting research and in other methods of inquiry relative to the discipline.

Matching course component(s):

Course Objectives

- G. Analyze primary and secondary sources and construct theses and criticism using appropriate details and examples for support.

Depth Map: Additionally, must include at least three of the following:

S4. Demonstrate appreciation of and sensitivity towards diverse cultures -- their social, behavioral and organizational structure;

Matching course component(s):

Course Objectives

- B. Identify the influence of and the impact on race, gender, class and ethnicity of societies in different world regions.
- D. Analyze human interactions between societies including warfare, trade, cultural exchange, colonization and migration.
- E. Compare political, economic, social and cultural structures of world societies and assess similarities and differences.
- F. Evaluate the significance of major scientific, technological, philosophical and theological developments on modern societies.

S5. Explain world development and global relationships;

Matching course component(s):

Description

Survey of world civilizations as they transition from colonial to modern times. Focus on the increasing

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

interdependency of human societies through revolution, war, globalization, and global environmental changes.

S6. Recognize the rights, duties, responsibilities, and opportunities of community members;

Matching course component(s):

S7. Analyze the relationship of business and economic activities to the functioning of society as a whole;

Matching course objective(s):

Course Objectives

- E. Compare political, economic, social and cultural structures of world societies and assess similarities and differences.

S8. Assess the distribution of power and influence;

Matching course component(s):

S9. Analyze current events and global issues in the context of historic, ethical and social patterns;

Matching course component(s):

S10. Comprehend and engage in social, economic and political issues at the local, national and global level;

Matching course component(s):

S11. Display knowledge of human motivations, behaviors and relationships;

Matching course component(s):

Course Objectives

- D. Analyze human interactions between societies including warfare, trade, cultural exchange, colonization and migration.

S12. Understand the evolutionary origins of humanity and how this relates to present day human interactions;

Matching course component(s):

S13. Describe how individual interaction with the natural world and external societies shapes and influences human behavior;

Matching course component(s):

S14. Explain the association between psychological well-being, mental processes, emotions & societal functioning.

Matching course component(s):

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Course Objectives

- G. Analyze primary and secondary sources and construct theses and criticism using appropriate details and examples for support.

General Education Review Request
AREA IV - SOCIAL & BEHAVIORAL SCIENCES

B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).

Matching course component(s):

B3. Clearly and precisely express their ideas in a logical and organized manner using the discipline-appropriate language

Matching course component(s):

Types of Required Reading, Writing and Outside of Class Assignments

Writing prompts requiring historical analysis and synthesis.

Research project requiring locating and evaluating legitimate historical sources.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course component(s):

Types of Required Reading, Writing and Outside of Class Assignments

Research project requiring locating and evaluating legitimate historical sources.

Requesting Faculty: Bill Ziegenhorn

Date: 5/27/17

Division Curr Rep: Bill Ziegenhorn

Date: 6/13/17

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Patricia Gibbs Stayte, Fatima Jinnah, Samuel Connell

Comments:

Recommended for approval by subcommittee 11/3/17

Approved: _____ Denied: _____ CCC Co-Chair Signature: _____ Date: _____

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: AHS 52

Course Title: Medical Terminology

Catalog Description:

This course is an introduction to medication terminology as used in the health professions. It provides opportunities for practical application of medical terminology and further development of skill in analyzing components of medical terms and building a medical vocabulary applicable to specialties of medicine. Course content includes anatomical and physiological terminology; basic structure, prefixes, suffixes; combining forms; abbreviations, clinical procedures, laboratory and diagnostic tests related to each body system.

Are you requesting Stand Alone Approval for the course on a temporary, or permanent basis?

- X The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify which degree/certificate to which the course will be added:

This stand-alone course is required as a pre-requisite to the RT, RSPT & DMS Allied Health programs. These allied health program directors have asked for the creation of this course for this purpose.

- What is the specific timeline for program application/approval? (e.g. is your program application complete and submitted to the State, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. -- Appropriateness to Mission

California Education Code 66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level

Briefly explain how this course is consistent with one (or more) of these missions:

The goal is to prepare students to understand the language of medicine prior to entry into a Health Care Program or Health Science discipline. It meets all three of the criteria above.

***NOTE:** Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).*

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Need info below (primarily occupational):

This course will be a pre-requisite or required course for R T, RSPT & DMS at Foothill College. The creation of the course was based upon a request from these Allied Health Program Directors at Foothill College.

Criteria C. -- Curriculum Standards (please initial as appropriate)

- The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- This is a non-degree applicable credit course (specify which one, below)
- non-degree applicable basic skills course.
- course to enable students to succeed in degree-applicable credit courses (e.g. college orientation and guidance courses, discipline-specific preparatory courses)
- pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

Criteria D. -- Adequate Resources (please initial as appropriate)

- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

FOOTHILL COLLEGE

X The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: Shirley Treanor **Date:** 11-12-16

Division Curriculum Representative: Sara Cooper **Date:** 5/19/17

Date of Approval by Division Curriculum Committee: **Date:** 5/19/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Submissions Course Outline Editor

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Biological and Health Sciences

AHS 52 MEDICAL TERMINOLOGY

[Edit Course Outline](#)

AHS 52

MEDICAL TERMINOLOGY

Summer
2018

3 hours lecture.

3 Units

Total Contact Hours: 36

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 108

(Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 3

Lab Hours: 0

Weekly Out of Class Hours: 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 4/5/2017

Division Dean Information -

Seat Count:
50

Load Factor:
.075

FOAP Code:
114000141011120100

Instruction Office Information -

FSA Code:

Distance Learning: yes

**Stand Alone
Designation:** no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will allow health care program students to satisfy required program prerequisites in the following programs: Dental Hygiene, Diagnostic Medical Sonography, Respiratory Technology, Radiologic Technology.

1. Description -

Introduction to medical terminology as used in the health professions. Provides opportunities for practical application of medical terminology and further development of skills in analyzing components of medical terms and building a medical vocabulary applicable to specialties of medicine. Course content includes anatomical and physiological terminology; basic structure, prefixes, suffixes; combining forms; abbreviations, clinical procedures, laboratory and diagnostic tests related to each body system.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. divide words into component parts.
- B. recognize basic combining of forms, suffixes, and prefixes.
- C. understand meanings of medical terminology.
- D. understand basic organization and complexity of the body.
- E. identify location and function of major body organs.
- F. recognize and recall Greek and Latin prefixes, suffixes and combining forms.
- G. apply rules to build medical terms from Greek and Latin word parts.
- H. analyze/decode medical terms to derive definitions.
 - I. spell word parts and terms correctly.
- J. recognize and define medical abbreviations.
- K. use rules to build common plural forms of medical terms.
 - L. examine the medical record, and its various reports, abbreviations, and symbols.
- M. distinguish differences between body planes and cavities, directional and positional terms.
- N. identify common disorders and their associated symptoms for each body system.
- O. categorize common diagnostic procedures, laboratory tests, and abbreviations associated with each body system.
- P. correlate medical word parts with usage in anatomy, pathology, symptomatology, procedures, treatments, and medical specialties.
- Q. analyze medical reports.
- R. pronounce and spell medical terms correctly in oral and written communication.

3. Special Facilities and/or Equipment -

- A. When taught on campus: classroom with computer and internet access, document camera and DVD/CD player. For online work, must have access to a computer with internet.
- B. When taught via Foothill Global Access: must have access to a computer with internet.

4. Course Content (Body of knowledge) -

- A. Introduction to Medical Terminology
 1. Basic word structure
 2. Word roots, combining forms
 3. Spelling, pronunciation
 4. Prefixes
 5. Suffixes
- B. Organization of the Body

1. Terms pertaining to the body as a whole
2. Structure: cell, tissue, organs, and systems
3. Medical specialties
- C. The Medical Record
 1. Medical reports
 2. Abbreviations
 3. Symbols
- D. Additional Suffixes and Digestive System Terminology
- E. For the following systems, include: structure and function; medical terminology; pathology, conditions, symptoms; diagnostic, radiographic, clinical, and surgical procedures; pharmacology and treatment; abbreviations; and medical record analyses
 1. Urinary system
 2. Female reproductive system
 3. Male reproductive system
 4. Nervous system
 5. Cardiovascular system
 6. Respiratory system
 7. Blood system
 8. Lymphatic and immune systems
 9. Musculoskeletal system
 10. Skin
 11. Sense organs: the eye and the ear
 12. Endocrine system
- F. Cancer Medicine (Oncology)
- G. Radiology and Nuclear Medicine
- H. Pharmacology
- I. Psychiatry

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Quizzes
- B. Spelling tests
- C. Mid-term and final examinations
- D. Case study using medical information and terminology

7. Representative Text(s) -

Chabner, Davi-Ellen. The Language of Medicine. 11th ed. Saunders, 2016.

8. Disciplines -

Biological Sciences or Dental Technology or Diagnostic Medical Technology or Emergency Medical Technologies or Health or Nursing or Pharmacy Technology or Radiological Technology or Respiratory Technologies

9. Method of Instruction -

Lecture; practical application of terms; analogies/examples; pronunciation lists; threaded case study analysis; exercises requiring use of a medical dictionary; analysis of critical thinking questions; frequent quizzes and spelling tests.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Quizzes (pronunciation, abbreviations, practical applications, etc.)

- B. Exercise study aids
- C. Writing of terms
- D. Threaded case studies
- E. Spelling tests
- F. Exams

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ALTW 230

Course Title: Introduction to Vocational Micro-Business

Catalog Description:

Introduction to functions of micro-businesses for entrepreneurs with disabilities. Creating, managing, and profiting from a micro-business. Finding and seeking funding sources including grants, micro loans and private sources. Establishing and implementing a marketing plan. Basic day-to-day accounting and book-keeping for a micro-business. Challenges and opportunities for entrepreneurs with disabilities.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

Primary and Secondary: Helping students with disabilities practicing running a small business allows these students to be more employable and increases their academic skills.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Attached journal article/research study.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

BS The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

BS This is a non-degree applicable credit course (specify which one, below)

- BS non-degree applicable basic skills course
- _____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

BS This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

BS The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Ben Schwartzman **Date:** 9/27/17

Division Curriculum Representative: Leticia Serna **Date:** 10/3/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____



Australian Journal of Career Development

Entrepreneurship and self-employment for people with disabilities

Alex Maritz, Richard Laferriere

First Published August 19, 2016 | Research Article



Abstract

Disability impacts a large number of people and affects a wide range of socioeconomic outcomes, including labour market participation. Towards supporting the active participation of people with disabilities in society and the economy, this paper aims to explore the role of disability entrepreneurship and self-employment. There is some international evidence that targeted *inclusive* entrepreneurship initiatives such as training and support programmes can be effective to assist disabled people to participate in self-employment activities. This study is the first to examine this phenomenon in Australia. We explore self-employment activity among disabled people, theoretical underpinnings, provide benefits and challenges of entrepreneurship for people with disabilities, and propose policy recommendations. Overall, this relatively unexplored issue of national priority requires additional empirical research, enabling policy, and decision makers to make informed decisions to enhance labour market participation through entrepreneurship and self-employment.

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Office of Disability Employment Policy (2016). *Self-employment for people with disabilities*

Abstract

Introduction

Disability in Australia

Importance of the disabled in the labour force for an ageing Australia

Self-employment activity among disabled people

Benefits of entrepreneurship and self-employment for people with disabilities

The challenges faced by people with disabilities when starting a business

Theoretical foundations of disability

Examples of entrepreneurship and disability

Policy recommendations

Conclusion

Declaration of Conflicting Interests

Funding

References

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Adaptive Learning

ALTW 230 INTRODUCTION TO VOCATIONAL MICRO-BUSINESS

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ALTW 230 INTRODUCTION TO VOCATIONAL MICRO-BUSINESS

Summer 2018

3 hours lecture.

3 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 108 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 3 **Lab Hours:** 0 **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: May be taken three times for credit.

Criteria: This is a DSPS Education Assistance Course (Special Course). Repetition is allowed if the student is determined to be making progress and requires repetition as a disability related accommodation.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 2/15/17

Division Dean Information -

Seat Count: 35 **Load Factor:** .067 **FOAP Code:** 122010131021493000

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

**Program
Unique
Code:**

**Content
Review Date:**

Former ID:

Need/Justification -

The self-employment rate is growing by 20% annually and micro-enterprise small businesses (i.e., businesses that employ one to five people) are generating 64% of all new jobs in the United States (Griffin et al., 2014). Self-employment holds promise for more successful outcomes for employees with disabilities in that it can function as somewhat of a hybrid between supported employment and competitive employment due to its ability to be customized (McDonough & Revell, 2010). In this model, individuals with disabilities have the opportunity to develop a community-based or home-based business that capitalizes on their personal strengths (Griffin et al., 2014). These individuals can, then, develop their own businesses and can define both their own job tasks as well as the time they will devote to that job (Schall, Wehman & McDonough, 2012). Currently, there are no courses offered at Foothill teaching this topic specifically tailored to individuals with disabilities.

1. Description -

Introduction to functions of micro-businesses for entrepreneurs with disabilities. Creating, managing and profiting from a micro-business. Finding and seeking funding sources including grants, micro loans and private sources. Establishing and implementing a marketing plan. Basic day-to-day accounting and book-keeping for a micro-business. Challenges and opportunities for entrepreneurs with disabilities.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Create a basic business plan for their micro-business
- B. Learn techniques for recording cash sales and expenses using Microsoft Excel or Google Sheets
- C. Connect with potential customers through online (e.g. social media marketing) and/or in-person advertising (e.g. local chamber of commerce, creating flyers, attending community events)
- D. Demonstrate appropriate knowledge of administrative aspects of micro-business entrepreneurship, such as ADA legislation, liability, business licensure, etc.
- E. Learn techniques for developing relationships with other micro-business owners in the community in order to receive advice and mentorship
- F. Learn techniques for seeking out grants or small loans for their micro-businesses and develop a crowd-funding website online (e.g. GoFundMe)

3. Special Facilities and/or Equipment -

- A. Accessible Classroom
- B. Internet Access

4. Course Content (Body of knowledge) -

- A. Types of Micro-Businesses
 1. Virtual Location (e.g., e-commerce, online)
 2. Physical Location (e.g., store, office)
 3. Combination of Virtual and Physical Location
- B. Utilizing Computer Programs or Online Resources
 1. Microsoft Office (Excel and Word)
 2. Web Browser (Chrome, Firefox, Safari, or Internet Explorer)
 3. Email
- C. Attention to Detail
 1. Tracking the Costs of Each Expense and the Profits of Each Sale
- D. Time Management
 1. Setting Aside an Appropriate Amount of Time to Work on Business Outside of Class

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Class Participation
- B. Examinations/Tests/Quizzes
- C. Assignments and Projects
- D. Oral Presentations

7. Representative Text(s) -

Griffin, Hammis, Keeton, and Sullivan. Making Self-Employment Work for People with Disabilities. 2nd ed. Baltimore, MD: Brookes Publishing, 2014.

8. Disciplines -

Small Business Development or Developmental Disabilities: DSPS

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, demonstrations, guest speakers.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Writing Assignments:
 - 1. Journals regarding business plans
 - 2. Sample budget forms
 - 3. Creating marketing/flyers for business

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ALTW 231

Course Title: Introduction to Presentation Skills

Catalog Description:

Introduction to appropriate skills and behaviors necessary for making successful presentations, for students with disabilities. Students will learn how to create and present a project or a speech.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern

The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

Primary and Secondary: Helping students with disabilities learn presentation and public speaking skills, allows these students to be more employable and increases their academic skills.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Attached journal article/research study.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

BS The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

BS This is a non-degree applicable credit course (specify which one, below)

- BS non-degree applicable basic skills course
- _____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

BS This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

BS The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Ben Schwartzman **Date:** 9/27/17

Division Curriculum Representative: Leticia Serna **Date:** 10/3/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____

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A collaborative model to promote career success for students with disabilities

Sheryl Burgstahler

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Many young people entering the workforce are not well prepared to meet the demands of a dynamic work environment. Students with disabilities benefit from work-based learning activities as much as, if not more than, their non-disabled peers. Unfortunately, many school-to-work programs in high school and cooperative education and internship programs in college do not fully include students with disabilities, a group that represents an increasing proportion of today's school population. The University of Washington conducted a three-year project to help students with disabilities head toward successful careers by using a holistic and collaborative approach. Besides the students served, the team includes staff from precollege and postsecondary educational institutions, parents, mentors, employers, and community service providers. A post-work-experience survey was developed to answer the question "What impact do work-based learning experiences have on career-related attitudes, knowledge, and skills for students with disabilities?" Participants reported considerable benefit from their work-based learning experiences. They gained motivation to work toward a career, learned about careers and the workplace, gained job-related skills, learned to work with supervisors and co-workers, and developed accommodation strategies.

Keywords: Disability, work, careers, internships, technology, college, parents, mentors, Internet

1. Introduction

Changing demographics, advancing technologies, and increasing international competition have combined to make the preparation of workers for the modern workplace a critical issue today. Unfortunately, many young people entering the workforce are not well prepared to meet the demands of a dynamic work environment. The challenges of preparing young people for employment and facilitating the smooth tran-

sition from school to work spurred the enactment of the federal School-to-Work Opportunities Act of 1994 (STWOA), which requires that schools offer opportunities for work-based learning and mentoring and implement programs for the development of positive work attitudes, group work skills, and other occupational competencies.

Education Goals 2000 identifies preparation for paid work as a high priority, but notes that current training and support are often not delivered effectively [18]. Local, state, and federal authorities, educators, employers, and researchers often disagree on the best strategies for implementing important services in this area. According to the National Governors' Association (as cited in [8]), "in the past it was possible to tolerate . . . a haphazard approach to school-to-work transition . . . [but] today the waste in human potential that results no longer can be afforded".

Programs that connect students with the world of work prepare them for entering the workforce. In work-based learning activities, young people apply academic and vocational skills and knowledge to real work situations as they develop the attitudes, values, problem-solving skills, and behaviors that will help them become informed citizens and productive workers. Through job shadowing and mentoring, students learn about job possibilities and conditions of employment. Through volunteer work, internships, apprenticeships, and job placements, students apply academic knowledge and experience to the work environment firsthand [2-4, 14, 15, 19, 20].

Students with disabilities benefit from work-based learning activities as much as, if not more than, their non-disabled peers [5, 6, 11, 12]. Unfortunately, many school-to-work programs in high school and cooperative education and internship programs in college do not fully include students with disabilities, a group which represents an increasing proportion of today's school population. Unique issues for serving students with disabilities cross several program jurisdictions and relate to transportation, accommodation strategies, adaptive equipment, safety, support services, communica-

tion strategies, and career advising. The general requirements of a work-based placement combined with the unique needs of a student with a disability can be daunting to busy program coordinators. However, this population has an equal right to work-based learning opportunities. The fact that only 29% of adults with disabilities ages 18–64 years work full or part-time, compared with 79% of those without disabilities [13], makes implementing practices that promote the success of people with disabilities in employment of critical importance.

Federal legislation has mandated policies to ensure assistance for precollege students with disabilities as they transition to adult life. The Individuals with Disabilities Education Act of 1990 (IDEA) promotes the development of an Individualized Transition Plan (ITP) for students 14 years of age and older. The ITP focuses on community-referenced learning to prepare young people for adult roles in their communities. In addition, the Americans with Disabilities Act of 1990 (ADA) represents a commitment to people with disabilities to fully participate in public programs and, ultimately, fulfill typical adult roles in society [17].

Although legislation and public policy provide general direction, all stakeholders in the education of students with disabilities must be creative and diligent in developing work-based learning offerings. Community sector partnerships can serve as the driving force in planning and implementing school-to-work programs [8,10].

The DO-IT CAREERS project represents an example of how a team approach can successfully provide career preparation and support for precollege and college students who have disabilities. This article shares lessons learned from this innovative program. By employing the successful practices of DO-IT (i.e., Disabilities, Opportunities, Internetworking and Technology), other groups, organizations, schools, and employers may also be able to increase the participation of students with disabilities in work-based learning activities.

2. Description of the program

The University of Washington's DO-IT program ran a three-year project for students with disabilities which was funded by the US Department of Education and continues to employ successful strategies in program offerings. DO-IT CAREERS (Careers, Academics, Research, Experiential Education, and Relevant Skills) helps students with disabilities head toward successful

careers by using a holistic and collaborative approach. DO-IT CAREERS increases opportunities for students with disabilities to gain work experiences and skills to help them reach their ultimate career goals. The DO-IT program collaborates with community partners to serve precollege and college students with all types of disabilities and involves adults with disabilities in events, panels, and electronic mail communication to expose students to successful role models. Sixty high school and postsecondary students completed 104 placements over the three-year grant period. It is estimated that more than 1,000 other students benefited from the project through workshops, literature and videotape dissemination, and Internet correspondence. In addition, DO-IT CAREERS activities provided information to more than 1,000 employers, educators, and service providers about the legal rights, capabilities, and needs of students with disabilities, thereby promoting the full inclusion of this population in existing programs. Parents and mentors were also included in program efforts to ensure that students were encouraged to pursue higher education and careers.

2.1. The DO-IT CAREERS team

Although DO-IT's goals are student-focussed, project methods for achieving the goals are team-based. DO-IT CAREERS developed a flexible model that allows students to participate actively in their own career development. But DO-IT understands that students are only one part of a larger picture. Teachers, counselors, career specialists, and other school staff; cooperative education and career services staff on postsecondary campuses; employers; and government agencies play key roles. Parents and mentors also have an impact on employment outcomes for young people with disabilities. It has been said that it takes a village to raise a child. DO-IT CAREERS has also found that it takes a team to assure successful postsecondary and career outcomes for people with disabilities.

For example, Roy, who has been blind since birth, began participating in DO-IT activities while he was in high school. DO-IT provided him with access to a computer, adaptive technology, and the Internet. He communicated with peers and mentors who have disabilities. After transitioning to college and pursuing studies in computing, Roy was assisted by DO-IT CAREERS staff to locate an internship at a local company. His success there led to full-time employment after college graduation. This successful outcome resulted from a team effort. The team included Roy, DO-IT staff, his

parents, mentors, postsecondary student services counselors, human resources staff, and his on-site supervisor. Each team member had significant roles to play. DO-IT helped Roy gain access to technology, a support network, and an internship opportunity. Roy developed the knowledge and skills he needed through his college studies, became an expert on his own accommodation needs, took advantage of opportunities offered to him, and problem-solved accommodation strategies. His parents and DO-IT mentors encouraged and supported him. The student services office for students with disabilities at his college, the human resources staff at his internship site, and his supervisor demonstrated the creativity and flexibility required for success in academic and work experiences.

DO-IT staff members facilitate teamwork. The next few sections of this article (a) illustrate how team members work together to support the career goals of students with disabilities and (b) report the results of a survey to determine the impact of work-based learning experiences on students with disabilities.

2.1.1. Educators, service providers, and employers

Through its collaboration with existing organizations and individuals, DO-IT CAREERS is able to leverage the resources of many community partners. These include cooperative education, services for students with disabilities, and career services programs at the University of Washington and other institutions; the state Department of Vocational Rehabilitation; pre-college schools; representatives of business and industry; and the non-profit sector. These stakeholders counsel students; provide internships; help locate jobs; support participants at worksites; provide staff to review student resumes; and participate in mock interviews, presentations, and panel discussions.

Staff members at DO-IT answer calls and e-mail from educators, agencies, parents, and employers and make a rich set of printed, videotaped, and Web resources available world-wide. DO-IT's expertise covers diverse areas, including disability types, accessibility solutions, career issues, learning strategies, assistive technology options, and accessible Web page design. DO-IT CAREERS staff members arrange disability awareness training for educators; staff members of existing school-to-work, cooperative education, internship and other work experience programs; and employers. These audiences are key to the coordinated delivery of successful work-based learning and many have yet to learn how to fully include students with disabilities in their programs. DO-IT CAREERS promotes

strategies that maximize the involvement of the students themselves and that result in the full inclusion of students with disabilities in work-based learning opportunities. Training sessions provide information about legal issues, technology, and strategies for accommodating students with disabilities in the workplace, in school career service offices, and in work-based learning programs. Training opportunities as well as experiences with students also give potential employers greater confidence in the skills and abilities of students with disabilities.

Printed materials, videotapes, and Web resources are an essential part of DO-IT's dissemination activities. These resources extend the impact of DO-IT CAREERS to employers, service providers, educators, parents and students beyond those directly served by project activities. The project videotape and accompanying handout entitled *Finding Gold: Hiring the Best and the Brightest is for employers and Access to the Future is for postsecondary career services and cooperative education programs*. DO-IT CAREERS staff also created comprehensive training materials for employers and service providers, entitled *Career Development and Students with Disabilities: PRESENTATION AND RESOURCE MATERIALS*. Many people use DO-IT CAREERS resources to make their programs more inclusive and to teach others. Recipients of the project notebook document the need for training materials for the stakeholders as well as the far-reaching impact of this project. Their responses include:

- This is a large volume of information that I am eager to share with consumers and employers. I intend to share it with DVR counselors (10–15 people, affecting 1500 consumers).
- Outstanding! These materials are just what I have been searching for! Thanks. I intend to use these materials for college – wide staff development activities (200–300 per year) and I plan to have seminars on-campus for students.

DO-IT CAREERS project materials have been distributed widely through mailings, workshops, and conference exhibitions. Project videotapes are shown on cable television and are sold through DO-IT's educational sales program. The DO-IT Web site (<http://www.washington.edu/doiit>) includes an extensive collection of resources and was developed using universal design concepts so that it is accessible to visitors with disabilities using various types of adaptive technology.

2.1.2. *Parents and mentors*

Parents and guardians are included on the DO-IT CAREERS team. In some cases, they simply encourage their children to participate, sometimes after project staff promote the idea. In other cases, they are more actively involved in providing transportation, locating placement opportunities, coaching their children, and working with school personnel. Adult and peer mentors, many with disabilities themselves, also encourage participants. They share accommodation strategies, employment opportunities, and their successful and challenging experiences in locating and participating in employment. Participants and mentors engage in lively exchanges of advice and experiences whenever questions are posed on DO-IT electronic discussion lists. The efforts of parents and mentors contribute to positive academic and career outcomes for students with disabilities.

2.1.3. *Students with disabilities*

Support to students with disabilities in DO-IT CAREERS comes in person, by phone, and on the Internet. Through conference participation, school visits, Internet communication, referrals, field trips, and displays on campuses, hundreds of students have gained knowledge and skills regarding resume writing, interviewing, technology, career options, legal rights, and accommodations. Training sessions and consultations emphasize key steps in a successful career plan:

C is for Careers. Think about what interests you. Be imaginative, then narrow down the list.

A is for Academics. Determine which academic programs best suit your career goals.

R is for Research. Research careers that spark your interest, maximize your strengths, and minimize your weaknesses.

EE is for Experiential Education. Practice job search skills. Participate in internships, service learning, cooperative education programs, or other work-based learning opportunities.

RS is for Relevant Skills. Use on-the-job experiences to learn practical "real world" skills. Apply what you've learned in school to the workplace. Test which accommodations work best for you.

A videotape and a brochure, both entitled *It's Your Career*, were developed for students with disabilities and distributed widely as part of the initial three-year project. They are now sold through DO-IT's educational sales program.

Electronic and in-person peer and mentor support in DO-IT CAREERS extend across disability types and allow people who would normally not have contact to learn from each other [7]. For example, students who are deaf learn from each other and mentors with similar disabilities, but they also gain insights from students with learning, visual, and mobility disabilities. Electronic mail discussions and resources on the Web provide a wide range of support and information for students. Via electronic discussion lists, project staff members keep more than 200 students with disabilities informed of resources and opportunities for work-based learning. Students frequently report how they gain useful information and support from peers, mentors, and staff via e-mail communication, and how Internet use fosters independence in pursuing academics and careers.

The DO-IT CAREERS team recruits students, facilitates technology acquisition, helps students develop self-advocacy and job search strategies, provides role models, and locates internships and other work-based learning opportunities. DO-IT CAREERS provides support to students placed in jobs by assisting them with work-related accommodation issues, Social Security Income rules, and communication with sponsoring organizations and supervisors.

During the initial three-year project, sixty high school and college students with disabilities were placed in work-based learning experiences. Students were offered a total of 114 placements; 104 were accepted. These ranged from one-time speaking engagements to six-month cooperative education placements to full-time jobs. Fifty-nine positions were for pay; 45 were unpaid. In the group of sixty students who were placed in at least one work-based learning experience, 33 are male and 27 are female. Of this group, 33 students have mobility impairments, ten are blind, six have low vision, five are deaf or hard of hearing, seven have speech impairments, eleven have health-related disabilities, two have Attention Deficit Disorder, and eight have specific learning disabilities. Since some students have multiple disabilities, this total is greater than 60. One or more goals were established in an initial assessment. Examples of goals for a specific participant include (a) to develop communication and interpersonal skills, (b) to expand experience with technology, (c) to assess ability to perform essential job functions or production level, (d) to develop public speaking or presentation skills, (e) to determine accommodation strategies, (f) to develop or update a résumé, (g) to obtain career-related knowledge, and/or (h) to

prepare for trans to prepare for transition to permanent employment. According to staff observations, all participants made progress toward their goals through their work experiences.

3. Study design, methods, and results

DO-IT CAREERS staff members were interested in determining the value of the work-based learning experiences in which students participated during the initial three-year project. A post-work-experience survey was developed to answer the question "What impact do work-based learning experiences have on career-related attitudes, knowledge, and skills for students with disabilities?"

Participants were asked to rate the levels of change, if any, in specific areas as a result of their participation in particular work experiences. They were asked to estimate changes in their motivation to study and work toward a career; their understanding of skills needed to effectively work with co-workers and supervisors; their understanding of skills they need to succeed in job tasks; their knowledge of their specific career interests; their understanding of disability-related accommodations they may need at work; their ability to use computers, the Internet and/or other technologies; and their knowledge of their legal rights with regard to employment. These items were selected after review of the literature regarding the value of work-based learning and after communication with young people and adults with disabilities, service providers, and parents. Only modest positive changes were expected because many of the work-based experiences were of short duration and because not all work experiences addressed issues covered in the survey. For example, some work experiences did not involve the use of technology and, therefore, it was expected that participants in these placements would not report an increase in their "ability to use computers, the Internet and/or other technologies". In an open-ended format, participants were also asked what they gained most from their work experiences.

The survey was sent via electronic mail to students with disabilities who had participated in a total of 83 work experiences. Fifty-five (66%) of the surveys were returned. Summarized below are the average responses of participants, in order from largest to smallest, when they were asked to rate levels of change, if any, as a result of a specific experience where 1 = much less, 2 = somewhat less, 3 = no change, 4 = somewhat more, and 5 = much more.

Your motivation to study and work toward a career.	4.07
Your understanding of skills you need to effectively work with co-workers and supervisors.	4.07
Your understanding of skills you need to succeed in job tasks.	3.98
Your knowledge of your specific career interests.	3.76
Your understanding of disability-related accommodations you may need at work.	3.74
Your ability to use computers, the Internet and/or other technologies.	3.66
Your knowledge of your legal rights with regard to employment.	3.50

Respondents reported the greatest positive changes in their motivation to study and work toward a career and their understanding of skills needed to succeed. They also reported increases in knowledge of their specific career interests and accommodation needs. Lower average scores for changes in the ability to use technology and knowledge of legal rights are probably a result of the fact the many of the work-based experiences did not directly deal with these skill and knowledge areas.

The survey also provided an opportunity for participants to report what they gained most from their work-based experiences. Because these experiences varied greatly, this data provides a better indication than the average ratings reported above of the impact of specific work-based learning experiences. The following representative sample of responses supports the value of work experiences for clarifying career goals, developing accommodation strategies, gaining work skills, and learning to work as a team.

- Mostly I learned how to work with all people from various backgrounds and beliefs. This included my residents, my co-workers, my supervisor, and other people on campus . . . I learned to listen better and to assert myself in confrontations in needed times.
- I think this was a great opportunity for me to actually work with computers and the programs I'm learning in a real job setting. I liked the fact that it was for a real employer, not just for a class or something similar. Over the past few months, by doing other various jobs, I've really narrowed down my interests and career plans. I really know what I want to do now, and now I'm working toward getting into the field.
- This was a great experience to work in a high profile government office [the White House] in which

everyone there was dedicated and excited about their job. I learned a lot about the economy that summer – as I had to summarize daily economic articles, and I got to learn more about public administration. Perhaps later on in life I would like to get involved in a government project or initiative.

- I learned a lot about management styles, what works and what doesn't. It was a growing experience as I developed a better understanding of the job and being a responsible leader.
- I gained many things from this internship at DO-IT such as: working on a project and having a finished product; working with new tools such as PageMaker and a little PhotoShop; and meeting new people and Scholars was really great. I also learned what I could do to help with someone with a disability. I also became more informed about services that I can get through the Disability Services, and what one needs to do.
- I gained the experience in being in a working environment, and how to work as a team.
- I think the best thing I learned was about giving presentations to others. I was able to give one on one presentations to people who were new to computer technology and I also talked in front of audiences about the kinds of technology on the market and how people can learn to use them. In addition, I learned how to use my online resources for getting information about travel options, lodging, and other information.
- I learned about different companies that produce and sell adaptive technology. In addition, I created online documents that were eventually published on the network. However, I think the most important thing I learned was to increase my leadership skills.
- I think the most important thing I learned was how to manage multiple tasks at one time.
- This experience showed me how much I enjoy teaching; it also gave me a wonderful opportunity to learn skills related to teaching, and working in an environment that is commonly reserved for graduate students or those with higher degrees. It changed my idea of what I wanted to do for a career.

Caution should be exercised in generalizing the results of this survey because the sample was not random and the work experiences varied greatly in content and duration. Further research is needed to clarify what specific types of work-based learning experiences lead to the most positive outcomes for students with disabilities.

4. Conclusion

DO-IT CAREERS has been successful in giving students with disabilities opportunities to participate in and achieve considerable benefit from work-based experiences. They gained motivation to work toward a career, learned about careers and the workplace, gained job-related skills, learned to work with supervisors and co-workers, and developed accommodation strategies.

Educators and employers also gained knowledge and skills so that they can more fully include students with disabilities in work-based learning opportunities. Lessons learned suggest that, in order for school-to-work programs to be inclusive, stakeholders must collaborate in innovative ways to meet shared and individual goals. These stakeholders include students, educators, parents, mentors, employers, and community-based organizations. Increased efforts should be made to promote the knowledge of all stakeholders regarding the issues and strategies for fully including students with disabilities in career preparation programs. Teamwork facilitates success in situations where fragmented efforts cannot. Aspects of this model can be used by others to promote the success of people with disabilities in employment.

Contact information

For information on publications and videotapes available through DO-IT, contact: DO-IT, Box 355670, University of Washington, Seattle, WA 98195-5670, USA. Tel.: +1 206 685 DOIT; Fax: +1 206 221 4171; E-mail: doit@u.washington.edu; Web site://www.washington.edu/doit

Acknowledgement

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Adaptive Learning

ALTW 231 INTRODUCTION TO PRESENTATION SKILLS

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ALTW 231 INTRODUCTION TO PRESENTATION SKILLS

Summer 2018

3 hours lecture.

3 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 108 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 3 **Lab Hours:** 0 **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: May be taken three times for credit.

Criteria: This is a DSPS Education Assistance Course (Special Course). Repetition is allowed if the student is determined to be making progress and requires repetition as a disability related accommodation.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/12/17

Division Dean Information -

Seat Count: 30

Load Factor: .067

FOAP Code: 122010131091493031

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

**Program
Unique
Code:**

**Content
Review Date:**

Former ID:

Need/Justification -

Students in the Transition to Work (TTW) program often have a difficult time with presentation skills. Most of the students in the program have not had to make an oral presentation or complete projects involving public speaking skills in high school special education classes. Because they learn best when things are broken down into discreet steps, it is important for the Foothill College TTW program to have an introduction to presentation skills course specifically tailored to students with disabilities. Additionally, presentation and public speaking skills are important vocational skills for these students to learn.

1. Description -

Introduction to appropriate skills and behaviors necessary for making successful presentations, for students with disabilities. Students will learn how to create and present a project or a speech.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Better understand the steps involved in creating an oral presentation.
- B. Gain experience in public speaking in front of a live audience.
- C. Learn a variety of types of public speaking for different environments or occasions depending on the purpose of the presentation.
- D. Demonstrate appropriate knowledge of audience analysis when speaking to different types of audiences.
- E. Better understand the listening process and how to gain and keep audience attention.
- F. Utilize strategies for increasing self-esteem and confidence when speaking in front of people.

3. Special Facilities and/or Equipment -

- A. Accessible Classroom
- B. Internet Access

4. Course Content (Body of knowledge) -

- A. Discussion of Different Examples and Types of Oral Communication, Presentations, and Public Speaking
 1. What types of public speaking are needed in different employment fields
 2. Examples of different types of oral presentations for different purposes and occasions
- B. Creating and Organizing an Oral Presentation
 1. Appropriate and effective introductions
 2. How to break down the information that will be presented into different sections
 3. Appropriate and effective conclusions
 4. Creating outlines of the presentations
 5. How to effectively rehearse and practice presentations

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Class Participation
- B. Examinations/Tests/Quizzes
- C. Assignments and Projects
- D. Oral Presentations

7. Representative Text(s) -

Bergemann, Rosalind. An Asperger's Guide to Public Speaking: How to Excel at Public Speaking for Professionals with Autism Spectrum Disorder. Jessica Kingsley Publishers, 2015.

Palmer, Erik. Well Spoken: Teaching Speaking to All Students. Stenhouse Publishers, 2011.

8. Disciplines -

Developmental Disabilities: DSPTS

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, demonstrations, guest speakers.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Writing Assignments:

1. Written speeches
2. Written speech outlines
3. PowerPoint or Prezi presentations
4. Writing assignments analyzing videos of speeches

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FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ALTW 232

Course Title: Social Media & Digital Citizenship

Catalog Description:

Students will learn how to appropriately utilize information technology in order to engage in online social interaction. This course will give students basic instruction regarding how to use different social media and communication applications (e.g., set up profiles, interact with others, learn the capabilities of each application, etc.). In addition, students will learn the norms of appropriate, responsible behavior in regard to the use of the applications. This course will teach students specific skills for maintaining appropriate behavior and being safe while using the internet and social media applications, such as Facebook, Instagram, Twitter, Reddit, Snapchat, YouTube, LinkedIn, and email.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- o What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

Primary and Secondary: Helping students with disabilities learn how to safely and appropriately utilize computers and the internet, allows these students to be more employable and increases their academic skills.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Attached journal article/research study.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

BS ___ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

BS ___ This is a non-degree applicable credit course (specify which one, below)

BS ___ non-degree applicable basic skills course

___ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)

___ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

BS ___ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

BS ___ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Ben Schwartzman Date: 9/27/17

Division Curriculum Representative: Leticia Serna Date: 10/3/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ Date: _____



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Original Article

The experiences of people with learning disabilities on social networking sites

[Katrina M. Holmes](#), [Nessa O'Loughlin](#)

First published:

7 September 2012 [Full publication history](#)

DOI:

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Abstract

Accessible summary

- Lots of people use the Internet to make friends and talk to friends.
- We behave in certain ways because of how people talk to us and treat us.
- Some people use Facebook on the Internet to stay in touch with their friends and make new friends. This can be a very good experience.
- Some other people have had problems when using social networking sites like Facebook.

- Some people have been bullied online and some have had money taken off them.
- We spoke to three people who have had good and bad things happen on Facebook.
- We have suggested some ideas on how to help people with these problems.

Summary

Social identity has traditionally been established through face-to-face interactions. However, in recent times, social networking sites have provided an additional medium through which social identities can be developed and explored. Social networking has become increasingly popular over the past decade, attracting millions of active users worldwide. These sites offer an opportunity to maintain friendships, create new friendships and even date. The following article highlights the positive and negative experiences of three people with learning disabilities using social networking sites. The negative experiences reported by our service users highlighted areas of concern with regard to their safety. As a result, a therapeutic group was formed to address these online experiences and provide practical and emotional support. At the end of the group, service users reported that they were more confident about discussing and problem solving issues around online use.

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July 1992

Leveraging Social Capital of Individuals with Intellectual Disabilities through Participation on Facebook

Carmit-Noa Shpigelman

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Genetic variation and decreased risk for obesity in the Atherosclerosis Risk in Communities Study

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Adaptive Learning

ALTW 232 SOCIAL MEDIA & DIGITAL CITIZENSHIP

[Edit Course Outline](#)

ALTW 232 SOCIAL MEDIA & DIGITAL CITIZENSHIP

Summer 2018

3 hours lecture.

3 Units

Total Contact Hours: 36 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 108 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 3 **Lab Hours:** 0 **Weekly Out of Class Hours:** 6

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: May be taken three times for credit.

Criteria: This is a DSPS Education Assistance Course (Special Course). Repetition is allowed if the student is determined to be making progress and requires repetition as a disability related accommodation.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/12/17

Division Dean Information -

Seat Count: 30

Load Factor: .067

FOAP Code: 122010131091493031

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program**Unique****Code:****Content****Review Date:****Former ID:**

Need/Justification -

"Digital citizen" refers to a person who utilizes information technology in order to engage in society, politics, and government participation. "Digital citizenship" is defined as the norms of appropriate, responsible behavior with regard to technology use. The population of students who attend Foothill College's Transition to Work program, students with disabilities, often have difficulty engaging in appropriate behavior online and understanding what is and is not safe. Individuals with developmental and/or learning disabilities or other special needs often need to learn skills in discrete, specific steps--skills that people without disabilities learn without having to be directly taught. Digital citizenship and social media usage is an area that can be a great tool for individuals with disabilities in helping them to communicate with others. However, they are not often directly taught appropriate online behavior and how to navigate the online world safely. In the past, TTW faculty and staff have had to resolve many conflicts with students in the program over online behavior and how they treat one another on social media. This is an especially vital course in regards to vocational skill development, as more and more employers use social media on the job or as platforms to research applicants before hiring them.

1. Description -

Students will learn how to appropriately utilize information technology in order to engage in online social interaction. This course will give students basic instruction regarding how to use different social media and communication applications (e.g., set up profiles, interact with others, learn the capabilities of each application, etc.). In addition, students will learn the norms of appropriate, responsible behavior in regard to the use of the applications. This course will teach students specific skills for maintaining appropriate behavior and being safe while using the internet and social media applications, such as Facebook, Instagram, Twitter, Reddit, Snapchat, YouTube, LinkedIn, and email.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Use a variety of social media platforms
- B. Better understand proper etiquette for interacting with others online
- C. Better understand how to safely interact with others online, and how to identify potentially unsafe interactions
- D. Demonstrate appropriate etiquette for interacting with others online and social media in the workplace

3. Special Facilities and/or Equipment -

- A. Accessible Classroom
- B. Internet Access

4. Course Content (Body of knowledge) -

- A. Social Media and Online Communities
 1. How to use a variety of social media platforms
 2. Appropriate use of these platforms
- B. Positive Online Footprints
 1. What types of behaviors and etiquette are appropriate and responsible
 2. How your online actions can affect your future employability
- C. Internet Safety
 1. Strategies for protecting your privacy online
 2. How to identify potentially dangerous situations and interactions
- D. Etiquette for Appropriate Social Media Use in the Workplace
 1. How to interact with potential employers on various social media platforms
 2. How to interact with co-workers on various social media platforms
 3. Appropriate behavior for your own social media platforms

5. **Repeatability** - Moved to header area.

6. Methods of Evaluation -

- A. Class Participation
- B. Examinations/Tests/Quizzes
- C. Assignments and Projects
- D. Oral Presentations

7. Representative Text(s) -

Bearden, Susan. Digital Citizenship: A Community-Based Approach. Corwin, 2016.

8. Disciplines -

Developmental Disabilities: DSPS

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, demonstrations, guest speakers.

10. Lab Content -

Not applicable.

11. **Honors Description** - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Writing Assignments:
 - 1. Reflections on digital citizenship articles and examples
 - 2. PowerPoint presentations
 - 3. Completing social media profiles and sample posts

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FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ALTW 431

Course Title: Public Transit Skills

Catalog Description:

Introduction and practice of essential travel skills, such as reading bus/train schedules and maps, paying fares, boarding and exiting public transit, making transfers between the same or different modes of public transportation. Students will learn how to make judgments in various travel disruptions, use appropriate social and communication skills.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

Primary and secondary: helping students with disabilities increase independence by learning public transit, allows these students to be more employable, increases access to educational opportunities.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Attached journal article/research study.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

BS The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

BS This is a non-degree applicable credit course (specify which one, below)

- BS non-degree applicable basic skills course
- _____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

BS This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

BS The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Ben Schwartzman **Date:** 9/27/17

Division Curriculum Representative: Leticia Serna **Date:** 10/3/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Bridging the Gap: Increasing Transportation Access Through Training and Technology

Community Wayfinding: Pathways to Understanding pp 195-211 | Cite as

- Rachel Beyerle (1) Email author (rbeyerle@easterseals.com)
- Julie E. Dupree (1)

1. Easter Seals Inc., Chicago, USA

Chapter

First Online: 12 May 2016

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Abstract

This chapter describes approaches designed to assist people who have physical, cognitive, or sensory disabilities so that they may find their way around a community, within an identified area (e.g., college campus or downtown district), or within a public transportation system. It includes individual approaches, such as travel training, and the role of currently available wayfinding technology used by all pedestrians, as well as specialized technologies that target specific needs or travel modes. Strategies to assist people with disabilities are discussed along a continuum from low- to high-tech. The chapter also highlights innovative public-transit applications and explores how wayfinding technology can be used as part of the travel-training process. Finally, the chapter outlines steps to bridge the access gap through integrated wayfinding approaches.

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Submissions Course Outline Editor

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Adaptive Learning

ALTW 431 PUBLIC TRANSIT SKILLS

[Edit Course Outline](#)

ALTW 431 PUBLIC TRANSIT SKILLS

Summer 2018

72 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a DSPS Education Assistance Course (Special Course). Repetition is allowed if the student is determined to be making progress and requires repetition as a disability related accommodation.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 2/16/17

Division Dean Information -

Seat Count: 20

Load Factor: .091

FOAP Code: 12201013102149300

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

Many students with disabilities are not able to drive themselves to Foothill College, due to limitations associated with their disabilities. These students often rely on public transportation in order to get to Foothill as well as other places they wish to go. Utilizing public transportation allows students with disabilities to increase their level of independence and ability to go wherever they like in the community on their own (e.g., to Foothill College, to their places of work, to social events, etc.). Typically-developing students can get the hang of utilizing public transportation after trying it once or twice. However, students with disabilities often need more time to learn and need the skills to be broken down into smaller and more specific steps. Foothill students with disabilities would greatly benefit from this course, as would the families of these students because their sons and daughters could become more self-reliant in their ability to transport themselves.

1. Description -

Introduction and practice of essential travel skills, such as reading bus/train schedules and maps, paying fares, boarding and exiting public transit, making transfers between the same or different modes of public transportation. Students will learn how to make judgments in various travel disruptions, use appropriate social and communication skills.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Utilize Google Maps or other online resources to figure out routes and schedules
- B. Become familiar with the the process of utilizing different types of public transportation (e.g., how/where to buy a ticket or pass, how much money ticket or pass costs, etc.):
 - 1. Buses
 - 2. Trains
 - 3. Light rail
 - 4. Subway
- C. Plan routes and estimate the time needed to arrive to destinations on time
- D. Handle delays or changes in schedule

3. Special Facilities and/or Equipment -

- A. Accessible Classroom
- B. Computers with Internet Access

4. Course Content (Body of knowledge) -

- A. Computer or Smart Phone Internet Skills
 - 1. Web Browsing
 - 2. Use of Search Engines
 - 3. Familiarity with Public Transportation Websites and Posted Schedules
 - 4. Use of Search Engine Map Applications
- B. Use of Money, Credit Cards, and/or Debit Cards
 - 1. Costs of Public Transportation
- C. Time Management
 - 1. Ability to Tell Time Using a Watch or Smart Phone
 - 2. Determine How Much Time May be Needed to Arrive to Destinations on Time

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Hands-on practice with public transportation
 - 1. Taking instructor-led trips with class utilizing public transportation
 - 2. Taking trips on own, without instructor
- B. Exhibiting mastery of skills taught by instructor
- C. Demonstrating knowledge and successful use of different forms of public transportation

7. Representative Text(s) -

Gallimore, Desirée. The Essential Guide to Safe Travel-Training for Children with Autism and Intellectual Disabilities. Jessica Kingsley Publishers, 2017.

Although published for children, this is a seminal text for public transit training.

8. Disciplines -

Developmental Disabilities: DSPS, or Specialized Instruction (DSPS): Vocational Noncredit, or Specialized Instruction (DSPS): Noncredit

9. Method of Instruction -

- A. Brief Discussion and/or Lecture
- B. Demonstration
- C. Field Trips

10. Lab Content -

- A. Field trips taken out in the community utilizing different forms of public transportation:
 - 1. Buses
 - 2. Trains
 - 3. Light-rail
 - 4. Subway

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

None

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: DMS 200

Course Title: Introduction to Diagnostic Medical Sonography

Catalog Description:

Introduction to the profession of diagnostic medical sonography. Emphasis on terminology, communication skills, legal and ethical aspects of diagnostic medical sonography practice and credentialing requirements. An overview of the scope of diagnostic medical sonography, including ultrasound guided invasive procedures, infection control and correct equipment handling. Intended for students applying to the diagnostic medical sonography program.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

Program is approved

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course will provide an introduction to the profession of diagnostic medical sonography (DMS). There is a demonstrated need for DMS program graduates in the workforce (see

attached).

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

N/A

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

SK The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

SK This is a non-degree applicable credit course (specify which one, below)

_____ non-degree applicable basic skills course

_____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)

SK pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

SK This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

SK The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Steven Knight Date: 5/4/2017

Division Curriculum Representative: Sara Cooper Date: 5/19/17

Date of Approval by Division Curriculum Committee: 5/19/17

College Curriculum Co-Chairperson: _____ Date: _____

Program Overview

Diagnostic Medical Sonography/Sonographer and Ultrasound Technician in 143 ZIPs

Emsi Q3 2016 Data Set

October 2016

Foothill College

 Foothill College

12345 El Monte Road
Los Altos Hills, California 94022
650.949.7777

Parameters

Programs

Code	Description
51.0910	Diagnostic Medical Sonography/Sonographer and Ultrasound Technician

Regions

143 items selected. See Appendix A for details.

Completions Year

2015

Jobs Timeframe

2015 - 2016

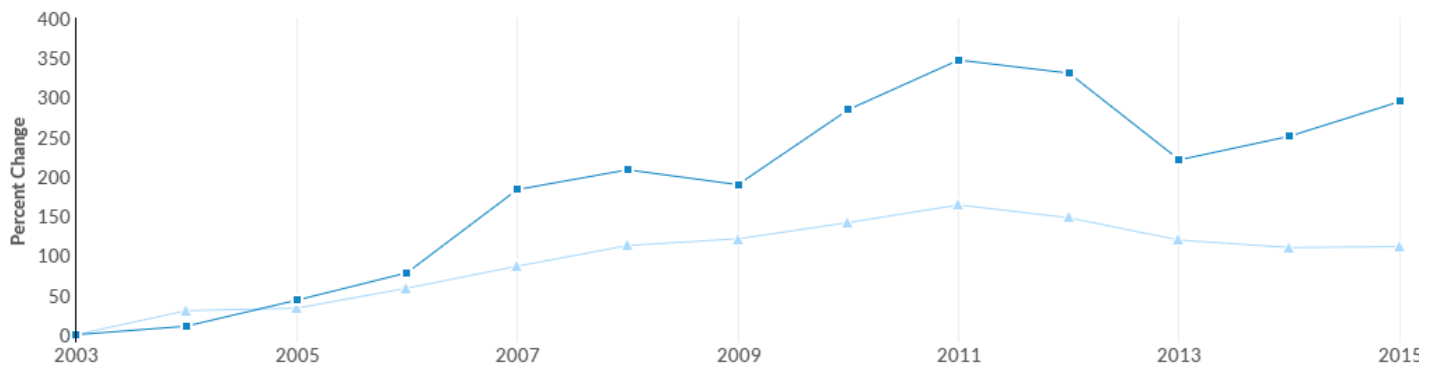
Datarun

2016.3 - QCEW Employees

Program Summary for Diagnostic Medical Sonography/Sonographer and Ultrasound Technician

<p>3</p> <p>Regional Institutions had Completions in the last 13 years</p>	<p>62</p> <p>Regional Program Completions (2015)</p>	<p>31</p> <p>Annual Openings (2015)</p>
---	---	--

Regional Trends



Region	2003 Completions	2015 Completions	% Change
● Region	0	62	N/A
■ State	271	1,070	294.8%
▲ Nation	2,280	4,819	111.4%

Regional Completions by Award Level



Award Level	Completions (2015)	Percent
● Associates degree	15	24.2%
● Award of at least 2 but less than 4 academic years	47	75.8%
Award of less than 1 academic year	0	0.0%
Award of at least 1 but less than 2 academic years	0	0.0%
Bachelors degree	0	0.0%
Postbaccalaureate certificate	0	0.0%
Masters degree	0	0.0%
Post-masters certificate	0	0.0%
Doctors degree	0	0.0%

Regional Completions by Institution

Institution	Certificates (2015)	Degrees (2015)	Total Completions (2015)
Gurnick Academy of Medical Arts	30	0	30
Foothill College	17	15	32
Institute of Medical Education	0	0	0

Similar Programs

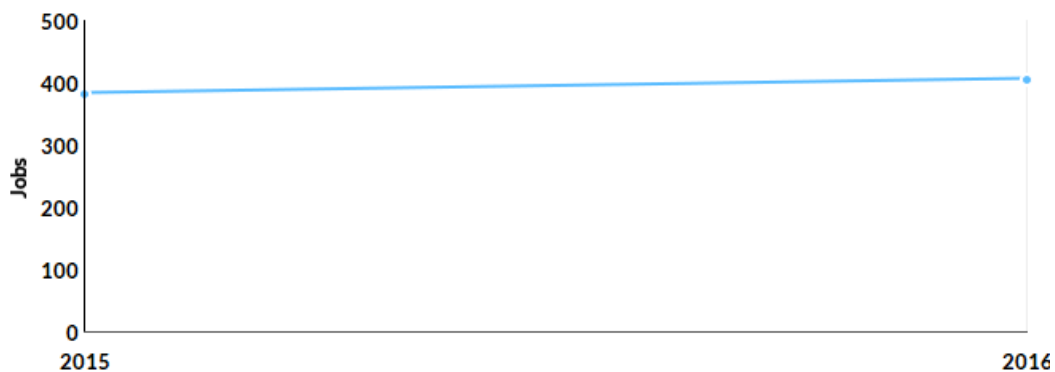
1 Programs (2015)		180 Completions (2015)	
CIP Code	Program	Completions (2015)	
51.0000	Health Services/Allied Health/Health Sciences, General	180	

Target Occupations

406 Jobs (2016) 39% below National average	+6.0% % Change (2015-2016) Nation: +4.4%		\$55.37/hr Median Hourly Earnings Nation: \$33.99/hr		
Occupation	2015 Jobs	Annual Openings	Median Hourly Earnings	Growth (2015 - 2016)	Location Quotient (2015)
Diagnostic Medical Sonographers	383	31	\$55.37/hr	+6.01%	0.60

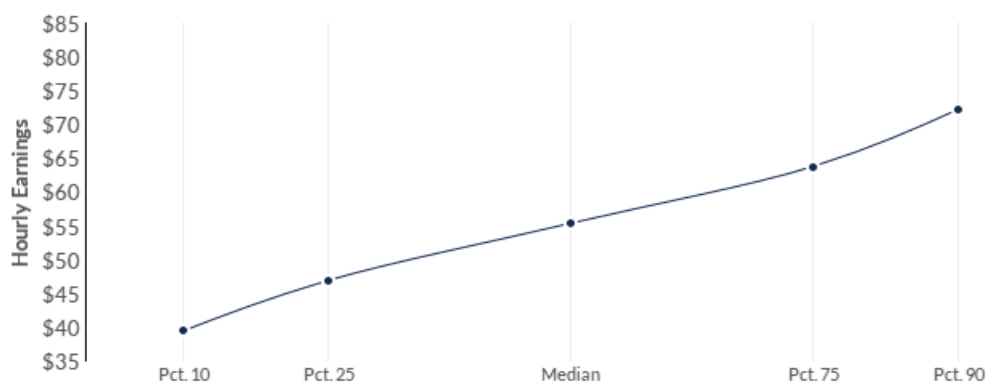
Growth for Diagnostic Medical Sonographers (29-2032)

383 2015 Jobs	406 2016 Jobs	23 Change (2015-2016)	6.0% % Change (2015-2016)
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Percentile Earnings for Diagnostic Medical Sonographers (29-2032)

\$46.90/hr 25th Percentile Earnings	\$55.37/hr Median Earnings	\$63.78/hr 75th Percentile Earnings
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Appendix A - Regions

Code	Description
94002	Belmont, CA (in San Mateo county)
94005	Brisbane, CA (in San Mateo county)
94010	Burlingame, CA (in San Mateo county)
94011	Burlingame, CA (in San Mateo county)
94014	Daly City, CA (in San Mateo county)
94015	Daly City, CA (in San Mateo county)
94016	Daly City, CA (in San Mateo county)
94017	Daly City, CA (in San Mateo county)
94018	El Granada, CA (in San Mateo county)
94019	Half Moon Bay, CA (in San Mateo county)
94020	La Honda, CA (in San Mateo county)
94021	Loma Mar, CA (in San Mateo county)
94022	Los Altos, CA (in Santa Clara county)
94023	Los Altos, CA (in Santa Clara county)
94024	Los Altos, CA (in Santa Clara county)
94025	Menlo Park, CA (in San Mateo county)
94026	Menlo Park, CA (in San Mateo county)
94027	Atherton, CA (in San Mateo county)
94028	Portola Valley, CA (in San Mateo county)
94030	Millbrae, CA (in San Mateo county)
94035	Mountain View, CA (in Santa Clara county)
94037	Montara, CA (in San Mateo county)
94038	Moss Beach, CA (in San Mateo county)
94039	Mountain View, CA (in Santa Clara county)
94040	Mountain View, CA (in Santa Clara county)
94041	Mountain View, CA (in Santa Clara county)
94042	Mountain View, CA (in Santa Clara county)
94043	Mountain View, CA (in Santa Clara county)
94044	Pacifica, CA (in San Mateo county)

Code	Description
94060	Pescadero, CA (in San Mateo county)
94061	Redwood City, CA (in San Mateo county)
94062	Redwood City, CA (in San Mateo county)
94063	Redwood City, CA (in San Mateo county)
94064	Redwood City, CA (in San Mateo county)
94065	Redwood City, CA (in San Mateo county)
94066	San Bruno, CA (in San Mateo county)
94070	San Carlos, CA (in San Mateo county)
94074	San Gregorio, CA (in San Mateo county)
94080	South San Francisco, CA (in San Mateo county)
94083	South San Francisco, CA (in San Mateo county)
94085	Sunnyvale, CA (in Santa Clara county)
94086	Sunnyvale, CA (in Santa Clara county)
94087	Sunnyvale, CA (in Santa Clara county)
94088	Sunnyvale, CA (in Santa Clara county)
94089	Sunnyvale, CA (in Santa Clara county)
94128	San Francisco, CA (in San Mateo county)
94301	Palo Alto, CA (in Santa Clara county)
94302	Palo Alto, CA (in Santa Clara county)
94303	Palo Alto, CA (in Santa Clara county)
94304	Palo Alto, CA (in Santa Clara county)
94305	Stanford, CA (in Santa Clara county)
94306	Palo Alto, CA (in Santa Clara county)
94309	Palo Alto, CA (in Santa Clara county)
94401	San Mateo, CA (in San Mateo county)
94402	San Mateo, CA (in San Mateo county)
94403	San Mateo, CA (in San Mateo county)
94404	San Mateo, CA (in San Mateo county)
94497	San Mateo, CA (in San Mateo county)
95002	Alviso, CA (in Santa Clara county)

Code	Description
95008	Campbell, CA (in Santa Clara county)
95009	Campbell, CA (in Santa Clara county)
95011	Campbell, CA (in Santa Clara county)
95013	Coyote, CA (in Santa Clara county)
95014	Cupertino, CA (in Santa Clara county)
95015	Cupertino, CA (in Santa Clara county)
95020	Gilroy, CA (in Santa Clara county)
95021	Gilroy, CA (in Santa Clara county)
95026	Holy City, CA (in Santa Clara county)
95030	Los Gatos, CA (in Santa Clara county)
95031	Los Gatos, CA (in Santa Clara county)
95032	Los Gatos, CA (in Santa Clara county)
95035	Milpitas, CA (in Santa Clara county)
95036	Milpitas, CA (in Santa Clara county)
95037	Morgan Hill, CA (in Santa Clara county)
95038	Morgan Hill, CA (in Santa Clara county)
95042	New Almaden, CA (in Santa Clara county)
95044	Redwood Estates, CA (in Santa Clara county)
95046	San Martin, CA (in Santa Clara county)
95050	Santa Clara, CA (in Santa Clara county)
95051	Santa Clara, CA (in Santa Clara county)
95052	Santa Clara, CA (in Santa Clara county)
95053	Santa Clara, CA (in Santa Clara county)
95054	Santa Clara, CA (in Santa Clara county)
95055	Santa Clara, CA (in Santa Clara county)
95056	Santa Clara, CA (in Santa Clara county)
95070	Saratoga, CA (in Santa Clara county)
95071	Saratoga, CA (in Santa Clara county)
95101	San Jose, CA (in Santa Clara county)
95103	San Jose, CA (in Santa Clara county)

Code	Description
95106	San Jose, CA (in Santa Clara county)
95108	San Jose, CA (in Santa Clara county)
95109	San Jose, CA (in Santa Clara county)
95110	San Jose, CA (in Santa Clara county)
95111	San Jose, CA (in Santa Clara county)
95112	San Jose, CA (in Santa Clara county)
95113	San Jose, CA (in Santa Clara county)
95115	San Jose, CA (in Santa Clara county)
95116	San Jose, CA (in Santa Clara county)
95117	San Jose, CA (in Santa Clara county)
95118	San Jose, CA (in Santa Clara county)
95119	San Jose, CA (in Santa Clara county)
95120	San Jose, CA (in Santa Clara county)
95121	San Jose, CA (in Santa Clara county)
95122	San Jose, CA (in Santa Clara county)
95123	San Jose, CA (in Santa Clara county)
95124	San Jose, CA (in Santa Clara county)
95125	San Jose, CA (in Santa Clara county)
95126	San Jose, CA (in Santa Clara county)
95127	San Jose, CA (in Santa Clara county)
95128	San Jose, CA (in Santa Clara county)
95129	San Jose, CA (in Santa Clara county)
95130	San Jose, CA (in Santa Clara county)
95131	San Jose, CA (in Santa Clara county)
95132	San Jose, CA (in Santa Clara county)
95133	San Jose, CA (in Santa Clara county)
95134	San Jose, CA (in Santa Clara county)
95135	San Jose, CA (in Santa Clara county)
95136	San Jose, CA (in Santa Clara county)
95138	San Jose, CA (in Santa Clara county)

Code	Description
95139	San Jose, CA (in Santa Clara county)
95140	Mount Hamilton, CA (in Santa Clara county)
95141	San Jose, CA (in Santa Clara county)
95148	San Jose, CA (in Santa Clara county)
95150	San Jose, CA (in Santa Clara county)
95151	San Jose, CA (in Santa Clara county)
95152	San Jose, CA (in Santa Clara county)
95153	San Jose, CA (in Santa Clara county)
95154	San Jose, CA (in Santa Clara county)
95155	San Jose, CA (in Santa Clara county)
95156	San Jose, CA (in Santa Clara county)
95157	San Jose, CA (in Santa Clara county)
95158	San Jose, CA (in Santa Clara county)
95159	San Jose, CA (in Santa Clara county)
95160	San Jose, CA (in Santa Clara county)
95161	San Jose, CA (in Santa Clara county)
95164	San Jose, CA (in Santa Clara county)
95170	San Jose, CA (in Santa Clara county)
95172	San Jose, CA (in Santa Clara county)
95173	San Jose, CA (in Santa Clara county)
95191	San Jose, CA (in Santa Clara county)
95192	San Jose, CA (in Santa Clara county)
95194	San Jose, CA (in Santa Clara county)
95196	San Jose, CA (in Santa Clara county)

Appendix B - Data Sources and Calculations

Completers Data

The completers data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates also affected by county-level Emsi earnings by industry.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

State Data Sources

This report uses state data from the following agencies: California Labor Market Information Department

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Biological and Health Sciences

DMS 200 INTRODUCTION TO DIAGNOSTIC MEDICAL SONOGRAPHY

[Edit Course Outline](#)

DMS 200

INTRODUCTION TO DIAGNOSTIC MEDICAL SONOGRAPHY

Summer 2018

1.5 hours lecture, 1.5 hours laboratory.

2 Units

Total Contact Hours: 36

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 72

(Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 1.5

Lab Hours: 1.5

Weekly Out of Class Hours: 3

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Non-Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/1/17

Division Dean Information -

Seat Count: 20

Load Factor: .057

FOAP Code: 141061

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course provides the student with an overview of the field of Diagnostic Medical Sonography and is intended for those considering a career in health care as a sonographer. This course is a prerequisite for admission consideration for the Diagnostic Medical Sonography program.

1. Description -

Introduction to the profession of diagnostic medical sonography. Emphasis on terminology, communication skills, legal and ethical aspects of diagnostic medical sonography practice and credentialing requirements. An overview of the scope of diagnostic medical sonography, including ultrasound guided invasive procedures, infection control and correct equipment handling. Intended for students applying to the diagnostic medical sonography program.

Prerequisite: None

Co-requisite: None

Advisory: Previous completion of anatomy and physiology courses (e.g., BIOL 40A, 40B, 40C) and medical terminology course (e.g., AHS 52) strongly recommended to be successful in this course.

2. Course Objectives -

The student will be able to:

- A. Examine the profession of diagnostic medical sonography in all its facets and the various roles of sonographers in the current health care delivery system.
- B. Examine the ethical and legal principles underlying the practice of diagnostic medical sonography.
- C. Research a topic related to diagnostic medical sonography practice and deliver an oral presentation using evidence based sources.
- D. Identify and perform safe work practices, including ergonomically safe and infection control procedures that sonographers should use to ensure protection against work related musculoskeletal injury, exposure to and transmission of infectious diseases.
- E. Identify with ultrasound the gross anatomical structures of the epigastric region.
- F. Identify normal from abnormal ultrasound tissue texture.

3. Special Facilities and/or Equipment -

- A. Gloves, clinical facilities to provide supervised clinical procedures, computer stations for reviewing multimedia material.
- B. When taught as a hybrid course, access to computer with email software and hardware; email address. Students must participate in lab sessions located on Foothill campus.
- C. Diagnostic ultrasound machine, transducers, ultrasound gel, exam bed and linen.

4. Course Content (Body of knowledge) -

- A. Profession of diagnostic medical sonography (DMS)
- B. Ethical and legal principles underlying the practice of diagnostic medical sonography
 1. Legal considerations in diagnostic medical sonography practice
 - a. Licensure/credentialing for the DMS
 - b. Board examinations
 - c. HIPAA
 - d. Informed consent
 2. Ethics in diagnostic medical sonography practice
 - a. Code of ethics
 - b. Terminology of ethics
 3. Professional diagnostic medical sonography organizations
 - a. SDMS
 - b. SVU
 - c. AIUM
 - d. ASE
 - e. IAC
 - f. ARDMS
 - g. CCI
 4. Roles and career paths of a professional sonographer
 - a. Clinician
 - b. Industry
 - c. Researcher
 - d. Educator
 - e. Administrator
 - f. Entrepreneur

- C. Communication and patient education
 - 1. Oral presentation of diagnostic medical sonography issues
 - a. Current topics in diagnostic medical sonography practice
 - b. Levels of evidence in healthcare literature
 - c. Library skills for evidence based literature
 - d. Techniques for oral presentations
 - 2. Communication with patients
 - a. Verbal communication
 - b. Nonverbal communication
- D. Ergonomics in diagnostic medical sonography
 - 1. Risk and prevention of occupational work related musculoskeletal injury
 - 2. OSHA
 - 3. Stretching and exercises
 - 4. Standard precautions
- E. Identification of gross anatomical structures of the epigastric region
 - 1. Aorta and inferior vena cava and related branches/tributaries
 - 2. Pancreas
 - 3. Gall bladder
 - 4. Common bile duct
- F. Identify normal from abnormal ultrasound tissue texture
 - 1. Heterogeneous vs homogeneous
 - 2. Shadowing artifacts
 - 3. Free fluid

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Assignments
- B. Writing assignment
- C. Midterm exam
- D. Oral presentation
- E. Lab final
- F. Written final
- G. Participation

7. Representative Text(s) -

Penny. [Introduction to Sonography and Patient Care](#). 1st ed. Wolters Kluwer, 2016.

When taught via Canvas NG, supplemental lectures, handouts, tests, and assignments delivered via email; feedback on tests and assignments delivered via email; class discussion may be delivered in chat rooms, listservs, and newsgroups.

8. Disciplines -

Diagnostic Medical Technology

9. Method of Instruction -

Lecture, discussion, oral presentations, laboratory.

10. Lab Content -

- A. Infection control procedures
- B. Identification of gross anatomy and normal sonographic appearance
- C. Examination protocols
- D. Basic operation of ultrasound machine

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Weekly reading assignments
- B. Watching multimedia presentations on Canvas and completing self-assessments

C. Journal article analysis

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FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: NCBS 403A

Course Title: BRIDGE TO COLLEGE LEVEL MATHEMATICS I

Catalog Description:

Part one of a bridge to college level mathematics program for students who seek to refresh mathematical reasoning, computational skills, and test-taking skills necessary for the math placement exam. Topics include mathematical skills from arithmetic and pre-algebra, and test-taking strategies.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

1. Primary: offer academic and vocational instruction at the lower division level
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

- Students will be taught math knowledge to prepare them to retake the placement test and hopefully place into a higher level of math.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course enables students to potentially place into college level courses which are transferable.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

ZC The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

ZC This is a non-degree applicable credit course (specify which one, below)

ZC non-degree applicable basic skills course

ZC course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

ZC This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

ZC The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Zach Cembellin **Date:** 9/20/17

Division Curriculum Representative: Anand Venkataraman **Date:** 9/20/17

Date of Approval by Division Curriculum Committee: 9/20/17

College Curriculum Co-Chairperson: _____ **Date:** _____

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Physical Sciences, Mathematics & Engineering

NCBS 403A BRIDGE TO COLLEGE LEVEL MATHEMATICS I

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NCBS 403A BRIDGE TO COLLEGE LEVEL MATHEMATICS I
25 hours total.

Summer 2018
0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Students who need additional practice, deeper understanding, or multiple methods of approaching these math concepts may benefit from repeating this course.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -3 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/30/2017

Division Dean Information -

Seat Count: 35 **Load Factor:** .032 **FOAP Code:** 114000125051170200

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course supports students who initially place into basic skills math. Historically, the success rates for math courses at this level have been low. The program aims to help students place into a higher level math course, thus reducing exit points and the number of quarters required to take college level math, or to support greater success in their initial placement. Additionally, this course will be included in the Bridge to College Level Mathematics noncredit certificate, which is currently in development.

1. Description -

Part one of a bridge to college level mathematics program for students who seek to refresh mathematical reasoning, computational skills, and test-taking skills necessary for the math placement exam. Topics include mathematical skills from arithmetic and pre-algebra, and test-taking strategies.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Apply arithmetic operations on whole numbers, fractions, percents, decimals and signed numbers.
- B. Apply order of operations with real numbers.
- C. Solve problems involving proportional reasoning.

3. Special Facilities and/or Equipment -

Access to computers with internet capabilities.

4. Course Content (Body of knowledge) -

- A. Apply arithmetic operations on whole numbers, fractions, decimals, percents, and signed numbers.
 1. Add whole numbers, fractions, decimals, percents, and signed numbers.
 2. Subtract whole numbers, fractions, decimals, percents, and signed numbers.
 3. Multiply whole numbers, fractions, decimals, percents, and signed numbers.
 4. Divide whole numbers, fractions, decimals, percents, and signed numbers.
 5. Solve application problems that utilize arithmetic operations on whole numbers, fractions, decimals, percents, and signed numbers.
- B. Apply order of operations with real numbers.
 1. Simplify mathematical expressions including the use of order of operations.
- C. Solve problems involving proportional reasoning.
 1. Write and solve proportions.
 2. Unit conversion.
 3. Solve application problems involving ratios and proportions.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework
- B. Quizzes
- C. Class participation

7. Representative Text(s) -

No text required.

8. Disciplines -

Mathematics

9. Method of Instruction -

After an initial assessment, students will work online in a self-paced environment using software such as ALEKS to improve their understanding in identified areas of need. The instructor will offer whole-class mini-lectures on test-taking skills and selected math topics. The instructor will provide one-on-one in-class targeted support for individual needs around test-taking and specific math topics.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Not applicable.

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FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: NCBS 403B

Course Title: BRIDGE TO COLLEGE LEVEL MATHEMATICS II

Catalog Description:

Part two of a bridge to college level mathematics program for students who seek to refresh mathematical reasoning, computational skills, and test-taking skills necessary for the math placement exam. Topics include mathematical skills from beginning algebra and intermediate algebra, and test-taking strategies.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

1. Primary: offer academic and vocational instruction at the lower division level
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

- Students will be taught math knowledge to prepare them to retake the placement test and hopefully place into a higher level of math.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course enables students to potentially place into college level courses which are transferable.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

ZC The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

ZC This is a non-degree applicable credit course (specify which one, below)

ZC non-degree applicable basic skills course

ZC course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

ZC This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

ZC The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Zach Cembellin **Date:** 9/20/17

Division Curriculum Representative: Anand Venkataraman **Date:** 9/20/17

Date of Approval by Division Curriculum Committee: 9/20/17

College Curriculum Co-Chairperson: _____ **Date:** _____

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Physical Sciences, Mathematics & Engineering

NCBS 403B BRIDGE TO COLLEGE LEVEL MATHEMATICS II

[Edit Course Outline](#)

NCBS 403B BRIDGE TO COLLEGE LEVEL MATHEMATICS II

Summer 2018

25 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Students who need additional practice, deeper understanding, or multiple methods of approaching these math concepts may benefit from repeating this course.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -2 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/30/17

Division Dean Information -

Seat Count: 35

Load Factor: .032

FOAP Code: 114000125051170200

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course supports students who initially place into basic skills math. Historically, the success rates for math courses at this level have been low. The program aims to help students place into a higher level math course, thus reducing exit points and the number of quarters required to take college level math, or to support greater success in their initial placement. Additionally, this course will be included in the Bridge to College Level Mathematics noncredit certificate, which is currently in development.

1. Description -

Part two of a bridge to college level mathematics program for students who seek to refresh mathematical reasoning, computational skills, and test-taking skills necessary for the math placement exam. Topics include mathematical skills from beginning algebra and intermediate algebra, and test-taking strategies.

Prerequisite: None

Co-requisite: None

Advisory: Completion of NCBS 403A or placement at or above MATH 220.

2. Course Objectives -

The student will be able to:

- A. Solve linear equations and inequalities and systems of linear equations
- B. Graph linear equations and find the equation of a line
- C. Simplify algebraic expressions using laws of exponents
- D. Factor polynomials
- E. Evaluate expressions involving square roots

3. Special Facilities and/or Equipment -

Access to computers with internet capabilities.

4. Course Content (Body of knowledge) -

- A. Solve linear equations and inequalities and systems of linear equations.
 - 1. Solve linear equations with rational coefficients.
 - 2. Solve literal equations (formulas) for a specified variable.
 - 3. Solve linear inequalities algebraically and graphically.
 - 4. Solve system of linear equations algebraically and graphically.
 - 5. Solve application problems involving linear equations and inequalities and systems of linear equations.
- B. Graph linear equations and find the equation of a line.
 - 1. Identify slopes and y-intercepts from equations.
 - 2. Write an equation of a line.
 - 3. Graph a linear equation.
 - 4. Model and solve problems involving linear functions.
- C. Simplify algebraic expressions using laws of exponents.
 - 1. Multiply and divide numbers with exponents.
 - 2. Evaluate numbers with positive, negative and zero exponents.
 - 3. Use properties of exponents to simplify algebraic expressions.
- D. Factor polynomials.
 - 1. Factor quadratics with lead coefficient of one.
 - 2. Factor quadratics with a lead coefficient that is not one.
- E. Evaluate expressions involving square roots.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework
- B. Quizzes
- C. Class participation

7. Representative Text(s) -

No text required.

8. Disciplines -

Mathematics

9. Method of Instruction -

After an initial assessment, students will work online in a self-paced environment using software such as ALEKS to improve their understanding in identified areas of need. The instructor will offer whole-class mini-lectures on test-taking skills and selected math topics. The instructor will provide one-on-one in-class targeted support for individual needs around test-taking and specific math topics.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Not applicable.

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in English for Food Service Workers

Item 1. Program Goals and Objectives

Students will develop English communication and interview skills for employment in the food service industry at increasingly more complex levels of expression. The program is designed to give non-English speakers the communication skills necessary to begin in entry-level kitchen work or advance to a higher paying position in restaurant/food service work.

Program Learning Outcomes:

- Upon completion of the program, students will be proficient in basic kitchen vocabulary, common safety and sanitation and food storage language.
- Upon completion of the program, students will be able to understand and complete typical work forms.
- Upon completion of the program, students will be proficient in following recipes and reading/converting units of measurement.
- Upon completion of the program, students will be proficient in the use of language for job interactions and advocacy (asking for time off, a raise/advancement).
- Upon completion of the program, students will be able to navigate interviews and discuss work history, skills, training, and education, as well as demonstrate knowledge of American work culture.

Item 2. Catalog Description

The Certificate of Completion in English for Food Service Workers prepares students for employment in the food service or culinary industry. Students will be exposed to vocabulary and grammar essential to working in kitchens, in addition to finding jobs in food service. Focus is on improving comprehension and communication in a food service workplace, and developing reading/writing/speaking/listening skills needed for job searching and interviewing while developing an improved understanding of American work culture.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (144 hours)	NCEL 470	LOW TO INTERMEDIATE VOCATIONAL ESL FOR FOOD WORKERS	48	Year 1, Fall
	NCEL 471	INTERMEDIATE TO ADVANCED ESL FOR FOOD WORKERS	48	Year 2, Winter

	NCEL 480	ESL FOR JOB SEARCHING	48	Qtr. 3, Spring
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TOTAL HOURS: 144 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in English for Food Service Workers were written to support underserved immigrant students who are currently employed, or seeking employment or advancement, in the food service industry. In addition, this program also prepares students to advance to higher levels of ESL, both credit and noncredit.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.” This desire “to obtain equity in achievement” is a guiding force in the creation of the Vocational ESL (VESL) courses offered at Foothill College and the related Certificate of Completion in English for Food Service Workers. After a needs analysis of Foothill College’s service area, the area between Sunnyvale and Palo Alto, the college realized the lack of and need for VESL courses in the area.

This program is also in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational and career goals. Whether students are solely refining their language skills for work or advancing into credit instruction, this program will provide students with the linguistic preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their language skills including listening, speaking, reading, and writing. Since the courses in this program have no prerequisites, students completing the certificate may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of classes they would place.

College/District Master Plan

According to the Foothill Educational Master Plan, “the college seeks to fulfill its education mission by supporting student achievement of certain learning outcomes, which emphasize knowledge and skills development beyond those of a specific discipline. Regardless of their educational goal or the number of courses and quarters completed successfully, Foothill

college students should demonstrate equitable outcomes and student success in areas that include written and oral communication in English, mathematics, critical and analytical thinking, creativity, teamwork, responsibility, and other proficiencies.”

Finally, the Foothill Educational Master Plan indicates that “increases in the senior population may affect course offerings, perhaps increasing emphasis on non-credit, community education, skills building, or advanced technical training.” This program would be part of an overall endeavor in which the college has increased offerings in noncredit, with noncredit enrollment increasing from 1,566 to 4,389 students (+180%).

Objectives and conditions of higher education and community college education in California - statewide master planning

The report, “Preparing Students for Careers and College through Noncredit Enhanced Funding: Fiscal Year 2015-16,” highlights the role of the California Community Colleges in advancing students’ basic education and employment skills through the use of noncredit enhanced funding. The report describes courses eligible for enhanced funding as “those that lead to improved employability or job placement opportunities.” Based on the results of the needs analysis of its service area, Foothill College focused on improving the employability of food service workers. Food service workers tend to be low-wage workers and are often hindered by their level in English. As stated by an area chef employed by Bon Appetit, a large contract employer of food workers in Silicon Valley, “a worker’s English level is in direct relation to their salary and possibility for advancement.”

According to the report, “There are still opportunities to develop Career Development and College Preparation certificates in the future,” and advises that “more colleges may develop certificates of competency or certificates of completion ***in basic skills and English as a second language.***” The report states, “Students will benefit from the reduced costs and preservation of their federal financial aid status. Currently students are capped at 30 credit units of basic skills under federal regulations. This change can create a more even distribution of noncredit use throughout the system.”

FOOTHILL COLLEGE
Noncredit Program Narrative
Certificate of Completion in Bridge to College Level Mathematics

Item 1. Program Goals and Objectives

Students will gain test-taking skills and refresh math skills from precollegiate math courses in preparation for retaking the math placement test, if appropriate, and/or to provide a greater foundational knowledge for their math classes.

Program Learning Outcomes:

- Students completing both courses will demonstrate improved numerical literacy and quantitative reasoning skills necessary for future progression in math courses.

Item 2. Catalog Description

The Certificate of Completion in Bridge to College Level Mathematics prepares students to retake the placement test and helps students build skills for greater success in their next math course. Additionally, students who complete the program will demonstrate improved numerical literacy and quantitative reasoning skills necessary for future progression in math courses. Students will learn, practice skills, and problem solve in arithmetic, beginning algebra, and intermediate algebra. Topics will include: Addition, subtraction, multiplication and division of whole numbers, fractions, decimals, and signed numbers; order of operations with real numbers; understanding ratios and proportions; solving linear equations and inequalities, including percents and proportions; solving systems of linear equations; using exponents; factoring; graphing and analyzing linear equations; evaluating expressions involving square roots.

Item 3. Program Requirements

Requirement	Course #	Title	Hours	Sequence
Required Core (50 hours)	NCBS 403A	Bridge to College Level Mathematics I	25	Year 1, fall
	NCBS 403B	Bridge to College Level Mathematics II	25	Year 1, winter

TOTAL HOURS: 50 hours

Item 4. Master Planning

History of the program proposal origins and curriculum offerings

The courses in the Certificate of Completion in Bridge to College Level Mathematics are intended to enable students to enroll in higher level mathematics courses than would be indicated in their original placement test. Faculty have been working on this program for many years and have found that students who originally place into a lower level mathematics class have the potential to place higher after intense remediation.

College Mission

The Foothill College mission statement articulates: “Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.”

This program is in keeping with the Foothill College mission statement in that students who complete the certificate are “empowered to achieve their” educational goals. Whether students are advancing into credit instruction, or refining their mathematics skills for work, this program will provide students with the mathematical preparation they need to succeed.

The program is also in keeping with the college’s basic skills mission and provides opportunities for students to enhance all of their mathematics skills, including computation, analytical thinking, and conceptual understanding. Since the courses in this program have no prerequisites, students completing the program may continue into the noncredit sequence or they may take the placement test to determine where in the credit sequence of courses they would place.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ALTW 430

Course Title: Vocational Micro-Business Practicum

Catalog Description:

Hands on practice of running a micro-business including implementation of sales techniques, effective customer services, communication and professional behavior. Training and instruction in simple accounting and use of spreadsheets to organize day-to-day financial data such as cash flow. Manage and operate a micro-business.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

Primary and Secondary: Helping students with disabilities practicing running a small business allows these students to be more employable and increases their academic skills.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Attached journal article/research study.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

BS The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

BS This is a non-degree applicable credit course (specify which one, below)

- BS non-degree applicable basic skills course
- _____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

BS This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

BS The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Ben Schwartzman **Date:** 9/27/17

Division Curriculum Representative: Leticia Serna **Date:** 10/3/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____



Australian Journal of Career Development

Entrepreneurship and self-employment for people with disabilities

Alex Maritz, Richard Laferriere

First Published August 19, 2016 | Research Article



Abstract

Disability impacts a large number of people and affects a wide range of socioeconomic outcomes, including labour market participation. Towards supporting the active participation of people with disabilities in society and the economy, this paper aims to explore the role of disability entrepreneurship and self-employment. There is some international evidence that targeted *inclusive* entrepreneurship initiatives such as training and support programmes can be effective to assist disabled people to participate in self-employment activities. This study is the first to examine this phenomenon in Australia. We explore self-employment activity among disabled people, theoretical underpinnings, provide benefits and challenges of entrepreneurship for people with disabilities, and propose policy recommendations. Overall, this relatively unexplored issue of national priority requires additional empirical research, enabling policy, and decision makers to make informed decisions to enhance labour market participation through entrepreneurship and self-employment.

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Abstract

Introduction

Disability in Australia

Importance of the disabled in the labour force for an ageing Australia

Self-employment activity among disabled people

Benefits of entrepreneurship and self-employment for people with disabilities

The challenges faced by people with disabilities when starting a business

Theoretical foundations of disability

Examples of entrepreneurship and disability

Policy recommendations

Conclusion

Declaration of Conflicting Interests

Funding

References

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Adaptive Learning

ALTW 430 VOCATIONAL MICRO-BUSINESS PRACTICUM

[Edit Course Outline](#)

ALTW 430 VOCATIONAL MICRO-BUSINESS PRACTICUM

Summer 2018

48 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This is a DSPS Education Assistance Course (Special Course). Repetition is allowed if the student is determined to be making progress and requires repetition as a disability related accommodation.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Non-Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 4/12/17

Division Dean Information -

Seat Count: 25

Load Factor: .061

FOAP Code: 122010131091493031

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

The self-employment rate is growing by 20% annually and micro-enterprise small businesses (i.e., businesses that employ one to five people) are generating 64% of all new jobs in the United States (Griffin et al., 2014). Self-employment holds promise for more successful outcomes for employees with ASD in that it can function as somewhat of a hybrid between supported employment and competitive employment due to its ability to be customized (McDonough & Revell, 2010). In this model, individuals with developmental disabilities have the opportunity to develop a community-based or home-based business that capitalizes on their personal strengths (Griffin et al., 2014). These individuals can, then, develop their own businesses and can define both their own job tasks as well as the time they will devote to that job (Schall, Wehman & McDonough, 2012). Owning a business or being self-employed can be some of the least stigmatizing forms of employment for individuals with disabilities because it can be tailored to their personal situation, degree of mobility, skills, health, and accommodation needs (Griffin et al., 2014).

Currently, there are no courses of this type offered in the Transition to Work program. This course would complement the lecture-based course, ALTW 230 Introduction to Vocational Micro-Business, by giving students the opportunity to actually create their own micro-business with instructor guidance.

1. Description -

Hands-on practice of running a micro-business, including implementation of sales techniques, effective customer services, communication and professional behavior. Training and instruction in simple accounting and use of spreadsheets to organize day-to-day financial data, such as cash flow. Manage and operate a micro-business.

Prerequisite: ALTW 230.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Create a basic business plan for their micro-business
- B. Record cash sales and expenses using Microsoft Excel
- C. Connect with potential customers through online (e.g., social media marketing) and/or in-person advertising (e.g., local chamber of commerce, creating flyers, attending community events)
- D. Demonstrate appropriate knowledge of administrative aspects of micro-business entrepreneurship, such as ADA legislation, liability, business licensure, etc.
- E. Develop relationships with other micro-business owners in the community in order to receive advice and mentorship
- F. Seek out grants or small loans for the micro-business and develop a crowd-funding website online (e.g., GoFundMe)

3. Special Facilities and/or Equipment -

- A. Accessible Classroom
- B. Internet Access

4. Course Content (Body of knowledge) -

- A. Use of Computer Programs or Online Resources for Creating a Micro-Business
 1. Microsoft Office (Excel and Word)
 2. Web Browser (Chrome, Firefox, Safari, or Internet Explorer)
 3. Email
- B. Budget Planning
 1. Tracking the Costs of Each Expense and the Profits of Each Sale
- C. Time Management
 1. Figuring Out How Much Time to Devote Each Day to Successfully Running the Business

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Demonstrating mastery of skills and techniques taught in the course by participation in discussions, demonstrations, and creation of their micro-businesses.

7. Representative Text(s) -

Griffin, Hammis, Keeton, and Sullivan. Making Self-Employment Work for People with Disabilities. 2nd ed. Baltimore, MD: Brookes Publishing, 2014.

8. Disciplines -

Developmental Disabilities: DSPS or Small Business Development

9. Method of Instruction -

Demonstration, and hands-on laboratory.

10. Lab Content -

A. Hands-on practice in creating an actual micro-business

1. Executing the business plan created in ALTW 230
2. Tracking sales and expenses using Excel or Google Spreadsheets
3. Marketing and advertising the business on campus and in the community
4. Reaching out to similar micro-businesses either online or in the community for guidance

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

None

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: EDUC 2

Course Title: Introduction to Elementary Education

Catalog Description:

This course provides an overview of the American education system for students interested in teaching in grades K-12. Educational philosophies, history of education in the United States, and major economic, political and social policies that have affected the school system will be explored. In addition, the structure of the K-12 school system, the teaching profession, the social and cultural contexts of schooling and an overview of curriculum design will be covered.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

ADT in Elementary Education

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

Fall 2017 / Winter 2018

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

As a part of the new ADT in Elementary education, this course will meet both primary missions of the college.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course will be a required core course for the Elementary Education ADT.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5
- This is a non-degree applicable credit course (specify which one, below)
 - non-degree applicable basic skills course
 - course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
 - pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

- The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Nicole Kerbey **Date:** 10/20/17

Curriculum Representative: Bill Ziegenhorn **Date:** 10/20/17

Date of Approval by Division Curriculum Committee: 10/20/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Submissions Course Outline Editor

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Business and Social Sciences

EDUC 2 INTRODUCTION TO ELEMENTARY EDUCATION

[Edit Course Outline](#)

EDUC 2

INTRODUCTION TO ELEMENTARY EDUCATION

Summer 2018

4 hours lecture.

4 Units

Total Contact Hours: 48

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 144

(Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 4

Lab Hours: 0

Weekly Out of Class Hours: 8

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade Only

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: UC Pending 3/13/17

Division Dean Information -

Seat Count: 50 **Load Factor:** .100 **FOAP Code:** 114000121191080100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the ADT in Elementary Education, currently in development.

1. Description -

This course provides an overview of the American education system for students interested in teaching in grades K-12. Educational philosophies, history of education in the United States, and major economic, political and social policies that have affected the school system will be explored. In addition, the structure of the K-12 school system, the teaching profession, the social and cultural contexts of schooling and an overview of curriculum design will be covered.

Prerequisite: None

Co-requisite: None

Advisory: One of the following: ENGL 1A, 1AH, 1S & 1T or ESLL 26 strongly recommended.

2. Course Objectives -

The student will be able to:

- A. Identify and apply theories to education
- B. Summarize the history of American education
- C. Identify school system structures and operations
- D. Identify major economic, political, and social policies that have affected the American school system
- E. Describe the teaching profession
- F. Analyze the social and cultural contexts of schooling
- G. Describe curriculum and instruction, including development and design

3. Special Facilities and/or Equipment -

When taught online, on-going access to computer with JavaScript enabled internet browsing software, media plug-ins, reliable internet, and relevant computer applications are required.

4. Course Content (Body of knowledge) -

- A. Identify and apply theories to education
 1. The major educational philosophies
 - a. Perennialism
 - b. Essentialism
 - c. Progressivism
 - d. Constructivism
 - e. Deconstructionism
 - f. Behaviorism
 2. The impact of educational theories on educational practice
 3. Developing a personal philosophy
- B. Summarize the history of American education
 1. American education: European heritage and Colonial experience
 2. American education: From revolution to the 21st century
 3. Modern American education: From the Progressive Movement to the present
- C. Identify school system structures and operations
 1. Types of schools
 - a. Early childhood education
 - b. Elementary and secondary
 1. Public
 2. Charter
 3. Private
 4. Homeschooling
 - c. Post-secondary
 1. Staff and personnel structures of the school system, including special education
 2. Protocols for visiting schools and entering classrooms
 3. Methods and ethics of conducting and reporting classroom observations
- D. Identify major economic, political, and social policies that have affected the American school system
 1. Legal framework and provisions for the public schools
 2. Federal and State policies and their effects on school systems
 3. Governance and financing of elementary and secondary schools
 4. Relationship between school and society
 5. Trends in education, past, present and future
- E. Describe the teaching profession
 1. Status of the profession
 2. Requirements of the profession

- a. Standards
 - b. Ethics
 - c. Professionalism
- 3. Evaluation of effectiveness
- 4. Self reflection practices
- 5. Examination of one's beliefs and assumptions about and experiences with teachers and teaching
- 6. Understanding of the role of Professional Learning Communities (PLCs) and Communities of Practice in the profession
- F. Analyze the social and cultural contexts of schooling
 - 1. Schooling in a diverse multicultural society
 - 2. Responding to diversity
 - 3. Students and risk
 - a. Name the predictors of students at risk
 - b. Equity practices
 - 4. Concepts of multiculturalism assimilation, cultural pluralism, and multicultural educations
 - 5. Other contemporary issues in schools
 - a. Standards
 - b. Inclusion
 - c. High stakes testing
 - d. Bilingual education
- G. Describe curriculum and instruction, including development and design
 - 1. Instructional practices in schools
 - a. Standardized curriculum
 - b. Standards and frameworks
 - c. The role of technology
 - 2. Bloom's Taxonomy, including revisions
 - 3. Webb's Depth of Knowledge
 - 4. Cycles of Inquiry
 - 5. Overview of the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
 - 6. Elements of effective classroom environments consistent with the California Standards for the Teaching Profession (CSTP) and state adopted Teaching Performance Expectations (TPEs)
 - 7. Overview of contemporary issues in schools, e.g., standards, inclusion, high stakes testing, bilingual education, social issues, standardized curriculum; standards and frameworks
 - 8. Introduction to California Academic Content and Performance Standards
 - 9. Basic strategies for accommodating diverse learning needs

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Methods of Evaluation may include:

- A. Participation in class activities, class discussion, small group and partner work
- B. In class writing with guided self-reflections
- C. Child observation reports and summaries
- D. Adult interviews and summaries
- E. Reaction papers on special topics
- F. Exams
- G. Online discussions and responses

7. Representative Text(s) -

Ryan, Kevin, and James Cooper. Those Who Can, Teach. 14th ed. Houghton Mifflin Pub., 2015.
 Morrison, George S. Teaching In America. 5th ed. Merrill, 2009.
 Kauchak, Don, and Paul Eggen. Introduction to Teaching: Becoming a Professional. 5th ed. Pearson, 2013.
 Sadker, David, and Karen Zittleman. Teachers, Schools, and Society: A Brief Introduction to Education. 4th ed. McGraw-Hill, 2015.

8. Disciplines -

Education

9. Method of Instruction -

Instructional methods may include:

- A. Lecture
- B. Cooperative learning exercises

- C. Oral presentations
- D. Electronic discussions/chat
- E. In class discussion
- F. Video viewing
- G. Online reading and response

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Reading and study of the text.
- B. Reading and written response to observations, test questions, assignments, relevant articles, online reading material and online discussions.
- C. Reaction writing assignments to guest speakers, video viewings, and experiences such as research projects and field trips.
- D. Research, planning and written evaluation of individual or group creative projects.

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FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: ESLL 126

Course Title: Introduction to Persuasive Writing

Catalog Description:

An introduction to persuasive writing based on critical reading and thinking. Text-based writing assignments that include critical analysis and synthesis of textual content. Analytical reading of authentic, college-level expository and persuasive texts intended for a native speaker audience.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- o What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

Primary 1: Prepares students for academic success at the lower-division level, namely ENGL 1A.

Primary 2: Provides instruction in composition, reading, and critical thinking skills

necessary for effective functioning in the workplace.
Secondary: Serves as the terminal course in the ESLL sequence and a pathway to ENGL 1A.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course is part of a sequence of courses that prepares students for the composition course requirement for the AA/AS degree and/or transfer to UC/CSU.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- KP The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5
- _____ This is a non-degree applicable credit course (specify which one, below)
- _____ non-degree applicable basic skills course
- _____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- _____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

- KP This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

- KP The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Keith Pratt Date: 5/30/17

Division Curriculum Representative: Ben Armerding Date: 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ Date: _____

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Language Arts

ESLL 126 INTRODUCTION TO PERSUASIVE WRITING

[Edit Course Outline](#)

ESLL 126

INTRODUCTION TO PERSUASIVE WRITING

Summer 2018

5 hours lecture.

5 Units

Total Contact Hours: 60

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 180

(Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 5

Lab Hours: 0

Weekly Out of Class Hours: 10

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement:

Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 5/10/17

Division Dean Information -

Seat Count: 25

Load Factor: .125

FOAP Code:

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of a sequence of courses that prepares students for the composition course requirement for the AA/AS degree and/or transfer to UC/CSU.

1. Description -

An introduction to persuasive writing based on critical reading and thinking. Text-based writing assignments that include critical analysis and synthesis of textual content. Analytical reading of authentic, college-level expository and persuasive texts intended for a native speaker audience.

Prerequisite: Appropriate placement test score or a grade of "C" or better in ESLL 125 and 249.

Co-requisite: None

Advisory: Designed for students whose native language is not English.

2. Course Objectives -

The student will be able to:

- A. Critically read and closely analyze texts for content and rhetorical features.
- B. Write text-based persuasive essays.
- C. Integrate quotations with rhetorical, grammatical, and mechanical correctness.
- D. Use level-appropriate language and edit for correctness.
- E. Write and edit a complete essay in class.

3. Special Facilities and/or Equipment -

- A. When taught on campus: no special facilities or equipment needed.

4. Course Content (Body of knowledge) -

- A. Critically read and closely analyze texts for content and rhetorical features.
 1. Identify essential elements of a text:
 - a. Major claim (thesis)
 - b. Minor claims
 - c. Audience
 - d. Purpose
 2. Analyze and evaluate author's rhetorical choices:
 - a. Organizational patterns
 - b. Types of support
 - c. Inclusion and/or omission of opposing points of view (counterargument/rebuttal)
 - d. Logical and fallacious reasoning
 - e. Establishing credibility
 3. Critically discuss ideas presented by the author, especially in comparison to the ideas of other authors and students' own views
 - a. Recognize value system differences
 - b. Determine author's assumptions
 4. Respond to classmates' compositions:
 - a. Reflect back the main point
 - b. Point out specific effective writing techniques
 - c. Ask questions for clarification
- B. Write text-based persuasive essays:
 1. Formulate an arguable thesis
 2. Determine appropriate organizational strategies
 3. Develop ideas with relevant support, evidence, and reasoning
 4. Use language and strategies for raising and refuting counterarguments and providing concessions
 5. Avoid fallacious reasoning
 6. Synthesize information from several assigned sources
 7. Summarize, paraphrase, and quote from assigned articles
 8. Research and synthesize information from an outside source
 9. Identify and avoid plagiarism
 10. Use diction and tone appropriate to the rhetorical purpose and audience identified in the specific writing assignment
- C. Integrate quotations with rhetorical, grammatical, and mechanical correctness.
 1. Use quoted materials for a variety of purposes:
 - a. To introduce a concept
 - b. To support a point of view
 - c. To challenge a point of view (counter-argument)
 - d. To conclude an argument

2. Include appropriate lead-ins to and comments on quoted material
 - a. Signals that indicate relevance
 - b. Cohesive devices showing explicit connections between and among ideas
 - c. Comments used to clarify, analyze, support, or contradict quoted material, as necessary
 3. Grammatically integrate embedded quotations
 - a. Change word forms, as necessary
 - b. Determine grammatical function of embedded material in a sentence
 4. Correctly punctuate both introduced and embedded quotations
 - a. Comma to indicate an introduced quotation
 - b. Brackets to indicate change
 - c. Ellipsis to indicate deletion
 5. Follow MLA formatting requirements:
 - a. Document format
 - b. Citations
 - c. Works cited
- D. Edit essays for grammatical correctness and revise for content changes.
1. Edit for patterns of grammatical errors (e.g., fragments, run-ons, comma splices, verb tense, word form)
 2. Revise by making substantial changes in content (e.g., delete, add, or rearrange ideas) based on feedback from peers, TLC tutors, and the instructor
- E. Write and edit a complete essay in class in 80 minutes. When the in-class essay is given as the final exam, the allotted time will be 120 minutes.

5. **Repeatability** - Moved to header area.

6. Methods of Evaluation -

- A. Analysis of assigned reading selections
- B. Journal assignments
- C. At least three text-based, revised persuasive essays of approximately 1,000 words each:
 1. An essay that examines the social significance of a concept or concepts presented in one reading
 2. An essay supporting or refuting arguments raised in one reading
 3. A synthesis essay supporting or refuting arguments raised in two or more readings, including one outside source
- D. At least two in-class essays based on one or more reading selections
- E. Participation in class discussions
- F. Exercises and quizzes

7. Representative Text(s) -

Instructors must choose a textbook from the list below. If, however, a faculty member would prefer to use a textbook not on the list, he or she must contact a full-time faculty member who regularly teaches the course to explain how the adoption would serve to achieve the learning outcomes specified in the course outline of record. Use of a handbook is optional.

Textbooks:

Miller, G. The Prentice Hall Reader. 11th ed. New York: Prentice Hall, 2014.

Mims, J. Mirror on America: Short Essays and Images from Popular Culture. 5th ed. New York: Bedford St Martins, 2011.

Rosa, A. Models for Writers. 11th ed. New York: McGraw Hill, 2012.

Langan, J. Sentence Skills. 9th ed. New York: McGraw-Hill, 2010.

Reader that provides topical subject matter in a variety of styles/formats and diverse voices. Suggested texts include:

Ackley, K. Perspectives on Contemporary Culture. 6th ed. Wadsworth Publishing, 2011.

Atwan, R. America Now. 9th ed. Bedford/St. Martin's, 2011.

Graff, G. They Say I Say, with Readings. 2nd ed. New York: WW Norton, 2011.

8. Disciplines -

ESL

9. Method of Instruction -

Lecture, discussion, cooperative exercises.

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Required readings from the text and other sources.

B. A minimum of five essays, two of which are written in class, and three of which are written outside of class and are approximately 1000 words each.

C. Other writing assignments, such as responses to reading, journal writing, and summaries.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

FOOTHILL COLLEGE Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: GEOG 20

Course Title: Introduction to Earth Science

Catalog Description:

An introduction to the essentials of Earth science, including the structure of the earth and its internal processes, the atmosphere, the hydrosphere, and solar system. This course focuses on the interactions between physical and chemical systems of the Earth, such as the plate tectonics, the rock cycle, the hydrologic cycle, weather and climate. Topics are aligned with the California State Science Standards for K-12 and will prepare pre-service teachers to teach these subjects.

Are you requesting Stand Alone Approval for the course on a **temporary** or **permanent** basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

ADT in Elementary Education

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

Fall 2017 / Winter 2018

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

As a part of the new ADT in Elementary education, this course will meet both primary missions of the college.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This course will be a required core course for the Elementary Education ADT.
--

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5
- This is a non-degree applicable credit course (specify which one, below)
- non-degree applicable basic skills course
 - course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
 - pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

- The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: K. Allison Lenkeit Meezan **Date:** 10/20/17

Curriculum Representative: Bill Ziegenhorn **Date:** 10/20/17

Date of Approval by Division Curriculum Committee: 10/20/17

College Curriculum Co-Chairperson: _____ **Date:** _____

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Business and Social Sciences

GEOG 20 INTRODUCTION TO EARTH SCIENCE

[Edit Course Outline](#)

GEOG 20
4 hours lecture.

INTRODUCTION TO EARTH SCIENCE

Summer 2018
4 Units

Total Contact Hours: 48 (Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 144 (Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 4 Lab Hours: 0 Weekly Out of Class Hours: 8

Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU

Validation: UC Pending 4/28/17

Division Dean Information -

Seat Count: 50 **Load Factor:** .100 **FOAP Code:** 114000121061220600

Instruction Office Information -

FSA Code:

Distance Learning: yes

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will be a required core course for the upcoming ADT in Elementary Education.

1. Description -

An introduction to the essentials of Earth science, including the structure of the earth and its internal processes, the atmosphere, the hydrosphere, and solar system. This course focuses on the interactions between physical and chemical systems of the Earth, such as the plate tectonics, the rock cycle, the hydrologic cycle, weather and climate. Topics are aligned with the California State Science Standards for K-12 and will prepare pre-service teachers to teach these subjects.

Prerequisite: None

Co-requisite: None

Advisory: One of the following: ENGL 1A, 1AH, 1S & 1T, or ESLL 26.

2. Course Objectives -

The student will be able to:

- A. Describe the structure of the solar system
- B. Diagram and explain the structure of the Earth
- C. Apply the scientific method to solve a basic earth science problem
- D. Discuss how the Earth's internal forces result in various surface features observed on a map or image
- E. Explain how the rock cycle results in the various types of rocks and minerals observed on the Earth
- F. Identify properties of igneous, sedimentary and metamorphic rocks
- G. Relate igneous, sedimentary and metamorphic rocks to the type of environments in which they are formed
- H. Discuss the age of the Earth and the rate of various geologic processes
 - I. Diagram the water cycle and identify how humans have influenced it
- J. Identify evidence of glacial weathering
- K. Describe the surface features associated with dry environments
- L. Explain the composition of the atmosphere and human influences upon it
- M. Discuss how atmospheric circulation results in various climate patterns and weather phenomena
- N. Relate human actions to climate change
- O. Explain tides, currents and circulation within the Earth's oceans

3. Special Facilities and/or Equipment -

Maps and example mineral kits. When taught as an online distance learning section, students and faculty need ongoing and continuous internet and email access.

4. Course Content (Body of knowledge) -

- A. Fundamentals of Earth science
 1. The solar system
 - a. Size
 - b. The sun
 - c. Terrestrial planets
 - d. Jovian planets
 2. Structure of the Earth
 - a. Core
 - b. Mantle
 - c. Crust
 3. The scientific method as a framework to explore Earth science
- B. Earth's internal forces
 1. Plate tectonics
 2. Orogenesis
 3. Volcanoes
 4. Earthquakes
 5. Folds and faults
- C. Earth materials
 1. Minerals
 2. The rock cycle
 - a. Igneous
 - b. Sedimentary
 1. Fossils and fossilization
 - c. Metamorphic
- D. Geologic time
 1. Age of the Earth
 2. Dating methods

- a. Relative
 - b. Radiometric
- E. Surface processes
 - 1. The water cycle
 - a. Water resources
 - 2. Glacial weathering
 - 3. Dry environments
- F. The atmosphere
 - 1. Composition
 - 2. Circulation in the atmosphere
 - a. Weather patterns
 - b. Climate patterns
 - 3. Extreme weather
 - a. Cyclones
 - b. Floods
 - c. Drought
 - 4. Climate change
- G. Oceans
 - 1. Tides
 - 2. Currents
 - 3. Shorelines

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Midterm exam
- B. Comprehensive final exam
- C. Paper or projects focusing on two or more elements of the course content

7. Representative Text(s) -

Tarback, Edward J., and Fredrick K. Lutgens. Earth Science. Pearson, 2015.

8. Disciplines -

Earth Science

9. Method of Instruction -

- A. Lecture
- B. Discussion
- C. Cooperative learning exercises

10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Weekly reading assignments from the textbook and objective quizzes
- B. Comprehensive midterm and final examinations
- C. Written assessments that determine student's mastery of course learning outcomes (SLOs)

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FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: NCCS 405

Course Title: COMMUNICATION & CULTURE

Catalog Description:

An open-entry, open-exit course for students who seek academic support in conversational English and discussing cultural topics. Instruction and/or review of skills, such as pronunciation, self-repair, practicing small talk, and discussing issues of cultural interest, through supplemental instruction developed in a referring course or courses as follows: ENGL 1A, 1B, 1C, 1S & 1T, 110, 209, 242A, 242B; ESLL 125, 126, 225, 235, 236, 237.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course is relevant to 1 and also 2 and 3 above. Students, especially non-native speakers, encounter great difficulty mastering their English language skills while also

focusing on academics. This course will allow them the opportunity to practice their listening/speaking skills with the guidance of a native speaker, and without the pressure of a grade. Improving their communication skills is key to their future job searches and security once they leave Foothill.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This non-credit course provides Foothill College students with instruction that creates an opportunity for them to practice speaking English under the supervision and guidance of a qualified instructor. This directly supports the college mission of assisting students in their efforts to transfer and/or seek new educational and career opportunities as mastering listening and speaking skills in English is crucial to obtaining jobs and succeeding academically. As a non-credit course, it offers an equitable means for students to receive free support which is in high demand throughout the academic year.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5
- This is a non-degree applicable credit course (specify which one, below)
- non-degree applicable basic skills course
- course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

- The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

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Faculty Requestor: Katie Ha **Date:** 9/26/17

Division Curriculum Representative: Ben Armerding **Date:** 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____

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Language Arts

NCCS 405 COMMUNICATION & CULTURE

[Edit Course Outline](#)

NCCS 405
60-360 hours total.

COMMUNICATION & CULTURE

Summer 2018
0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is noncredit and has unlimited repeatability.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/17/17

Division Dean Information -

Seat Count: 999 **Load Factor:** **FOAP Code:** 114000123034493021

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will allow students to supplement and build their in-class conversational skills with a native speaker.

1. Description -

An open-entry, open-exit course for students who seek academic support in conversational English and discussing cultural topics. Instruction and/or review of skills, such as pronunciation, self-repair, practicing small talk, and discussing issues of cultural interest, through supplemental instruction developed in a referring course or courses as follows: ENGL 1A, 1B, 1C, 1S & 1T, 110, 209, 242A, 242B; ESLL 125, 126, 225, 235, 236, 237.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Through individualized and group instruction, including one-on-one tutorials by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help in the aspects of communicating effectively in English and engaging in discussions of cultural interest.
- B. Practice conversation exchanges, group discussions, and engaging in conversation with native speakers outside the classroom.
- C. Apply knowledge and skills obtained to enhance learning in referent courses.

3. Special Facilities and/or Equipment -

Internet access and computers.

4. Course Content (Body of knowledge) -

- A. Through one-on-one tutorials by an qualified instructor, an instructional aide, and trained peer tutors as available, receive help in how to start, maintain, and end a discussion.
- B. Individualized instruction.
 1. Practice in critical listening for comprehension, such as identifying unknown vocabulary based on contextual clues.
 2. Practice in self-repair of speech and pronunciation.
 3. Practice in generating clear responses to questions when prompted.
- C. Practice conversation exchanges, group discussions, and engaging in conversation with native speakers outside the classroom.
 1. Practice interrupting and asking questions for clarification mid-conversation.
 2. Practice small talk.
- D. Apply knowledge and skills obtained to enhance learning in referent courses.
 1. Practice conversing in the referent course alone and in group work.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework as assigned by parent course instructor.
- B. Additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Students will use textbook(s) from the referring course(s), such as:
Beglar, David. Contemporary Topics 3. 4th ed. Pearson Education ESL, 2016.

8. Disciplines -

ESL or English or Interdisciplinary-Basic Skills: Noncredit

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for engaging in conversation with native speakers.

- B. Practice and explore multiple strategies for engaging in small group and one-to-one discussions of cultural and academic relevance.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Homework assignments: Topics are assigned by course instructor
- B. Completion of assignments: Both online and audio recordings
- C. Additional course work: Practice topics provided by instructor

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FOOTHILL COLLEGE
Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: NCEL 425

Course Title: Developing Listening & Speaking Skills

Catalog Description:

Development of ability to listen to everyday English and to participate in everyday conversations. Introduction to academic listening and classroom interactional skills, discussion skills and the language of group work dynamics. Pronunciation work to develop clear speech and comprehension of naturally spoken American English.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

1. Primary: offer academic instruction at the lower division level
 - a. This course prepares students for academic listening and speaking, giving them the basics of how to participate in an academic lecture and discussion.
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
 - a. One of the main focusses of this course is to improve English pronunciation in addition to listening and speaking. These are all very important components to creating a foundation in English learners that allows them to advance in education as well as the work force.
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.
 - a. This is an ESL course designed to prepare students for listening and speaking at the postsecondary level.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for transfer, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

Student need:
 This course is designed to improve students’ overall English and specifically their academic listening and speaking. It is part of a sequence of courses that prepares students for listening and speaking tasks required in credit courses taught in English, both in ESL/English as well as other subject areas.

Need in the service area:
 Foothill’s service area will see an increase in employment since “industry employment ... in Santa Clara and San Benito counties, is expected to reach 1,129,100 by 2022, an increase of 14 percent over the 10-year projections period. Twelve of 13 nonfarm industry sectors are projected to grow between 2012 and 2022.” -State of California Employment Development Department. There will be many new jobs but students may be unable to access or get hired for these jobs if their English skills are not refined.

According to the Foothill College website, this course not only falls in line with the Basic Skills Initiative to help students develop strong foundational skills to be successful throughout their academic or career paths, but also the Equity Initiative, to help close the achievement gap between native English speakers and English learners.

For courses that are primarily occupational, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system
- Employer surveys

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- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

_____ The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

AS_____ This is a non-degree applicable credit course (specify which one, below)

AS_____ non-degree applicable basic skills course

_____ course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)

_____ pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

AS_____ This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

AS_____ The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Amy Sarver _____ **Date:** 9/25/17

Division Curriculum Representative: Ben Armerding _____ **Date:** 10/24/17

Date of Approval by Division Curriculum Committee: 10/24/17

College Curriculum Co-Chairperson: _____ **Date:** _____

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Language Arts

NCEL 425 DEVELOPING LISTENING & SPEAKING SKILLS

[Edit Course Outline](#)

NCEL 425 DEVELOPING LISTENING & SPEAKING SKILLS

Summer 2018

120 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Listening and speaking are essential to success in any class delivered in an unfamiliar language, but they are often the most difficult to refine. By having the option to repeat this course, students who struggle with listening and speaking would be able to develop their skills overtime thus improving their chances of academic success. Repeating the course will also give students an expanded educational experience because the course will depend, in part, on a student's context. The student's situation will often be different each time a student takes the course. Example: If the student takes the course initially to improve their chances for employment but then decides to pursue an academic path their language needs will vary. As a student's context changes, different aspects of the course's content will meet different needs.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -4 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/12/17

Division Dean Information -

Seat Count: 35

Load Factor: .152

FOAP Code: 114123041493086

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

**Program
Unique
Code:**

**Content
Review
Date:**

Former ID:

Need/Justification -

This course is part of a sequence of courses that prepares students for listening and speaking tasks required in credit courses taught in English.

1. Description -

Development of ability to listen to everyday English and to participate in everyday conversations. Introduction to academic listening and classroom interactional skills, discussion skills and the language of group work dynamics. Pronunciation work to develop clear speech and comprehension of naturally spoken American English.

Prerequisite: None

Co-requisite: None

Advisory: NCEL 413 or higher.

2. Course Objectives -

The student will be able to:

- A. demonstrate comprehension of literal and implied meaning in listening tasks, e.g., instructions, directions, telephone messages, conversations, and short talks on familiar topics, using various types of responses (speaking and writing)
- B. recognize basic patterns of stress and intonation in English (listening)
- C. reproduce basic stress and intonation patterns of spoken English to aid in comprehensible pronunciation/speech (speaking)
- D. produce comprehensible spoken language in social interactions, class discussions, and presentations

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. Demonstrate comprehension of literal and implied meaning in listening tasks
 1. Literal meaning
 - a. Main ideas
 - b. Supporting details
 2. Inferred meaning
 - a. Context clues
 - b. Speaker's tone
 - c. Non-verbal cues
- B. Recognize basic patterns of stress and intonation in English
 1. Recognize basic stress and intonation patterns of spoken English to aid in comprehension
 - a. Listening for number of syllables
 - b. Listening for stressed syllables
 - c. Listening for grammatical signals at the ends of words, e.g., /s/, /d/
 - d. Listening for elisions
 - e. Listening for intonational features
 2. Identify connections between speech and writing, e.g., learning sound-spelling correspondences
 - a. Silent "e" (can vs. cane)
 - b. Send vs. sent
- C. Reproduce basic stress and intonation patterns of spoken English to aid in comprehensible pronunciation/speech
 1. Using appropriate number of syllables in words
 2. Pronouncing final syllables of words, especially syllables that show grammatical endings, e.g., plurality, possession, tense
 3. Placing stress on the appropriate syllable of words
 4. Placing sentence stress appropriately in common phrases to focus, emphasize, contrast
 5. Using intonation appropriately

6. Speaking in appropriate phrases and not only single one-word sentences
- D. Produce comprehensible spoken language in social interactions, class discussions, and presentations
 1. Speech acts common to discussions and conversations, e.g., compliments, criticism, advice and giving (multi-step) directions
 2. Common interruption words and turn-taking
 3. Common idioms
 4. Levels of formality (register) in conversation/discussions
 - a. Apply conversation strategies to participate in "small talk"
 1. Responding appropriately in conversations
 2. Initiating conversations
 3. Sustaining conversations
 4. Closing conversations
 - b. Demonstrate phone skills
 1. Calls for information
 2. Calls for personal and business purposes
 3. Leaving appropriate voicemail messages
 5. Participating in class activities:
 - a. Clarification--negotiation for meaning strategies (e.g., asking for clarification, repetition and specific information)
 - b. Agreeing/disagreeing
 - c. Expressing opinions with support
 - d. Describing
 - e. Explaining
 - f. Defining
 - g. Reporting out from group discussions to the class

5. **Repeatability** - Moved to header area.

6. **Methods of Evaluation** -

- A. Communicative, contextualized in-class assignments
- B. Homework
- C. Oral and written production of extended discourse
- D. Dictations
- E. Dialogues
- F. Presentations (individual and group)

7. **Representative Text(s)** -

Instructors must choose a textbook from the list below. If, however, a faculty member would prefer to use a textbook not on the list, he or she must contact a full-time faculty member who regularly teaches the course to explain how the adoption would serve to achieve the learning outcomes specified in the course outline of record.

Sarosy, Peg, and Kathy Sherak. Lecture Ready 1: Strategies for Academic Listening, Note-Taking, Discussion. 2nd ed. NY: Oxford University Press, 2013.

Mills, Robin, and Laurie Frazier. NorthStar Listening and Speaking 2. 4th ed. NY: Pearson, 2014.

Instructors should select one of the following recommended pronunciation texts:

Beisbier, Beverly. Sounds Great: Intermediate Pronunciation and Speaking for Learners of English. Book 2. Boston, MA: Heinle & Heinle, 1994.

Gilbert, Judy. Clear Speech From the Start. 2nd ed. NY: Cambridge, 2012.

8. **Disciplines** -

English as a Second Language

9. **Method of Instruction** -

Lecture, discussion, oral presentations, demonstration.

10. **Lab Content** -

Not applicable.

11. **Honors Description** - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Readings in the text and other sources.
- B. Writing to support listening and speaking activities.
- C. Recording pronunciation tasks.

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FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

If a Foothill credit course is **NOT** part of a State approved associate's degree, certificate of achievement or the Foothill College GE Pattern, it is considered by the State to be a "Stand Alone Course." Per Title 5, local curriculum committees must review and approve proposed stand-alone courses to ensure that they are consistent with credit course standards (§55002), the community college mission and there is sufficient need and resources for the course.

In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: NCLA 407A

Course Title: THE GRAMMAR & RHETORIC OF APPLICATION WRITING

Catalog Description:

This course provides students support and practice in drafting personal statements or essays for academic and professional applications. Students will focus on using clear, relevant vocabulary; writing concisely and with correct sentence structure; maintaining appropriate tone; ordering information for impact, and expressing details pertinent to the audience. Students will have the opportunity to improve their critical reading, vocabulary, grammar and writing skills to craft essays typically required for academic or professional applications, for example college and university or scholarship essays.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

***NOTE:** If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. Primary: offer academic and vocational instruction at the lower division level; and
2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. Secondary: provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course is relevant to 1 and 3 above because they will ultimately become better writers and will then be more successful in academic classes and in their places of work.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This non-credit, preparatory course provides a diverse student body, especially non-traditional, returning, or historically under-served populations, with instruction that creates an opportunity for students to receive feedback from a qualified instructor on the grammar and mechanics of application writing. This directly supports the college mission of assisting students in their efforts to transfer and/or seek new educational and career opportunities. As a non-credit course, it offers an equitable means for students to receive free support which is in high demand throughout the academic year.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

This is a non-degree applicable credit course (specify which one, below)

non-degree applicable basic skills course

course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)

pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Katie Ha Date: 9/26/17

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Division Curriculum Representative: Ben Armerding **Date:** 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Submissions Course Outline Editor

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Language Arts

NCLA 407A THE GRAMMAR & RHETORIC OF APPLICATION WRITING

[Edit Course Outline](#)

NCLA 407A

THE GRAMMAR & RHETORIC OF APPLICATION WRITING

Summer 2018

60-360 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is non-credit and has unlimited repeatability.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/17/17

Division Dean Information -

Seat Count: 999 **Load Factor:** **FOAP Code:** 114000123035150100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will assist students in successfully drafting essays required by colleges, universities, and technical schools for admission, and by scholarship committees. Additionally, the course will be included in the forthcoming certificate of competency in Writing for Academic & Career Advancement.

1. Description -

This course provides students support and practice in drafting personal statements or essays for academic and professional applications. Students will focus on using clear, relevant vocabulary; writing concisely and with correct sentence structure; maintaining appropriate tone; ordering information for impact, and expressing details pertinent to the audience. Students will have the opportunity to improve their critical reading, vocabulary, grammar and writing skills to craft essays typically required for academic or professional applications, for example college and university or scholarship essays.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Through individualized and group instruction, including one-on-one tutorials by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the application writing process from start to finish.
- B. Practice grammar and mechanics.
- C. Apply knowledge obtained to enhance application writing.

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

- A. Through individualized and group instruction, including one-on-one tutorials by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the application writing process from start to finish for a range of academic and professional application writing, such as college entry essays, scholarship essays, and program-specific essays.
 1. Identify main parts of the prompt.
 2. Brainstorm and draft ideas in response.
 3. Ordering main points and details for impact and logic.
 4. Edit for concision.
 5. Proofread for accuracy and precision.
- B. Practice grammar and mechanics.
 1. Identify patterns of grammatical error and correct them.
 2. Add relevant, appropriate vocabulary as needed for clarification.
- C. Apply knowledge obtained in individual counseling appointments to enhance application writing.
 1. Adjust tone as appropriate.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. College or scholarship application essay.

7. Representative Text(s) -

Glancy, Gabriel. The Art of the College Essay. 1st ed. Oneiric Press, 2014.

8. Disciplines -

English and ESL

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for clearly addressing a prompt for an application.
- B. Practice and explore multiple strategies for organizing writing and correcting grammatical errors.
- C. Practice adding clear, relevant vocabulary as needed.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Completion of assignments both online and hand-written/word documents.
- B. Analyzing samples provided by instructor that showcase basic and more challenging prompts.

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FOOTHILL COLLEGE

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: NCLA 407B

Course Title: WRITING RESUMES & COVER LETTERS

Catalog Description:

This course provides students support and practice in drafting resumes and cover letters. Students will focus on how to choose grammatically correct language that concisely describes work experience in a resume; to use structure that is parallel; and to implement appropriate tone in cover letters or letters of interest for potential jobs.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course is relevant to 1 and 2 above because students who complete the course will be able to produce grammatically correct, well-written resumes and cover letters than enable them to apply for jobs.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This non-credit, preparatory course provides Foothill College students, especially non-traditional, returning, or historically under-served populations, with instruction that creates an opportunity to receive feedback from a qualified instructor on the grammar and mechanics of writing résumés and cover letters. This directly supports the college mission of assisting students in their efforts to transfer and/or seek new educational and career opportunities. As a non-credit course, it offers an equitable means for students to receive free support which is in high demand throughout the academic year.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department’s Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5
- This is a non-degree applicable credit course (specify which one, below)
- non-degree applicable basic skills course
 - course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
 - pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

- The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Katie Ha **Date:** 9/26/17

Division Curriculum Representative: Ben Armerding **Date:** 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17
College Curriculum Co-Chairperson: _____ **Date:** _____

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Language Arts

NCLA 407B WRITING RESUMES & COVER LETTERS

[Edit Course Outline](#)

NCLA 407B

WRITING RESUMES & COVER LETTERS

Summer 2018

60-360 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is noncredit and has unlimited repeatability.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/17/17

Division Dean Information -

Seat Count: 999 **Load Factor:** **FOAP Code:** 114000123035150100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will assist students in successfully completing effective resumes, cover letters, and letters of interest. Additionally, the course will be included in the forthcoming certificate of competency in Writing for Academic & Career Advancement.

1. Description -

This course provides students support and practice in drafting resumes and cover letters. Students will focus on how to choose grammatically correct language that concisely describes work experience in a resume; to use structure that is parallel; and to implement appropriate tone in cover letters or letters of interest for potential jobs.

Prerequisite: None

Co-requisite: None

Advisory: CRLP 7, 73 and 74.

2. Course Objectives -

The student will be able to:

- A. Through one-on-one tutorials and group workshops by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the resume writing process from start to finish.
- B. Practice effective sentence mechanics.
- C. Apply knowledge obtained from individual counseling sessions to enhance the job or internship search process.

3. Special Facilities and/or Equipment -

Internet access and computers.

4. Course Content (Body of knowledge) -

- A. Through one-on-one tutorials and group workshops by a qualified instructor, an instructional aide, and trained peer tutors as available, receive help on all aspects of the resume writing process from start to finish.
 1. Critical reading/review of the job description.
 2. Assessment of the focus tied to job description.
 3. Review of organizational options, for example, functional versus chronological.
 4. Review sentence mechanics.
 5. Review for format.
- B. Practice effective sentence mechanics.
 1. Apply parallel structure and proper mechanics in a resume or letter.
 2. Use strong verbs and appropriate verb tense.
 3. Use appropriate vocabulary for desired tone.
 4. Edit for concision.
 5. Proofread for precision.
- C. Apply knowledge obtained from individual counseling sessions to enhance the job or internship search process.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework as assigned by parent course instructor.
- B. Additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Hart, Anne. 801 Action Verbs for Communicators: Position Yourself First with Action Verbs for Journalists, Speakers, Educators, Students, Resume-Writers, Editors & Travelers. ASJA Press, 2004.

Cano, L. Xavier. Resumes That Stand Out!: Tips for College Students and Recent Grads for Writing a Superior Resume and Securing an Interview. Chester Publishing, 2014.

8. Disciplines -

English and ESL

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for forming concise, clear work experience.
- B. Practice and explore multiple strategies for writing well-organized, grammatically correct letters.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Homework assignments: Topics are assigned by course instructor.
- B. Completion of assignments both online and hand-written/word documents.
- C. Additional course work:
 - 1. Practice worksheets provided by instructor that showcase basic and more challenging usage and grammar applications.
 - 2. Reading sample resumes and letters.

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FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

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Course #: NCLA 407C

Course Title: WRITING UNDER TIME CONSTRAINTS

Catalog Description:

Offers students strategies, support, and practice in improving their writing skills under pressure (examples include SAT, GRE, TOEFL, and in-class writing assessments). Students will practice how to identify addressing the prompt, brainstorming, organizing their ideas, and writing them clearly and quickly.

Are you requesting Stand Alone Approval for the course on a **temporary or permanent** basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course is relevant to 2 and 3 above because students who complete the course will be better prepared to write under pressure for standardized tests that are required for entrance into technical, university, and post-graduate programs of study. These writing

skills are also required to be successful in lower-level and transfer-level courses at Foothill College that require in-class writing.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This non-credit, preparatory course provides Foothill College students, especially non-traditional, returning, or historically under-served populations, with instruction that creates an opportunity for them to practice timed writing under the supervision and guidance of a qualified instructor. This directly supports the college mission of assisting students in their efforts to transfer and/or seek new educational and career opportunities as timed writing is required in general education courses and also by many applications as part of the admissions process. As a non-credit course, it offers an equitable means for students to receive free support which is in high demand throughout the academic year.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

This is a non-degree applicable credit course (specify which one, below)

non-degree applicable basic skills course

course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)

pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Katie Ha

Date: 9/26/17

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Division Curriculum Representative: Ben Armerding **Date:** 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____

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Language Arts

NCLA 407C WRITING UNDER TIME CONSTRAINTS

[Edit Course Outline](#)

NCLA 407C

WRITING UNDER TIME CONSTRAINTS

Summer 2018

60-360 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is non-credit and has unlimited repeatability.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/17/17

Division Dean Information -

Seat Count: 999 **Load Factor:** **FOAP Code:** 114000123035150100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will support students in their ability to successfully write essays under time constraints. Additionally, the course will be included in the forthcoming certificate of competency in Writing for Academic & Career Advancement.

1. Description -

Offers students strategies, support, and practice in improving their writing skills under pressure (examples include SAT, GRE, TOEFL, and in-class writing assessments). Students will practice how to identify addressing the prompt, brainstorming, organizing their ideas, and writing them clearly and quickly.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Demonstrate ability to adapt the writing process to an abbreviated time frame.
- B. Analyze an essay prompt to understand what it is asking of the writer.
- C. Produce a written document, written under time constraint, that responds effectively to the prompt and that exhibits a clear thesis, coherent organization, and content appropriate to the question.
- D. Demonstrate the ability to apply knowledge to new concepts.

3. Special Facilities and/or Equipment -

Use of internet and computers.

4. Course Content (Body of knowledge) -

- A. Demonstrate ability to adapt the writing process to an abbreviated time frame.
 1. Plan time and follow the plan to successfully complete assignment.
- B. Analyze an essay prompt to understand what it is asking of the writer.
 1. Recognize cues, and interpret and respond to key terms.
- C. Produce a written document, written under a time constraint, that responds effectively to the prompt and exhibits a clear thesis, coherent organization, and content appropriate to the question.
 1. Learn to quickly proofread and correct known patterns of error before the time runs out.
- D. Demonstrate the ability to apply knowledge to new concepts.
 1. Successfully complete an in-class essay or an essay required by an exam within the given time constraints.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework as assigned by parent course instructor.
- B. Additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Ramage, John D., John C. Bean, and June Johnson. The Allyn & Bacon Guide to Writing. 7th ed. 2014.

8. Disciplines -

English and ESL

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for forming a thesis and presenting supporting evidence under time constraints.
- B. Practice and explore multiple strategies for writing transitions and organizing essays under time constraints.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Homework assignments: Topics are assigned by course instructor

B. Completion of assignments both online and hand-written/word documents

C. Additional course work:

1. Practice prompts provided by instructor that showcase basic and more challenging usage and grammar applications
2. Reading and annotating assigned sample prompts and responses

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FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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In short, the State wants us to deliberate carefully before adding a course that does not help students complete a degree or certificate. If it doesn't help them complete a State approved program of study, why are we offering the course?

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Course #: NCLA 408

Course Title: Vocabulary Across the Disciplines

Catalog Description:

Offers students strategies for sorting, categorizing, memorizing and applying terminology needed to succeed in a discipline course. Students will employ the use of matrices, charts, flashcards, etc. to effectively use new vocabulary required for an academic course.

Are you requesting Stand Alone Approval for the course on a temporary or permanent basis?

- The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate of achievement, nor to the Foothill GE pattern
- The course will only be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate of achievement that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

- What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)

NOTE: *If you have not submitted your program application to the State by the end of the current academic year, you must reapply for permanent Stand Alone approval.*

The Curriculum Committee must evaluate this application based on the following five criteria:

Criteria A. Appropriateness to Mission

California Education Code §66010.4 identifies the two primary missions for California Community Colleges, and one secondary mission that pertains to credit coursework:

1. **Primary:** offer academic and vocational instruction at the lower division level; and
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. **Secondary:** provision of remedial instruction for those in need of it and, in conjunction with the school districts, instruction in English as a second language, and support services which help students succeed at the postsecondary level.

Briefly explain how this course is consistent with one (or more) of these missions:

This course is relevant to 1 and 3 above. Students, especially non-native speakers, encounter hundreds to thousands of new vocabulary words each year as they progress in their academic studies. Learning strategies to manage them will help them be successful in their academic courses and improve their language skills.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

This non-credit course provides Foothill College students with instruction that creates an opportunity for them to practice new vocabulary and/or discipline terminology under the supervision and guidance of a qualified instructor. This directly supports the college mission of assisting students in their efforts to transfer and/or seek new educational and career opportunities as mastering terminology and expanding vocabulary are necessary to succeed in general education courses. As a non-credit course, it offers an equitable means for students to receive free support which is in high demand throughout the academic year.

For courses that are **primarily occupational**, or that respond to economic development interests, need must be demonstrated within the service area of the college. Examples of the types of evidence of occupational need that may be submitted include:

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

Please attach appropriate evidence to this application form.

Criteria C. Curriculum Standards (please initial as appropriate)

- The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5
- This is a non-degree applicable credit course (specify which one, below)
- non-degree applicable basic skills course
- course to enable students to succeed in degree-applicable credit courses (e.g., college orientation and guidance courses, discipline-specific preparatory courses)
- pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses

Criteria D. Adequate Resources (please initial as appropriate)

- This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment

Criteria E. Compliance (please initial as appropriate)

- The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards

Faculty Requestor: Katie Ha **Date:** 9/26/17

Division Curriculum Representative: Ben Armerding **Date:** 9/27/17

Date of Approval by Division Curriculum Committee: 9/27/17

College Curriculum Co-Chairperson: _____ **Date:** _____

Submissions Course Outline Editor

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Language Arts

NCLA 408 VOCABULARY ACROSS THE DISCIPLINES

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NCLA 408

VOCABULARY ACROSS THE DISCIPLINES

Summer 2018

60-360 hours total.

0 Units

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is non-credit and has unlimited repeatability.

Status -

Course Status: Active

Grading: No Credit

Degree Status: Non-Applicable

Credit Status: Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability:

Validation: 6/17/17

Division Dean Information -

Seat Count: 999 **Load Factor:** **FOAP Code:** 114000123035150100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course will support students in their efforts to successfully gain the academic vocabulary needed to complete courses in all disciplines across campus.

1. Description -

Offers students strategies for sorting, categorizing, memorizing and applying terminology needed to succeed in a discipline course. Students will employ the use of matrices, charts, flashcards, etc. to effectively use new vocabulary required for an academic course.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Use explicit and implicit context clues in the reading material surrounding unknown words
- B. Analyze the structure of words, including prefix, suffix and root meanings
- C. Use specific memory devices that facilitate retention and recall of new words
- D. Use a greater number of words commonly encountered at higher academic levels
- E. Use efficient dictionary skills

3. Special Facilities and/or Equipment -

Use of internet and computers.

4. Course Content (Body of knowledge) -

- A. Use explicit and implicit context clues in the reading material surrounding unknown words
- B. Analyze the structure of words, including prefix, suffix and root meanings
 - 1. Apply knowledge presented of suffix and prefix roots to determine meaning
- C. Use specific memory devices that facilitate retention and recall of new words
 - 1. Apply use of matrices, charts, and more to catalog new words
- D. Use a greater number of words commonly encountered at higher academic levels
 - 1. Apply new words as found in academic and discipline-based dictionaries
- E. Use efficient dictionary skills
 - 1. Practice effectively using a collocation dictionary to determine word meanings

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Homework as assigned by parent course instructor.
- B. Additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Folse, Keith. Oxford American Dictionary Vocabulary Builder. Workbook ed. Oxford University Press, 2010.
Collins CoBuild Dictionary. 8th ed. HarperCollins UK, 2014.

8. Disciplines -

English and ESL

9. Method of Instruction -

- A. Work in groups
- B. Individualized instruction
- C. Work on computer

10. Lab Content -

- A. Practice and explore multiple strategies for identifying unknown vocabulary without derailing the student's understanding of a text.
- B. Practice and explore multiple strategies for cataloging and memorizing new vocabulary necessary to successfully completing a parent course.

11. Honors Description - No longer used. Integrated into main description section.

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Homework assignments: Topics are assigned by course instructor
- B. Completion of assignments both online and hand-written/word documents
- C. Additional course work:
 - 1. Practice worksheets provided by instructor that showcase basic and more challenging vocabulary usage
 - 2. Reading and annotating assigned articles and texts

FOOTHILL COLLEGE
College Curriculum Committee
Curriculum Process Proposal: Technical Review Team

November 14, 2017

Proposed:

Beginning this fall, a Technical Review Team made up of two faculty—the Articulation Officer and one additional faculty member—and the AVP Instruction will review CORs at the Articulation/Technical Review step in C3MS. The team will provide input to faculty developers regarding Title 5 requirements and COR elements. The intention is that conducting a more detailed review earlier in the process will result in fewer delays later in the process, allowing for a more efficient course approval and implementation process. The Technical Review Team will pilot this process during the fall 2017 and winter 2018 terms with plans to present feedback and recommendations to the College Curriculum Committee regarding the pilot process late in the winter quarter.