College Curriculum Committee Meeting Agenda
Tuesday, December 5, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: November 21, 2017	Action	#12/5/17-1	Campbell
2. Report Out from Division Reps	Discussion		All

3. Announcements
    a. New Course Proposal
    b. Notification of Proposed Requisites
	Information	
		#12/5/17-2
		#12/5/17-3
			Campbell

4. Consent Calendar a. GE Applications	Action	#12/5/17-4—6	Campbell
5. Stand Alone Approval Request: AHS 60E	2nd Read/ Action	#12/5/17-7	Campbell
6. Stand Alone Approval Request: ALLD 402	2nd Read/ Action	#12/5/17-8	Campbell
7. Stand Alone Approval Request: NCLA 407A	2nd Read/ Action	#12/5/17-9	Campbell
8. Stand Alone Approval Request: NCLA 407B	2nd Read/ Action	#12/5/17-10	Campbell
9. Stand Alone Approval Request: NCLA 407C	2nd Read/ Action	#12/5/17-11	Campbell
10. Stand Alone Form Revision	2nd Read/ Action	#12/5/17-12	Campbell
11. New Program Application: Interventional Pulmonology Certificate of Achievement	1st Read	#12/5/17-13—14	Campbell
12. Stand Alone Approval Request: NCEN 400	1st Read	#12/5/17-15	Campbell
13. English Advisory Statements	Discussion	#12/5/17-16—17	Campbell
14. Apprenticeship Resolution—Exemption to Curriculum Cycle	1st Read	#12/5/17-18	Campbell
15. Report on Degrees Awarded	Discussion	#12/5/17-19—20	LaManque
16. College Level Examination Program (CLEP) Introduction	Discussion	#12/5/17-21—23	Day
17. Non-transcriptable Certificates	Discussion		Campbell
18. Good of the Order			Campbell
19. Adjournment			Campbell

Consent Calendar:
    Foothill General Education (attachments #12/5/17-4—6)
        Area II—Humanities: CRWR 25A, ENGL 37, HUMN 7H

Attachments:
    #12/5/17-1   Draft Minutes: November 21, 2017
    #12/5/17-2   New Course Proposal: ENGL 38
    #12/5/17-3   CCC Notification of Proposed Requisites
    #12/5/17-7   Stand Alone Course Approval Request: AHS 60E
    #12/5/17-8   Stand Alone Course Approval Request: ALLD 402
    #12/5/17-9   Stand Alone Course Approval Request: NCLA 407A

#12/5/17-10   Stand Alone Course Approval Request: NCLA 407B
#12/5/17-11   Stand Alone Course Approval Request: NCLA 407C
#12/5/17-12   Stand Alone Course Approval Request form—draft
#12/5/17-13   Interventional Pulmonology CA Narrative
#12/5/17-14   Interventional Pulmonology CA LMI
#12/5/17-15   Stand Alone Course Approval Request: NCEN 400
#12/5/17-16   ESLL & ENGL sequence
#12/5/17-17   ESLL & ENGL sequence CORs
#12/5/17-18   Resolution for Apprenticeship Exemption to Curriculum Cycle—draft
#12/5/17-19   Awards by Degree 2012-13 through 2016-17
#12/5/17-20   Awards by Major 2012-13 through 2016-17
#12/5/17-21   2017 CLEP Brochure
#12/5/17-22   Examples of CLEP Policies
#12/5/17-23   2017 CSU GE CLEP Policy

2017-2018 Curriculum Committee Meetings:

Fall 2017 Quarter	Winter 2018 Quarter	Spring 2018 Quarter
~~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: 12/5/17

Co-Chairs (2)

√	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only) campbellrachelle @fhda.edu
√	Andrew LaManque	7179	Assoc. Vice President of Instruction and Institutional Research lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

	Ronnie Miller		ASFC Rep.	
√	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Bruce McLeod, Ray Kaupp, LeeAnn Emanuel

College Curriculum Committee
Meeting Minutes
Tuesday, November 21, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: November 14, 2017	Motion to approve **M/S** (Francisco, Thomas). **Approved.**
2. Report Out from Division Reps	**Speaker: All** Bio Health: New Interventional Pulmonology certificate approved by division; will come to CCC soon. Dental Assisting creating new course in Law & Ethics. Counseling: Nothing to report. BSS: Nothing to report. PSME: Math dept. looking to standardize Distance Ed notation on CORs; will bring discussion to division level. Asked Day if standardized language helpful for articulation—Day noted it can be, for labs. Fine Arts: New Theatre Arts course, Introduction to Voice-Over Acting, might be collaboration with Music Technology program. Language Arts: Nothing to report. Library: Nothing to report. Apprenticeship and Workforce—AVP Ray Kaupp present: Nothing to report. Question regarding status of Culinary Arts program—making its way through, there has been a change in faculty. Noted that Apprenticeship programs teaching content in, for example, history and math as part of curriculum but not offered as specific courses in those disciplines. Trying to determine how students could get credit for such work. Campbell noted faculty involvement in discussions; still in early stages. LaManque noted Technical Review Team has met a few times to review CORs in Articulation status. Using comments box on COR to enter suggestions and questions to faculty and moving COR forward to Deans Review status; hope is that comments will help curriculum reps when reviewing CORs, to see if faculty addressed suggestions/concerns. LaManque and Campbell will reach out to reps and schedule meetings with division CCs to focus on COR review, hopefully in January. Campbell noted that technical review focused on things like hours/units, grammar, etc. Faculty will receive auto-generated email from C3MS that includes team's comments but will need to wait until Proof status to address. Day noted that certain comments might be related to Articulation and should be addressed more quickly. Counseling rep expressed concern regarding specific situation with prerequisites; for example, MATH 22/C S 18 has prerequisite of C S 1A, and PSME division has determined that C S 2A or 3A may be used to clear prerequisite but COR not being updated to include these courses. This type of situation presents an issue for

	counselors, students, and staff. PSME rep noted that this specific situation is complicated and has been discussed with Counseling. Concern expressed that CCC not ideal forum for such a specific discussion; Day suggested that this sort of discussion could occur at CCC when new prerequisites presented, if concerns exist.
3. Announcements a. New Course Proposals	**Speaker: Rachelle Campbell** The following proposals were presented: JRNL 62; THTR 48G. Question regarding if JRNL 62 is like an independent study course, but more specific—Language Arts rep noted that faculty did review IS series courses; JRNL 70/1/2/3R series also being created. Hueg noted use of "freelance" in title and description, which may be contradictory, as student will be working for the Foothill news media and not any outside entity—feedback will be provided to the faculty.
b. EMT Noncredit Certificate Approval	The CCCCO has approved the noncredit certificate in Emergency Medical Technology. First instance of Foothill offering credit and noncredit versions of courses concurrently. Campbell and Vanatta attended curriculum conference last week, which had a breakout session dedicated to noncredit. Further discussion needed regarding the types of courses that may be created within the 10 categories of noncredit; for example, noncredit courses in counseling. We are restricted to the types of courses that may be offered as noncredit; further restrictions on enhanced funding. LaManque noted that enhanced funding tied to individual courses, so enhanced funding provided even if a student takes a single course within program (doesn't need to complete the full program). Question regarding if funding is based on positive attendance—these specific courses are not open entry/exit, so student must complete full course. Question regarding how we submit courses as enhanced funding—course must be included in state-approved certificate. Question regarding who is teaching these courses—current EMT faculty, teaching both credit and noncredit. Question regarding if any research being done regarding students in credit vs. noncredit version—noncredit version of courses new for this year. Campbell noted that when a cohort begins the program, faculty fully explain the difference between credit and noncredit, and the implications. Students who complete either sequence can test for EMT certification. Question regarding if college tracking noncredit programs—yes. Campbell noted PCAH (CCCCO's Program & Course Approval Handbook) a good resource for information regarding categories eligible for enhanced funding.
c. ASCCC Fall Plenary Update	Campbell and Isaac Escoto attended plenary. Resolution 2.01, regarding bachelor degree requirements, accepted. Resolution 10.02, regarding minimum qualifications for apprenticeship faculty, voted to be withdrawn. Resolution 17.03, regarding policies for apprenticeship instructors, pushed back to leadership level for potential to bring back in the spring, due to lack of knowledge regarding whether changes will occur. Resolution 17.04, regarding placing apprenticeship courses within discipline, accepted. Resolution 14.01, regarding course repetition, accepted—will result in no local impact, because we have a process in place. Additional resolutions of note: Implementing AB 705 (Irwin, 2017) to Serve the Needs of All Community College Students (07.07); ESL Equity Impact Caused by Termination of Common Assessment Initiative (03.02)—will discuss AB 705 shortly. Using System Consultation and Faculty Input to Address Expansion of

	Online Education (07.10)—responding to push by Governor Brown to create fully-online community college; Flex Learning Options for Workers (FLOW) instead looks at what colleges are currently doing to suggest current structures and systems be utilized to meet students' needs. If you have feedback, please contact Escoto. Kaupp served on FLOW workgroup; offered to address any questions.
d. AB 705	LaManque noted AB 705 legislation signed by governor this fall. Mandates that community colleges use high school transcript data for student placement in math and English, and to a certain extent ESL. Waiting for guidelines from CCCCO; at recent conference, Campbell and Vanatta told to hold off on implementing changes locally. Foothill Math and English departments already discussing using multiple measures; one issue is with International students. Language in bill includes we "maximize the probability that the student will enter and complete transfer-level coursework … within a one-year timeframe"—CCCCO has strongly hinted that we not use a placement test at all and perhaps not even offer basic skills courses. Still under discussion at the state level. Locally, need to begin conversations with ESLL dept. Question regarding whether "one-year timeframe" would include student completing both ENGL 1A & 1B—LaManque believes this means one transferable course (so, just 1A). Campbell noted lack of clarity around "maximize the probability" statement. Noted concern from ASCCC that state will issue a list of approved methods of measurement. Question regarding ability to reassess student after they enroll, especially to address students who perhaps did not take assessment test seriously—LaManque noted that English dept. is using high school transcript for placement, and has found that students are placing higher; Foothill policy does allow student to re-take placement test *[note: one time within a six-month period of the initial date of a placement, see: https://foothill.edu/assessment/pdf/fhda-retest-policy-flyer-10-9-2017.pdf]*. Counseling rep noted that student could receive prerequisite clearance to move up to higher level, if faculty supports clearance; noted issue of students underperforming because they were under-placed and are bored. Two aforementioned resolutions in response to AB 705—07.07 requests flexibility of implementation, and professional development. 03.02 regarding ESL and equity-related impact, because English and Math have a good process in place, but not ESL. Both were approved. Campbell will email links to the group.
4. Updates to District Administrative Procedures and Board Policies	**Speaker: Rachelle Campbell** AP 4020, Program and Curriculum Development. Essentially outlines what we do, regarding our curriculum process. Addition of definition of credit hour, which is required by the state. There is a new version, which Campbell will email to the group—we need to further define and agree on what unit increment we use (currently, half-unit, but state will now allow us to use quarter-unit). AP 4235, Credit by Examination (Challengeable Courses) and Advanced Placement Examinations. There is a new version, splitting into two procedures, which Campbell will email to the group. Removal of the 30-unit limit for credit by exam. Currently, we have a very short list of courses allowable for credit by exam. Day noted a renewed interest from local high schools for articulation for our courses—one way is for faculty at the high

	school and college to agree on curriculum; then, the high school student takes the final exam for the course and receives credit. We don't yet offer credit by exam option for languages other than English, which some colleges do. No changes to AP exam portion of procedure. Question regarding how faculty could know if demand exists from students for credit by exam—Counseling rep noted usually students inquire regarding languages. Day noted occasionally in computer science. BP 5010, Admissions and Concurrent Enrollment (formerly Admissions Policy). Related to dual enrollment and concurrent enrollment; addresses teaching high school students. Question regarding if high school students taking the college-level class on high school campus, and would this impact library services. LaManque noted many high school students do attend courses on Foothill campus.
5. New Program Application: English as a Second Language for Food Service Workers Noncredit Certificate	**Speaker: Rachelle Campbell** Second read of new English as a Second Language for Food Service Workers Noncredit Certificate. Title of program has been updated (from English to ESL). No comments. Motion to approve **M/S** (Ziegenhorn, Fernandez). **Approved.**
6. New Program Application: Bridge to College Level Mathematics Noncredit Certificate	**Speaker: Rachelle Campbell** Second read of new Bridge to College Level Mathematics Noncredit Certificate. No comments. Motion to approve **M/S** (Cooper, Serna). **Approved.**
7. Stand Alone Approval Request: ALTW 430	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for ALTW 430. No comments. Motion to approve **M/S** (Cooper, Armerding). **Approved.**
8. Stand Alone Approval Request: EDUC 2	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for EDUC 2. No comments. Motion to approve **M/S** (Serna, Ziegenhorn). **Approved.**
9. Stand Alone Approval Request: ESLL 126	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for ESLL 126. Vanatta asked how the change from ESLL 26 to ESLL 126 will affect the English proficiency requirement for local AA/AS degrees across campus. Day noted that ESLL dept. aware of the issue and its impact; last year data was presented to CCC regarding potential impact to students. Language Arts rep noted ESLL 126 will be one of the feeder courses into ENGL 1A. Campbell requested Language Arts division draft a memo to send to CCC regarding change in English proficiency. Question regarding how this may relate to AB 705—LaManque noted language regarding "highly unlikely to succeed in transfer-level coursework;" we would have to demonstrate that students would not be able to complete ENGL 1A without having taken the ESLL track. Still looking for guidance on potential rules. Campbell noted noncredit supplemental instruction for ESLL encouraged. Ray noted project at Cuyamaca College to place students directly into college-level math with use of intensive support. Day noted International student requirement to take 12 units—noncredit cannot count. BSS rep asked about Advisory regarding English proficiency

	wording. Faculty in that division want to ensure that students can handle reading and writing. Asking for consistent and accurate language from Language Arts division. Vanatta explained that issue arose when BSS updating CORs for 2018-19. BSS rep noted that faculty might not be clear on specifics of content of ENGL and ESLL courses, and would like clarity. Language Arts rep noted students anxious to jump into ENGL 1A because they want to finish college within two years. Campbell noted that this is a larger discussion, appropriate for a future meeting; Vanatta will follow-up with Language Arts reps regarding current language so that English and ESLL faculty can discuss. Motion to approve **M/S** (Armerding, Serna). **Approved.**
10. Stand Alone Approval Request: GEOG 20	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for GEOG 20. No comments. Motion to approve **M/S** (Serna, Fernandez). **Approved.**
11. Stand Alone Approval Request: NCCS 405	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for NCCS 405. Request for clarification of open-entry/exit—LaManque noted students can come and go, log-in to course, like they do at the TLC. Campbell noted that faculty, in this situation, would like to schedule the course but students will still treat as open entry/exit. Motion to approve **M/S** (Cooper, Thomas). **Approved.**
12. Stand Alone Approval Request: NCEL 425	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for NCEL 425. No comments. Motion to approve **M/S** (Serna, Armerding). **Approved.**
13. Stand Alone Approval Request: NCLA 408	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for NCLA 408. No comments. Motion to approve **M/S** (Serna, Thomas). **Approved.**
14. Stand Alone Approval Request: AHS 60E	**Speaker: Rachelle Campbell** First read of Stand Alone Approval Request for AHS 60E. Will be permanently Stand Alone. Question regarding overlap with existing course. Campbell noted KINS does offer similar course, but this is specific to American Heart; some entities do not accept Red Cross certification. AHS faculty spoke with KINS faculty while developing course. Question regarding last sentence of description—Campbell clarified that students may still enter EMT program, but just not using this course as a prerequisite. Second read and possible action will occur at next meeting.
15. Stand Alone Form Revision	**Speaker: Andrew LaManque** Document has been updated, based on feedback during previous meetings. Vanatta described changes to form. LaManque noted change to Criteria A (Appropriateness to Mission)—intent is to clarify that course should support Foothill mission; current version of form references mission noted in CA Education Code. Campbell noted that a course could meet more than one of the options. Shortened Criteria B, but still the same requirement. Please share with your constituents. Second read and possible action will occur at next meeting.

16. Good of the Order	
17. Adjournment	**3:29 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 (SRC), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Ray Kaupp (guest—AVP Workforce), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Leticia Serna (CNSL), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

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: Kimberly Escamilla

Proposed Number: ENGL 38   **Proposed Units:** 4
Proposed Hours: 4 hours lecture
Proposed Transferability: UC/CSU
Proposed Title: Literature of Protest in America

Proposed Catalog Description & Requisites:
An exploration of protest found in literature, music, and art in the United States. We examine art forms such as short stories, poetry, drama, music, paintings, and film, which helped to inform, sustain, comfort, and empower during difficult periods of human history. We analyze and evaluate how these various artists construe the relationship between aesthetics and politics (that is, the social/political purposes of their art) is the central question we will seek to answer. By examining the ways in which each work confronts the status quo of an inhumane, often brutal society, we will trace a tradition of protest and discover the means and methods of protest from several different writers, musicians, filmmakers, and artists.

Proposed Discipline: English
(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?
English AA, English ADT, Social Justice ADT

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

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
CHEM 30A: Survey of Inorganic & Organic Chemistry	R. Nguyen	Prereq: MATH 220 (Elementary Algebra)	Updating for 2018-19
C S 3C: Advanced Data Structures & Algorithms in Python	E. Haight	Prereq: C S 3B (Intermediate Software Design in Python)	New for 2018-19
ENGL 110: Introduction to College Writing	V. Fong	Prereq: ENGL 209 (Introduction to College Reading)	Ongoing
ESLL 246: Applied Grammar & Editing Skills	R. Morasci	Prereq: ESLL 236 (Advanced Grammar)	Ongoing
JAPN 4: Intermediate Japanese I	I. Rakow	Prereq: JAPN 3 (Elementary Japanese III)	Ongoing
JAPN 5: Intermediate Japanese II	I. Rakow	Prereq: JAPN 4 (Intermediate Japanese I)	Ongoing
JAPN 6: Intermediate Japanese III	I. Rakow	Prereq: JAPN 5 (Intermediate Japanese II)	Ongoing
JAPN 13A: Intermediate Conversation I	I. Rakow	Prereq: JAPN 3 (Elementary Japanese III)	Ongoing
JAPN 13B: Intermediate Conversation II	I. Rakow	Prereq: JAPN 13A (Intermediate Conversation I)	Ongoing
JAPN 14A: Advanced Conversation I	I. Rakow	Prereq: JAPN 13B (Intermediate Conversation II)	Ongoing
JAPN 14B: Advanced Conversation II	I. Rakow	Prereq: JAPN 14A (Advanced Conversation I)	Ongoing
MATH 1BH: Honors Calculus II	Z. Cembellin	Coreq: MATH 1BHP (Honors Calculus II Seminar)	New for 2018-19
THTR 20C: Acting III	T. Gough	Prereq: THTR 20A (Acting I)	Ongoing

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: CRWR 25A Poetry in Community

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 I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Course Number & Title: CRWR 25A Poetry in Community

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: <u>Must</u> include the following:
Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;
Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

From Course Objectives
C. interpret contemporary poetry within structure of relevant racial, ethnic, gender, class, aesthetic approach, linguistic, and cultural contexts

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

From Course Objectives
B. evaluate and compare ways communities have used poetry create space, sustain community, challenge stereotypes, preserve cultural knowledge, and respond to injustice

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

From Course Content

B. Representation of community-building movements through poetry such as
   1. Harlem Renaissance
   2. Nuyorican Café
   3. Nicaraguan Poets
   4. Native American Renaissance and contemporary indigenous poetry including Pacific Island indigenous communities
   5. Poetry from prison and internment camps
   6. Poetry from social movements (e.g., labor movements, LGBTQ)
   7. Poetry and social media platforms
C. Selected contemporary poetry as found in any of the following:
   1. contemporary poetry chap books
   2. contemporary poetry anthologies
   3. contemporary poetry collections
   4. Interviews with contemporary poets
D. Multicultural Poetic Forms such as
   1. Comparative poetic forms and aesthetic features in contemporary poetry
   2. Ghazal
   3. Sonnet
   4. Haiku, tanka, renga, hokku

5. Blues, jazz poetry, hip hop, spoken word
6. Corridos
7. Classical odes, Latin American ode
8. Dramatic dialogue
9. Visual and experimental poetry
10. Anti-poetry
11. Free-verse

F. Creative emulation of selected poetry
1. Compose poems that emulate form (e.g., ghazal, pantoum, imagist, blues, free verse, etc.)
2. Compose poems that use particular devices specific to selected poetry (e.g., linguistic codes, dialogue, repetition, creative use of titles, experimental punctuation, line breaks, etc.)
3. Compose poems that emulate subject matter or thematic considerations of selected poetry

G. Guest craft talks and lectures with selected, local poets
1. Guest poets discuss poetics, process, and craft with student

H. Critique student poetry in workshop setting
1. Analysis of peer writing
2. Critical feedback
3. Mutual sense of purpose
4. Awareness of process
5. Revision strategies to develop voice
6. Editing and self-editing skills

From Course Objectives

A. Define community in various contexts reflected in contemporary literature
B. Evaluate and compare ways communities have used poetry create space, sustain community, challenge stereotypes, preserve cultural knowledge, and respond to injustice
D. Recognize and compare poetic forms and aesthetic features from diverse cultures, and especially, contemporary, local poets

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H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

From Course Objectives
B. Evaluate and compare ways communities have used poetry create space, sustain community, challenge stereotypes, preserve cultural knowledge, and respond to injustice

From Course Content
B. Representation of community-building movements through poetry such as
1. Harlem Renaissance
2. Nuyorican Café
3. Nicaraguan Poets
4. Native American Renaissance and contemporary indigenous poetry including Pacific Island indigenous communities
5. Poetry from prison and internment camps
6. Poetry from social movements (e.g., labor movements, LGBTQ)
7. Poetry and social media platforms

D. Multicultural Poetic Forms such as
1. Comparative poetic forms and aesthetic features in contemporary poetry
2. Ghazal
3. Sonnet
4. Haiku, tanka, renga, hokku
5. Blues, jazz poetry, hip hop, spoken word
6. Corridos

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7. Classical odes, Latin American ode
8. Dramatic dialogue
9. Visual and experimental poetry
10. Anti-poetry
11. Free-verse

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H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

From Course Objectives

E. Analyze and interpret use of poetic elements such as diction, rhyme, meter, form, figurative language, imagery, assonance, consonance, internal rhyme, et. al. and the impact the use of such devices have on reader
F. Compose poems that emulate elements of poetry used by selected authors of study
I. Plan, organize, and execute a community reading of writing done throughout the quarter

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

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

From Course Objectives

E. Analyze and interpret use of poetic elements such as diction, rhyme, meter, form, figurative language, imagery, assonance, consonance, internal rhyme, et. al. and the impact the use of such devices have on reader

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

From Course Content

B. Representation of community-building movements through poetry such as
    1. Harlem Renaissance
    2. Nuyorican Café
    3. Nicaraguan Poets
    4. Native American Renaissance and contemporary indigenous poetry including Pacific Island indigenous communities
    5. Poetry from prison and internment camps
    6. Poetry from social movements (e.g., labor movements, LGBTQ)
    7. Poetry and social media platforms
C. Selected contemporary poetry as found in any of the following:
    1. contemporary poetry chap books
    2. contemporary poetry anthologies
    3. contemporary poetry collections
    4. Interviews with contemporary poets
D. Multicultural Poetic Forms such as
    1. Comparative poetic forms and aesthetic features in contemporary poetry
    2. Ghazal
    3. Sonnet
    4. Haiku, tanka, renga, hokku
    5. Blues, jazz poetry, hip hop, spoken word

6. Corridos
7. Classical odes, Latin American ode
8. Dramatic dialogue
9. Visual and experimental poetry
10. Anti-poetry
11. Free-verse

F. Creative emulation of selected poetry
   1. Compose poems that emulate form (e.g., ghazal, pantoum, imagist, blues, free verse, etc.)
   2. Compose poems that use particular devices specific to selected poetry (e.g., linguistic codes, dialogue, repetition, creative use of titles, experimental punctuation, line breaks, etc.)
   3. Compose poems that emulate subject matter or thematic considerations of selected poetry

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

From Course Objectives

A. Define community in various contexts reflected in contemporary literature
B. Evaluate and compare ways communities have used poetry create space, sustain community, challenge stereotypes, preserve cultural knowledge, and respond to injustice
C. Interpret contemporary poetry within structure of relevant racial, ethnic, gender, class, aesthetic approach, linguistic, and cultural contexts

From Course Content

A. Examples of community in various contexts in contemporary literature such as
   1. Citizenship and legal status (e.g., undocumented, incarcerated state, refuges status)
   2. Ethnicity
   3. Religion
   4. Gender
   5. Sexual orientation
   6. Geographical location/place
   7. Labor conditions
   8. Linguistic
   9. Physical limitations
B. Representation of community-building movements through poetry such as
   1. Harlem Renaissance
   2. Nuyorican Café
   3. Nicaraguan Poets
   4. Native American Renaissance and contemporary indigenous poetry including Pacific Island indigenous communities
   5. Poetry from prison and internment camps
   6. Poetry from social movements (e.g., labor movements, LGBTQ)
   7. Poetry and social media platforms

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

From Course Objectives

B. Evaluate and compare ways communities have used poetry create space, sustain community, challenge stereotypes, preserve cultural knowledge, and respond to injustice
C. Interpret contemporary poetry within structure of relevant racial, ethnic, gender, class, aesthetic approach, linguistic, and cultural contexts

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AREA I - HUMANITIES

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):

From Course Objectives

C.   Interpret contemporary poetry within structure of relevant racial, ethnic, gender, class, aesthetic approach, linguistic, and cultural contexts
D.   Recognize and compare poetic forms and aesthetic features from diverse cultures, and especially, contemporary, local poets
E.   Analyze and interpret use of poetic elements such as diction, rhyme, meter, form, figurative language, imagery, assonance, consonance, internal rhyme, et. al. and the impact the use of such devices have on reader
F.   Compose poems that emulate elements of poetry used by selected authors of study
G.   Engage in conversation with selected, local poets of study on process and content
H.   Critique student poetry in workshop setting
I.   Plan, organize, and execute a community reading of writing done throughout the quarter

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

Matching course component(s):

From Course Content

I.   Community reading and class publication of work
  1.   Outreach and marketing
  2.   Find a venue, location for reading
  3.   Design a program
  4.   Skills for performing poetry in public
  5.   Outreach to guest poets or featured readers
  6.   Decision-making about how to anthologize and publish class work (e.g., online journals, blogs, website, zines, chapbooks, etc.)

From Methods of Evaluation

J.   Organization of community reading
K.   Personal or communal publication of poems and other written pieces created in response to texts studies

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

Matching course component(s):

From Course Content

D.   Multicultural Poetic Forms such as
  1.   Comparative poetic forms and aesthetic features in contemporary poetry
  2.   Ghazal
  3.   Sonnet
  4.   Haiku, tanka, renga, hokku
  5.   Blues, jazz poetry, hip hop, spoken word
  6.   Corridos
  7.   Classical odes, Latin American ode
  8.   Dramatic dialogue
  9.   Visual and experimental poetry
  10. Anti-poetry

11. Free-verse
E. Relevant terminologies and analytic techniques such as
   1. Connotative, denotative meaning and wordplay
   2. Structure of ideas, references, images, use of repetition, dialogue
   3. Rhythm of lines, meter, and attention to performance of poetry
   4. Assonance, consonance, and use of internal rhyme to convey tone or emotion in poetry
   5. Image, symbolic and figurative language connected to particular themes
F. Creative emulation of selected poetry
   1. Compose poems that emulate form (e.g., ghazal, pantoum, imagist, blues, free verse, etc.)
   2. Compose poems that use particular devices specific to selected poetry (e.g., linguistic codes, dialogue, repetition, creative use of titles, experimental punctuation, line breaks, etc.)
   3. Compose poems that emulate subject matter or thematic considerations of selected poetry
G. Guest craft talks and lectures with selected, local poets
   1. Guest poets discuss poetics, process, and craft with student

From Methods of Evaluation
A. 4-5 critical analysis responses to assigned published writings

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):

From Course Content
A. Examples of community in various contexts in contemporary literature such as
   1. Citizenship and legal status (e.g., undocumented, incarcerated state, refuges status)
   2. Ethnicity
   3. Religion
   4. Gender
   5. Sexual orientation
   6. Geographical location/place
   7. Labor conditions
   8. Linguistic
   9. Physical limitations
B. Representation of community-building movements through poetry such as
   1. Harlem Renaissance
   2. Nuyorican Café
   3. Nicaraguan Poets
   4. Native American Renaissance and contemporary indigenous poetry including Pacific Island indigenous communities
   5. Poetry from prison and internment camps
   6. Poetry from social movements (e.g., labor movements, LGBTQ)
   7. Poetry and social media platforms
I. Community reading and class publication of work
   1. Outreach and marketing
   2. Find a venue, location for reading
   3. Design a program
   4. Skills for performing poetry in public
   5. Outreach to guest poets or featured readers
   6. Decision-making about how to anthologize and publish class work (e.g., online journals, blogs, website, zines, chapbooks, etc.)

B5. Information competency (ability to identify an information need, to find, evaluate and use information to

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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):

From Methods of Evaluation

K.   Personal or communal publication of poems and other written pieces created in response to texts studies

Requesting Faculty: Susie Huerta   Date: 6/13/2017

Division Curr Rep: Benjamin Armerding   Date: 6/14/2017

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown

Comments:

Recommended for approval by subcommittee 11/19/17

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 37 Science Fiction Literature: Reimagineering Reality

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 I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from **two or more** of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement **must** help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses **must** identify how they will help students achieve **at least two** of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: ENGL 37 Science Fiction Literature: Reimagineering Reality

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: <u>Must</u> include the following:
Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;
Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

Course Description:
Introduction to the evolution of science fiction, emphasizing analysis of literature and artwork in or after the age of reason, exploring how new scientific insights and technologies hypothetically shape reality through: poems, short stories, novels, plays, film, comics, paintings, or other artistic expressions. Examine how the history and evolution of this distinct literary field has inspired many different modes of art and genres of literature. Because this form of storytelling is used by artists all over the world to express the human condition and specific socio-cultural insight, the course inspires world-wide cross cultural awareness.

Course Content (Body of knowledge) -
A. Situate the rise of science fiction art--paintings, visual texts, novels, short stories, poems, and plays--in global, historical, and literary contexts.
   1. History of science fiction, early tropes and themes
      a. Narrative hints before the genre
      b. Arrival in Enlightenment/age of reason, confronting religious paradigms
      c. Images of Technology: fire to iphones, wheel to warpdrive.
   3. Variety of forms and emerging forms
      a. Age of Reason and Early narratives in Science Fiction (19th-20thcentury)
      b. Art forms: painting, literature, poetry...
      c. Comics
      d. Film: consider rise of film as artistic representation of the many tropes of sci-fi
C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

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H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

Course Content (Body of knowledge) -
C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

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H3. Develop appreciation for what is significant about human life and its creations;

AREA I - HUMANITIES

Matching course component(s):

Course Description:
Introduction to the evolution of science fiction, emphasizing analysis of literature and artwork in or after the age of reason, exploring how new scientific insights and technologies hypothetically shape reality through: poems, short stories, novels, plays, film, comics, paintings, or other artistic expressions. Examine how the history and evolution of this distinct literary field has inspired many different modes of art and genres of literature. Because this form of storytelling is used by artists all over the world to express the human condition and specific socio-cultural insight, the course inspires world-wide cross cultural awareness.

Course Content (Body of knowledge) -
C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

Course Content (Body of knowledge) -
A. Situate the rise of science fiction art--paintings, visual texts, novels, short stories, poems, and plays--in global, historical, and literary contexts.
   3. Variety of forms and emerging forms
      a. Age of Reason and Early narratives in Science Fiction (19th-20thcentury)
      b. Art forms: painting, literature, poetry...
      c. Comics
      d. Film: consider rise of film as artistic representation of the many tropes of sci-fi
B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature and art
   1. Application of literary theory to science fiction
   2. Modern Criticism: New Critical and Structural criticism
      a. Plot, theme, structures
      b. Imagery, symbol, metaphor
   3. Post-Modern Criticism, such as: Deconstruction, Feminist, Post-colonialism, Marxist, Psychoanalytical, and other literary theory
      a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
   4. Visual analysis (film/art/comics)
      a. Composition, contrast, point of view, framing, sound, music
      b. Compare literature meaning making to film
   5. Genre analysis, such as: Hard/soft sci-fi, cyber/biopunk, time travel, alternate history, (post) apocalyptic, space exploration, social science fiction, climate fiction
C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):

Course Content (Body of knowledge) -
A. Situate the rise of science fiction art--paintings, visual texts, novels, short stories, poems, and plays--in global, historical, and literary contexts.
   3. Variety of forms and emerging forms

a. Age of Reason and Early narratives in Science Fiction (19th-20thcentury)
b. Art forms: painting, literature, poetry...
c. Comics
d. Film: consider rise of film as artistic representation of the many tropes of sci-fi

B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature and art
1. Application of literary theory to science fiction
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   a. Plot, theme, structures
   b. Imagery, symbol, metaphor
3. Post-Modern Criticism, such as: Deconstruction, Feminist, Post-colonialism, Marxist, Psychoanalytical, and other literary theory
   a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
4. Visual analysis (film/art/comics)
   a. Composition, contrast, point of view, framing, sound, music
   b. Compare literature meaning making to film
5. Genre analysis, such as: Hard/soft sci-fi, cyber/biopunk, time travel, alternate history, (post) apocalyptic, space exploration, social science fiction, climate fiction

C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
1. Critique and analyze science fiction narratives across cultures
2. Separate content/form in cultural settings
3. Socio-cultural issues addressed through science fiction
4. Compare/contrast similar tropes, forms, or themes across cultures/history

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

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

Course Content (Body of knowledge) -
B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature and art
1. Application of literary theory to science fiction
2. Modern Criticism: New Critical and Structural criticism
   a. Plot, theme, structures
   b. Imagery, symbol, metaphor
3. Post-Modern Criticism, such as: Deconstruction, Feminist, Post-colonialism, Marxist, Psychoanalytical, and other literary theory
   a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

Course Content (Body of knowledge) -
A. Situate the rise of science fiction art--paintings, visual texts, novels, short stories, poems, and plays--in global, historical, and literary contexts.
3. Variety of forms and emerging forms
   a. Age of Reason and Early narratives in Science Fiction (19th-20thcentury)
   b. Art forms: painting, literature, poetry...
   c. Comics
   d. Film: consider rise of film as artistic representation of the many tropes of sci-fi
B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature and art
4. Visual analysis (film/art/comics)
   a. Composition, contrast, point of view, framing, sound, music
   b. Compare literature meaning making to film

5. Genre analysis, such as: Hard/soft sci-fi, cyber/biopunk, time travel, alternate history, (post) apocalyptic, space exploration, social science fiction, climate fiction

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

Course Content (Body of knowledge) -
B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature and art
   1. Application of literary theory to science fiction
   2. Modern Criticism: New Critical and Structural criticism
      a. Plot, theme, structures
      b. Imagery, symbol, metaphor
   3. Post-Modern Criticism, such as: Deconstruction, Feminist, Post-colonialism, Marxist, Psychoanalytical, and other literary theory
      a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
   4. Visual analysis (film/art/comics)
      a. Composition, contrast, point of view, framing, sound, music
      b. Compare literature meaning making to film
   5. Genre analysis, such as: Hard/soft sci-fi, cyber/biopunk, time travel, alternate history, (post) apocalyptic, space exploration, social science fiction, climate fiction
C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):

Course Content (Body of knowledge) -
C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

Course Content (Body of knowledge) -
B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature and art
   1. Application of literary theory to science fiction
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      a. Plot, theme, structures
      b. Imagery, symbol, metaphor
   3. Post-Modern Criticism, such as: Deconstruction, Feminist, Post-colonialism, Marxist, Psychoanalytical, and other literary theory
      a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
   4. Visual analysis (film/art/comics)
      a. Composition, contrast, point of view, framing, sound, music
      b. Compare literature meaning making to film
   5. Genre analysis, such as: Hard/soft sci-fi, cyber/biopunk, time travel, alternate history, (post) apocalyptic, space

exploration, social science fiction, climate fiction

C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

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 Content (Body of knowledge) -

B. Apply basic literary terminologies, theories, categories, motifs, and genres appropriate to an introductory college-level discussion of literature and art
   1. Application of literary theory to science fiction
   2. Modern Criticism: New Critical and Structural criticism
      a. Plot, theme, structures
      b. Imagery, symbol, metaphor
   3. Post-Modern Criticism, such as: Deconstruction, Feminist, Post-colonialism, Marxist, Psychoanalytical, and other literary theory
      a. Multiplicity of meanings through different lenses appropriate to textual/visual analysis
   4. Visual analysis (film/art/comics)
      a. Composition, contrast, point of view, framing, sound, music
      b. Compare literature meaning making to film
   5. Genre analysis, such as: Hard/soft sci-fi, cyber/biopunk, time travel, alternate history, (post) apocalyptic, space exploration, social science fiction, climate fiction

C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places
   1. Critique and analyze science fiction narratives across cultures
   2. Separate content/form in cultural settings
   3. Socio-cultural issues addressed through science fiction
   4. Compare/contrast similar tropes, forms, or themes across cultures/history

Methods of Evaluation -

A. At least two critical papers and/or essay exams.

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):

Methods of Evaluation -

A. At least two critical papers and/or essay exams.

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 Content (Body of knowledge) -

C. Appraise the value, cross-cultural significance, and meaning of science fiction as art in various times and places

AREA I - HUMANITIES

1. Critique and analyze science fiction narratives across cultures
2. Separate content/form in cultural settings
3. Socio-cultural issues addressed through science fiction
4. Compare/contrast similar tropes, forms, or themes across cultures/history

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 –
A. At least two critical papers and/or essay exams.

Requesting Faculty: Brian Lewis   Date: 5/18/17

Division Curr Rep: Benjamin Armerding   Date: 6/13/2017

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown

Comments:

Recommended for approval by subcommittee 11/21/17

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

General Education Review Request
AREA I - HUMANITIES

Course Number & Title: HUMN 7H Honors Global Religions: Contemporary Practices & Perspectives

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 I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Course Number & Title: HUMN 7H Honors Global Religions: Contemporary Practices & Perspectives

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: <u>Must</u> include the following:

Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;
Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;

Matching course component(s):

2. C. broaden perspectives on how religious thought influences topics such as human rights, war, peace, globalization, etc.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. G. analyze cultural production as both instruments of social control and ideological change.

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;

Matching course component(s):

2. B. express curiosity about the intersection of religion and culture.
2. C. broaden perspectives on how religious thought influences topics such as human rights, war, peace, globalization, etc.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. E. explain the relationship between religion, art and social organization in both Western and non-Western contexts.
2. F. use diverse religious practices and cultural traditions as a framework for a more complex understanding of the contemporary world.

H3. Develop appreciation for what is significant about human life and its creations;

Matching course component(s):

2. B. express curiosity about the intersection of religion and culture.
2. C. broaden perspectives on how religious thought influences topics such as human rights, war, peace, globalization, etc.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2.G. analyze cultural production as both instruments of social control and ideological change.

H4. Make reasoned judgments that reflect ethical and aesthetic human values;

Matching course component(s):

2. A. engage in critical, creative, and independent thinking.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.

2. I. think through moral and ethical problems and to examine one's own assumptions.

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

Matching course component(s):
1. A. engage in critical, creative, and independent thinking.
2. G. analyze cultural production as both instruments of social control and ideological change.
2. J. improve both oral and written communication, especially through critical reading and analysis.

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

H6. Understanding of the ambiguities, vagaries, and value inherent in human language;

Matching course component(s):

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;

Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression;

Matching course component(s):

H9. Appreciation of our common humanity within the context of diverse cultures;

Matching course component(s):
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. E. explain the relationship between religion, art and social organization in both Western and non-Western contexts.
2. F. use diverse religious practices and cultural traditions as a framework for a more complex understanding of the contemporary world.
2. I. think through moral and ethical problems and to examine one's own assumptions.

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):
2. A. engage in critical, creative, and independent thinking.
2. D. apply critical approaches to the analysis of various modes of cultural production in relation to various religious practices and understanding.
2. H. develop the habit of learning and responding to new ideas and challenges.
2. J. improve both oral and written communication, especially through critical reading and analysis.

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):
2. H. develop the habit of learning and responding to new ideas and challenges.
2. J. improve both oral and written communication, especially through critical reading and analysis.

9. B. Discussion
9. C. Cooperative learning exercises
9. D. Oral presentations

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):
2. H. develop the habit of learning and responding to new ideas and challenges.
2. J. improve both oral and written communication, especially through critical reading and analysis.

6. B. Three or more one-page response papers.
6. C. One term paper.

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):
2. F. use diverse religious practices and cultural traditions as a framework for a more complex
    understanding of the contemporary world.
2. I. think through moral and ethical problems and to examine one's own assumptions.

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):

Requesting Faculty: Falk Cammin   Date: May 16, 2017
Division Curr Rep: Bill Ziegenhorn   Date: May 16, 2017

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Carolyn Brown

Comments:

Recommended for approval by subcommittee 11/19/17

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 60E

Course Title: AHA First Aid/CPR – Non-Healthcare Provider

Catalog Description:

> Designed primarily for the workplace first aid provider, this course follows current medical and educational guidelines and meets federal and state OSHA regulatory requirements for training employees in adult CPR and first aid. Designed for those with an occupational requirement to be trained in first aid and who may be expected to provide care until professional help arrives, as well as any individual who wishes to be trained in what to do in the event of an emergency until professional help arrives. Not intended to be used as a prerequisite for individuals entering the EMT program.

Are you requesting Stand Alone Approval for the course on a <u>temporary</u> or <u>permanent</u> 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 the degree/certificate to which the course will be added:

  <div style="border:1px solid"> </div>

  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?)

  <div style="border:1px solid"> </div>

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. <u>Secondary</u>: 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 allows students to get certification in First Aid/CPR to seek employment in childcare, bus driver, and other professions requiring this certification. This course allows individuals to be recertified to maintain employment. There are some EMS providers, such as Search and Rescue, clinical facilities, and other professions, both private and volunteer, that will only accept AHA certification.

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 required by State of California EMSA Title 22 regulations for Child care and bus drivers. See attached regulations that outline the requirements for the above professions. In addition there are other professions that require this training, for which a document is attached, as well.

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)

<u>DWH</u> 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)

<u>DWH</u> 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)

<u>DWH</u> 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: <u>Dave Huseman</u>   **Date:** <u>5-5-17</u>

Division Curriculum Representative: Sara Cooper   **Date:** 6/21/17

Date of Approval by Division Curriculum Committee: 6/21/17

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

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by Lauren
Diffendarfer
*Medical
Educator,
NHCPS*
posted on Apr 28,
2016, at 11:02 pm

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non-medical fields are
cracking down on
employee safety and are
beginning to see the
crucial importance of this
life-saving knowledge.

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Our CPR Course
>

Its hard to imagine having to use CPR on a victim of
cardiac arrest, but the reality of the prevalence of
sudden cardiac arrest in America is shocking; more
than 350,000 people in the United States experience
cardiac arrest every year.

While CPR is typically associated with health care and
medical careers, laypersons can too benefit from CPR
certification, leverage their careers and even save a
live. Youll be surprised to find that these employers
often call for their employees to be certified:

20 Non-Medical Careers with CPR Certification Pre-requisites

1. Fireman

Firemen are required to save humanity from disaster
situations and promote public health and safety.
Firefighters could need to use CPR several times a
month or week within their demanding practice. If you
are considering a career as a firefighter, consider
tackling CPR certification beforehand to demonstrate
preparedness and caution to your potential employers.

2. Coaches and Athletic Trainers

Cardiac arrest doesn't discriminate age. Anyone, even children and young adults, can experience it and require CPR. Coaches and athletic trainers often push their students cardiac abilities, endurance and stamina.

3. Volunteers

From volunteering abroad to simply volunteering at a local food bank, volunteering often involves physical activities that can be strenuous on the human body such as heavy lifting, poor weather conditions or long hours without sitting. Volunteers are often asked to complete up-to-date CPR certification by coordinators because of the higher-risk environment.

4. Construction Worker

Construction workers do it all pour cement, haul heavy materials and operate complex machinery. These physically demanding conditions create a high-risk workplace, so CPR certification is a necessity.

5. Child Care Provider

Like stated above, infants and children can need CPR, especially with the increase risk in choking. Childcare providers are essentially responsible for a childs life during the time they are working. Adult CPR differs from infant and child CPR, so having the proper certification is critical.

6. Electrician

A career as an electrician is considered high-risk for safety, as they are exposed to the potential electric shock, high temperatures, toxic chemicals, fires, explosions and so much more everyday. With these hazardous conditions, the ability to act in an emergency situation is a must.

7. Flight Attendant

Flight attendants are the only readily available staff on a flight, and are often responsible for taking proper action in the case of an emergency. We've all seen the horror scenes in the movies when an emergency occurs on flight, and no passengers have medical knowledge. Flight attendants have to be equipped to use CPR and an AED during flight and while in the airport.

" Did you know: The
American Heart
Association has
begun installing **CPR
kiosks** in airports
where the public can
interactively touch
up or learn CPR
skills while traveling!

8. Jail and Prison Personnel

Correctional officers and other jail and prison
personnel are responsible for supervising the activities
of inmates, enforcing rules, aiding in rehabilitation, etc.
They often experience unsanitary conditions,
contraband, weapons, violence and are constantly
around people of all ages and demographics.
Understanding what to do in the case of a cardiac
emergency is crucial in this line of work.

9. Lifeguard

Lifeguards are responsible for the lives of pool and
beach-goers, and should be equipped to know how to
perform CPR, understand first aid basics and be able to
use an AED as emergencies can occur both in and out
of the water. There are specific rules for infant and
children CPR, which should be differentiated from the
more commonly learned adult CPR. From the
possibility of drowning to falling, all lifeguards must be
certified.

10. Nanny and Babysitter

Dedicated nannies and babysitters understand the responsibility to always put the safety of the child or children being watched first. Children are especially susceptible for CPR and first aid intervention as they are more exploratory and unaware of what is safe and unsafe. Most parents and employers looking to hire a babysitter or nanny wont consider any applicants not certified in CPR.

11. Server

Not only are servers constantly around people, but they are also around people in a busy environment where choking, falling, and cardiac emergencies can happen. CPR and first aid knowledge is critical while working in the food and beverage industry.

12. Manager

Managers, whether retail, restaurant or small business, are responsible for employee actions, but are also typically liable for the health and wellness of the staff. Individuals are disposed to a variety of conditions that may be unsafe at work. Therefore, managers should know the proper action to save a life.

13. Teacher and School Staff

Like mentioned above, children are prone to injury, illness and choking more so than adults so CPR and

first aid knowledge is often a requirement among employers looking to hire staff at schools.

14. Secretary

Secretaries may be the first and only person to see someone. They typically oversee the lobby or common areas of buildings where there may not be many people nearby.

15. Counselor

Counselors see individuals who may be experiencing difficult times when mental and physical health is diminished. Counselors typically work with one individual, couple or family during long hours. Because of these conditions, knowing how to act in an emergency is crucial.

16. Security Guard

Security guards have a wide variety of duties, which include patrolling property, monitoring surveillance, controlling traffic, etc. Essentially, security guards are responsible for maintaining a safe environment for all individuals and employees in the surrounding areas.

17. Parent

While parenting isnt necessarily a career, the workload and responsibilities of parenting are some of the greatest out there. Like nannies and babysitters, parents should prioritize their childrens safety first and foremost, and should consider becoming CPR, AED and first aid certified as emergencies, injury and illness are inevitable.

18. Yoga Teacher

The efforts exuded during yoga may test a persons physical and mental limitations. The high intensity stretches and high temperatures put yogis at a high risk for emergency.

19. Social Worker

Like counselors, social workers work with individuals and families intimately and should always be prepared for both minor and major emergencies.

20. Student

Being CPR certified as a student will not only boost your resume, but will also prepare you to act in an emergency during classes, seminars and within close living quarters, like dorm rooms.

According to the American Heart Association, 70 percent of American bystanders feel helpless during an experience of sudden cardiac arrest, so they neglect to do anything. Without CPR, a victim can experience brain damage or death within minutes, and usually medical help arrives too late. In a perfect world, everyone would choose to be CPR certified. First aid and cardiac emergencies dont favor anyone, anywhere. Choosing to be certified can be the difference between getting the job, but can also be the difference between life and death.

Did you know the AHA updates CPR guidelines every 5 years? Check out our blog post: AHA 2015 Guidelines are Published: CPR key points to see the latest updates!

**CALIFORNIA EMERGENCY MEDICAL
SERVICES AUTHORITY**

Welcome Child Care Provider

Child Care Provider training consists of 16 hours of training for first-time licensees. The hours of training must be completed as follows:

- 4 hours of pediatric First Aid
- 4 hours of pediatric CPR/AED
- 8 hours of Preventive Health and Safety Training

Every two (2) years, child care providers must renew their training by completing 4 hours of pediatric First Aid and 4 hours of pediatric CPR. If an instructor provides a course in fewer hours than required, the training is not in compliance with the law. **Report this situation to the EMS Authority at (916) 322-4336.**

Before agreeing to pay for a training course in pediatric First Aid, pediatric CPR, or Preventive Health practices, ask to see the training program or instructors certification card or other documents authorizing them to train child care providers.

Approved Training Programs

Find an approved training provider to complete your required 16 hours of childcare training:

- First Aid & CPR Training Programs

- Preventative Health Training Programs

Frequently Asked Questions

How long should my child care training be?

- Training should be a total of 16 hours. It is broken down into four hours of pediatric First Aid, four hours of pediatric CPR and eight hours of Preventive Health and Safety practices.

Can I take shortened class in pediatric first and and CPR since I am only renewing my training?

- No. The training for pediatric First Aid and CPR is required to be a total of 8 hours, four hours each, every time a child care provider retakes the courses. Pediatric First Aid and CPR must be repeated every two years.

Can I take online courses for the 16 hours of training?

- No. Based on the current statute, there cannot be any online courses for child care training.

Can I take my pediatric first aid and CPR training from the American Red Cross or the American Heart Association? If so, do I need the EMSA stickers on their course completion cards?

- Yes, you can take pediatric First Aid and CPR training from the American Red Cross or American Heart Association. No, an EMSA sticker should not be on the American Red Cross or American Heart Association completion cards. It is illegal for the EMSA Stickers to be placed on these cards.

Can I take my preventive health and safety practices training from the American Red Cross or the American Heart Association?

- Preventive Health and Safety practices courses must be taken through an EMSA-approved program.

Are there any other organizations where I can take my training?

- Yes, you can also take your pediatric First Aid and CPR training and Preventive Health and Safety practices training from an accredited college or university. You will not need an EMSA sticker for these courses. You will need a transcript to prove to Child Care Licensing that you have taken college courses.

If my training was shortened, what should I do?

- The EMS Authority monitors approved courses for compliance with the laws governing child care training.

  Please report problems of shortened EMSA approved child care training to:
  Lucy Chaidez
  (916) 431-3678
  Lucy.Chaidez@emsa.ca.gov

What if my training was shortened from either the American Red Cross or the American Heart Association?

- If you have received shortened child care first aid and CPR training from either the

American Red Cross or the American Heart Association, you should report these issues to their main offices. You can find their numbers on their websites.

If I have a question regarding licensing issues with my day care homes or center, do I call EMSA?

- No, Licensing issues are handled by your regional Child Care Licensing Regional Office. For the list of child care Licensing Regional offices, you can go to:

  http://www.ccld.ca.gov/res/pdf/cclistingMaster.pdf

- For general child care licensing information, you may go to:

  http://www.cdss.ca.gov/

For More Information

Emergency Medical Services Authority
10901 Gold Center Drive, Suite 400
Rancho Cordova, CA 95670
Phone: (916) 322-4336

Office of Governor
Edmund G. Brown Jr.
Visit his Website

Health & Human Services
Agency Secretary
Diana S. Dooley
Visit her Website

EMSA Director
Dr. Howard Backer
Visit his Website

Related Links

Commission on EMS

Local EMS Agencies

Central Registry
California EMS Personnel Database

**CALIFORNIA EMERGENCY MEDICAL
SERVICES AUTHORITY**

Welcome to School Bus Driver Training Information

School Bus Drivers are required, by statute, to pass a CHP first aid exam or take an American Red Cross or EMSA-approved training course. This page contains information on EMSA-approved training programs and how to become an training program for School Bus Drivers.

EMSA Approved School Bus Driver Training Programs

- Approved School Bus Driver Programs

Training Program Information

The School Bus Driver First Aid training program review fee is $500.

- School Bus Driver First Aid Application

Please return completed application(s) to the:

State of California, EMS Authority
Attention: Child Care Program
10901 Gold Center Drive, Suite 400
Rancho Cordova, CA 95670-6073

Please allow 60 days for review of your application

Regulations and Statutes for School Bus Drivers

- Regulations: First Aid for School Bus Drivers [PDF]
- School Bus Driver Statute

Frequently Asked Questions

Where can I take the school bus driver first aid training?

- School bus driver first aid can be taken from American Red Cross or an EMSA approved program. *WE ARE APPROVED TRAINING SITE*

I'd like to submit a training program for review, to teach first aid to school bus drivers. How can I do this?

- You will need to submit a complete application, all course materials for your training program and application fee of $500. Allow minimum of 60 days for approval; Once received by EMSA.

Are there any fees to apply for the school bus driver training program?

- Yes. The application and review fee for a school bus driver first aid training program is $500. Once a program is approved, renewal fees are $500 every four years.

For More Information

Emergency Medical Services Authority
10901 Gold Center Drive, Suite 400
Rancho Cordova, CA 95670
Phone: (916) 322-4336

Office of Governor
Edmund G. Brown Jr.
Visit his Website

Health & Human Services
Agency Secretary
Diana S. Dooley
Visit her Website

EMSA Director
Dr. Howard Backer
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Related Links

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Submissions Course Outline Editor

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Biological and Health Sciences

AHS 60E   AHA FIRST AID/CPR FOR THE NON-HEALTHCARE PROVIDER

Edit Course Outline

AHS 60E	AHA FIRST AID/CPR FOR THE NON-HEALTHCARE PROVIDER	Summer 2018
1 hour lecture, 1 hour laboratory.		**1 Unit**

Total Contact Hours: 24   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 48   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1   **Lab Hours:** 1   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: In order for certification to be current the AHA requires that card holders re-certify every two years, prior to card's expiration date.

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: CSU   **Validation:** 5/3/17

Division Dean Information -

Seat Count: 40   **Load Factor:** 0.044   **FOAP Code:** 141081

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 designed primarily for the workplace first aid provider. The course follows current medical and educational guidelines and meets federal and state OSHA regulatory requirements for training employees in adult CPR and first aid. Likely students include those with an occupational requirement to be trained in first aid and who may be expected to provide care until professional help arrives.

1. Description -

Designed primarily for the workplace first aid provider, this course follows current medical and educational guidelines and meets federal and state OSHA regulatory requirements for training employees in adult CPR and first aid. Designed for those with an occupational requirement to be trained in first aid and who may be expected to provide care until professional help arrives, as well as any individual who wishes to be trained in what to do in the event of an emergency until professional help arrives. Not intended to be used as a prerequisite for individuals entering the EMT program.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. Perform high-quality CPR on adults, children and infants.
    B. Discuss the concepts of the Chain of Survival.
    C. Describe how to perform CPR with help from others.
    D. Give effective breaths by using mouth-to-mouth or a mask for all age groups.
    E. Demonstrate how to use an AED on an adult and child.
    F. Demonstrate how to help a choking adult, child and infant.
    G. List the priorities, roles, and responsibilities of first aid rescuers.
    H. Remove protective gloves.
    I. Describe the assessment and first aid actions for the following life-threatening conditions: heart attack, difficulty breathing, choking, severe bleeding, shock, and stroke.
    J. Demonstrate how to use an epinephrine pen.
    K. Control bleeding and bandaging.
    L. Describe how to find information on preventing illness and injury.
    M. Recognize the legal questions that apply to first aid rescuers.

3. Special Facilities and/or Equipment -

    A. Computer and AV equipment
    B. AHA First Aid CPR/AED DVD
    C. CPR manikins, adult, child, and infant
    D. AED
    E. First aid equipment

4. Course Content (Body of knowledge) -

    A. High-quality CPR on adults, children and infants
        1. Perform CPR on an adult
        2. Perform CPR on an child and infant
        3. Proper technique on all three age groups
    B. The Chain of Survival
        1. Early access
        2. Early CPR
        3. Early defibrillation
        4. Early advanced life support
    C. CPR with the help from others
        1. Benefits of two person CPR

2. Roles and responsibilities
- D. Mouth-to-mouth or a mask for all age groups
  1. Proper techniques
  2. Different types of mask
- E. AED on an adult and child
  1. When to use an AED
  2. Pad placement
  3. Safety considerations
- F. FBAO events with adults, children, and infants
- G. Priorities, roles, and responsibilities of first aid rescuers
  1. Team leader
  2. Setting priorities
  3. Delegation of responsibilities
- H. Protective gloves
  1. Different types of PPE
  2. Donning and doffing of equipment
  3. Disposal of PPE
- I. Assessment and first aid actions
  1. Life-threatening conditions
     a. Heart attack
     b. Difficulty breathing
     c. Choking
     d. Severe bleeding
     e. Shock
     f. Stroke
  2. Patient assessments
  3. Signs and symptoms of various illnesses
  4. Proper treatment of various illnesses
- J. Epinephrine pen
  1. Proper use of the Epi pen
  2. Proper location for administration
  3. When the Epi pen should be used
- K. Bleeding and bandaging
  1. Bleeding control techniques
  2. Different types of bandages
  3. Proper use of a tourniquet
- L. Information on preventing illness and injury
  1. Prevention information
  2. Government resources
- M. Legal issues that apply to first aid rescuers
  1. Good Samaritan Law
  2. Treat with good intentions

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. AHA certification exam (must achieve 84%)
    B. Skills performance exam

7. Representative Text(s) -

Current American Heart Association Heartsaver First Aid CPR/AED student manual and workbook. AHA item 15-1018.

8. Disciplines -

Emergency Medical Technologies

9. Method of Instruction -

    A. Lecture presentation, classroom discussion
    B. Students will perform hands on demonstrations within group lectures
    C. Perform knowledge through simulation scenarios and skills performance

10. Lab Content -

A. Patient assessment for the adult
B. Cardiopulmonary resuscitation for adults
C. Minor treatment modality for various illness and injuries
D. Practice various role within the team structure
E. Splinting and bandaging for various injuries

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 -
Reading of student manual prior to certification exam.

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 #:   ALLD 402

Course Title: Academic Skills

Catalog Description:

An open-entry, open-exit course for students with disabilities who seek academic support in general. Instruction and review of; time management, self-advocacy, short and long term planning, note-taking and study skills, organization, test preparation, reduction of test anxiety, utilization of assistive technology.

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

<u>X</u>   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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. <u>Secondary</u>: 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 noncredit course supports the college mission as it will help to "empower students to achieve their goals" by providing instruction which will ultimately help them succeed in credit courses as well as in our "democratic society."

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 <u>demonstrable need</u> 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.)

> The Academic Skills course is for students with disabilities who need extra support in developing the skills they need to be successful in school.

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

- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

Criteria C. Curriculum Standards (please initial as appropriate)

<u>J.W.</u> 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)

<u>J.W.</u> 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)

<u>J.W.</u> 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: <u>Janet Weber</u>   **Date:** <u>11/28/17</u>

Division Curriculum Representative: <u>LeeAnn Emanuel</u> **Date:** <u>11/28/17</u>

Date of Approval by Division Curriculum Committee: <u>11/27/17</u>

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

Approved 4/30/13; Form Revision 4/27/17

Submissions Course Outline Editor

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Adaptive Learning

ALLD 402   ACADEMIC SKILLS

Edit Course Outline

ALLD 402	**ACADEMIC SKILLS**	**Summer 2018**
24 hours total.		**0 Units**

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Students with disabilities often need ongoing academic support and may need to repeat this course to continue to learn the academic skills they need to be successful.

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:** 3/29/17

Division Dean Information -

Seat Count: 30   **Load Factor:** .030   **FOAP Code:** 122010131081493031

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 assists students with disabilities and veteran students to be successful in school by having one-on-one instruction and group work in developing student success skills and knowledge about the community college system.

1. Description -

An open-entry, open-exit course for students with disabilities who seek academic support in general. Instruction and review of: time management, self-advocacy, short and long term planning, note-taking and study skills, organization, test preparation, reduction of test anxiety, utilization of assistive technology.

Prerequisite: None

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Demonstrate knowledge of self-advocacy by learning how to discuss accommodations with their professors.
B. Utilize time management skills by creating a useful calendar and manageable quarter plan.
C. Acquire study skills, such as note taking and test taking.
D. Utilize alternative media to compliment their learning style.

3. Special Facilities and/or Equipment -

None.

4. Course Content (Body of knowledge) -

A. Develop executive functioning skills:
    1. Time management
    2. Organization
    3. Course load management
    4. Calendar skills
    5. Punctuality
    6. Motivation
    7. Task initiation
    8. School/life/work balance
    9. Planning and prioritizing
    10. Self-monitoring
B. Discuss Foothill College resources and services:
    1. Assessment/Testing Center
    2. Tutoring Centers
    3. Counseling and Matriculation
    4. Psychological Services
    5. Internship Office
    6. EOPS
    7. Financial Aid
    8. Foothill Global Access
    9. Health Services
    10. Campus Safety
    11. Honors Program
    12. Learning Communities
    13. Student groups
    14. Campus Ambassadors Program
    15. Priority registration
C. Discuss resources and services within the DRC:
    1. Assistive technology
    2. Computer Access Center
    3. Learning assessments
    4. Counseling
D. Develop a plan to be a successful student by learning about and understanding:
    1. Library Resource Center services
    2. The college calendar and important dates
    3. Course catalog and schedule
    4. The syllabus
    5. Final exam schedule
    6. Academic strengths and weaknesses

E. Clarify and articulate values, career, life and educational goals:
    1. Understand and use goal setting processes
    2. Complete and discuss goal setting exercises
    3. Understand the role of self-awareness in goal setting
    4. Describe the interrelatedness of academic, personal, and career goals
    5. Identify short-term objectives that lead to long-term goals
    6. Identify books and other goal setting materials and aids
    7. Discuss the cognitive process from dreams to visions to goals
    8. Recognize the importance of value clarification in goal setting

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Class participation

7. Representative Text(s) -

None.

8. Disciplines -

Counseling

9. Method of Instruction -

    A. Individualized instruction
    B. Work in groups

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 -

None.

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 <u>temporary</u> or <u>permanent</u> 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

X_____   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:

Writing for Academic and Career Advancement

   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?)

The certificate is still in development

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. <u>Secondary</u>: 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 <u>demonstrable need</u> 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. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- 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)

<u>X   </u> The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

<u>X   </u> This is a non-degree applicable credit course (specify which one, below)

     <u>X   </u> non-degree applicable basic skills course

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

     <u>   </u> 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)

<u>X   </u> 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)

<u>X   </u> 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: <u>Katie Ha</u>   **Date:** <u>9/26/17</u>

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 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. <u>The Art of the College Essay.</u> 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.

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 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 <u>temporary</u> or <u>permanent</u> 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

X_____   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:

Writing for Academic and Career Advancement

　　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?)

The certificate is still in development

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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. <u>Secondary</u>: 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 <u>demonstrable need</u> 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. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:

- 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

<mark>**Please attach appropriate evidence to this application form.**</mark>

Criteria C. Curriculum Standards (please initial as appropriate)

<u>X</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

<u>X</u>   This is a non-degree applicable credit course (specify which one, below)

     <u>X</u>   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)

<u>X</u>   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)

<u>X</u>   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: <u>Katie Ha</u>   **Date:** <u>9/26/17</u>

Division Curriculum Representative: <u>Ben Armerding</u>   **Date:** <u>9/27/17</u>

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

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.

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 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 <u>temporary</u> or <u>permanent</u> 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

X_____   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:

Writing for Academic and Career Advancement

- 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?)

  The certificate is still in development

***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. <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2. <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.
3. <u>Secondary</u>: 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 <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **<u>transfer</u>**, 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 **<u>primarily occupational</u>**, or that respond to economic development interests, need must be demonstrated within the service area of the college. <u>Examples of the types of evidence of occupational need that may be submitted include</u>:
- 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)

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

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

        X_____ 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)

X_____ 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)

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: <u>Katie Ha</u>   **Date:** <u>9/26/17</u>

Approved 4/30/13; Form Revision 4/27/17

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 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 patters 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

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:

Course Title:

Credit Status:
_____ Credit course
_____ Noncredit course

Catalog Description:

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, nor to the Foothill GE pattern

_____ The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate 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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: 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. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
_____ Transfer
_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

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

Faculty Requestor: _____   **Date:** _____

Division Curriculum Representative: _____   **Date:** _____

Date of Approval by Division Curriculum Committee: _____

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

Item 1. Program Goals and Objectives

The goal of the Certificate of Achievement in Interventional Pulmonology is to provide advanced skill building for appropriate allied health professionals in the new field of interventional pulmonology. Upon completion of the program, the successful student will work in an interdisciplinary team led by a pulmonologist during diagnostic and therapeutic interventions involving the airway, lungs and pleura. These interventions help in the diagnosis and treatment of individuals with lung cancer, pleural diseases and management of central airway obstruction. Appropriate allied health professionals for this training include respiratory therapists, nurses and physician assistants. This program is consistent with the mission of community colleges in that it provides workforce training.

Program Learning Outcomes:
- Upon successful completion of the program, the student will have acquired the necessary knowledge and skills to assist with interventional pulmonology procedures.
- Upon completion of this program, the student will be able to demonstrate appropriate critical thinking skills, technical skills, and knowledge necessary to provide competent care in a multidisciplinary environment.

Item 2. Catalog Description

The Certificate of Achievement in Interventional Pulmonology is an interprofessional education program, which provides respiratory therapists, physician assistants and nurses with advanced training in interventional pulmonology, including diagnostic and therapeutic interventions.

Item 3. Program Requirements

The sequence of courses for this certificate are outlined below. The requirements include a research project and clinical rotations.

Requirements	Crse #	Name	Units	Sequence
Core Courses (18 Units)	RSPT 82	Orientation to Interventional Pulmonology	2	
	RSPT 83	Case-Based Analysis & Critical Thinking in Diagnostic Interventional Pulmonology	2	
	RSPT 84	Fundamentals of Pulmonary Disease	3	
	RSPT 85	Interventional Pulmonology Theory & Application	3	
	RSPT 86	Interventional Pulmonology Procedures	3	
	RSPT 87A	Interventional Pulmonology Clinical	2	

		Internship I		
	RSPT 87B	Interventional Pulmonology Clinical Internship II	2	
	RSPT 88	Interventional Pulmonology Research Project	1	

TOTAL UNITS: 18 units

Proposed Sequence:
Year 1, Fall =
Year 1, Winter =
Year 1, Spring =
TOTAL UNITS: 18 units

Item 4. Master Planning

One of the primary goals of Foothill College (and the Foothill DeAnza District) is the development of programs that support Career Technology Education goals. That statement is confirmed by the following excerpt from the Foothill-DeAnza Strategic Plan 2017-2023:

Strategic Priority #4: Career goals Key mission statement terms relative to strategic priority #4: (Mission) Student Success (Fosters) Innovation (Meeting) Career goals (Who we serve) Diversity (Developing) Broadly educated community (Developing) Socially responsible community

> Student success can mean many things. For many at the community college, success comes in the form of professional development to advance one's career, earning a Career Technology Education (CTE) certificate or degree, and/or completing an academic pathway that leads to a four-year degree in the professional field of their choice. Consequently, FHDA places a priority in understanding the professional needs of its community as well as support in achieving their professional goals.
>
> Goals:
>
> CG 4.1: Partner with business and industry within the region to prepare students for the workforce. CG 4.2: Increase employment rates for CTE participants.

The Certificate of Achievement in Interventional Pulmonology is intended to address a specific need of employers within our region. Our local hospital affiliate, El Camino Hospital, contacted the Respiratory Therapy Department and requested development of this specific training program.

Identification of Additional Resources
A bronchoscope was requested and approved through the SWP funding to be utilized in development of video demonstrations for certain IP techniques. As the program grows and expands, additional equipment will be requested as needed from SWP funding. Two additional bronchoscopes and associated equipment for IP procedures will be requested to be utilized in the basic RSPT program to introduce this advanced modality in RSPT and provide options for clinical training and practice on mannequins to supplement the clinical training courses. Training videos will be developed using this equipment and be made available in the online format.

Item 5. Enrollment and Completer Projections

In summer of 2017, the first two Interventional Pulmonology courses, RSPT 82 and 83, were offered. Enrollment was 27 in each course with a productivity at census of 409 each. In fall 2017, RSPT 84 and 85 were offered with 25 and 23 students, respectively. There was only "word of mouth" marketing done for this initial launch, therefore with marketing and outreach, we suspect the enrollment could be much higher. All courses are offered online with the exception of the clinic rotations in winter and spring (RSPT 87A and 87B). With effective marketing the projected enrollment for courses in this certificate program to grow as high as 35. As the field grows, the program could take as many as 100 students per year if marketed nationally.

Course #	Course Title	Year 1		Year 2	
		Annual Sections	Annual Enrollment	Annual Sections	Annual Enrollment
RSPT 82	Orientation to Interventional Pulmonology				
RSPT 83	Case-Based Analysis & Critical Thinking in Diagnostic Interventional Pulmonology				
RSPT 84	Fundamentals of Pulmonary Disease				
RSPT 85	Interventional Pulmonology Theory & Application				
RSPT 86	Interventional Pulmonology Procedures				
RSPT 87A	Interventional Pulmonology Clinical Internship I				
RSPT 87B	Interventional Pulmonology Clinical Internship II				
RSPT 88	Interventional Pulmonology Research Project				

Item 6. Place of Program in Curriculum/Similar Programs

Foothill College currently has a Respiratory Therapy program. This program graduates approximately 26-28 students per year. These graduates move quickly into the workforce (local hospitals or clinics) and are earning living wage jobs within six months of graduation.

The Certificate of Achievement in Interventional Pulmonology would be taken by licensed respiratory therapists working in a hospital or clinic setting. It would provide upscaling or skill builder training by provided advanced training in the field of respiratory therapy. Please see Attachment A of the Labor Market Information attachment, which is a narrative by Dr. James Canfield from El Camino Hospital, Director Interventional Pulmonology Lab, outlining the emergence of this field and the need for training of the health care providers who will assist the pulmonologists performing these procedures.

Item 7. Similar Programs at Other Colleges in Service Area

Multiple Training centers for pulmonologists (MDs) exist at medical centers across the US; however, no training for Allied Health professionals who will be assisting the pulmonologist (MD) is currently offered.

FOOTHILL COLLEGE
Labor Market Information
Certificate of Achievement in Interventional Pulmonology

Labor market data will be uninformative for the Certificate of Achievement in Interventional Pulmonology, as this is a skill builder in the health care profession. Individuals who will take this program are already trained and licensed and employed as respiratory therapists, physician assistants or nurses. This will be an additional role they can have in a clinic setting that extends the scope of their job and expands and their skill set.

Attachment A is a narrative by Dr. James Canfield from El Camino Hospital, Director Interventional Pulmonology Lab, outlining the emergence of this field and the need for training of the health care providers who will assist the pulmonologists performing these procedures.

In general, Interventional Pulmonology is a relatively new medical subspecialty. The first Board Certification for Pulmonologists (MD) in this subspecialty was Dec 6, 2013 (see Attachment B). Pulmonologists certified in this specialty will need trained respiratory therapists, physician assistants or nurses to perform the techniques and procedures in development.

In order to be at the forefront of this new subspecialty, El Camino Hospital recruited Ganesh Krishna from Stanford Hospital in 2008 to head their Interventional Pulmonology Unit (see below in Attachment C for details of El Camino Hospital Interventional Pulmonology program). Pulmonology fellows from UCSF are being trained by Dr. Krishna to bring this subspecialty to UCSF. Stanford Hospital has recently opened their Interventional Pulmonology department headed by Dr. Andrew Sung. Therefore, this field is beginning to open up locally and we believe demand will be strong for trained Allied Health professionals for this type of specialty training.

Attachment A. Definition of interventional pulmonology (IP) and the current status of IP centers in the Bay Area with confirmation of need for IP training for health care providers, written by James Canfield.

Interventional pulmonology is a subspecialty of Pulmonary Medicine that uses advanced diagnostic and therapeutic procedures to care for patients with benign and malignant diseases of the lung, airways and pleura. There has been a rapid proliferation of new pulmonary procedural technologies over the last decade. The implementation of these procedures is across the breadth diagnoses; from different types of malignant and nonmalignant diseases, including lung cancer (diagnosis and staging); metastatic cancer of the thorax; central airway obstruction (malignant, tracheal stenosis, tracheobronchomalacia); mediastinal lymph node staging; peripheral pulmonary nodules; pleural effusion; pneumothorax; and respiratory failure.

The Interventional Pulmonology (IP) Program at El Camino Hospital has grown to be one of the largest and most comprehensive programs of its kind in Northern California. The program was established in 2008 to provide patients with access to the latest, minimally invasive, state-of-the art diagnostic and therapeutic modalities to treating lung and pleural diseases. The IP division currently has a staff of 10; one Lead Therapist and the other therapist are all level 4 RRTs. Dr. Krishna and I have always believed respiratory care practitioners have the in-depth knowledge that equips them for optimal assistance in these diagnostic and therapeutic procedures. RTs often assist pulmonary physicians in invasive procedures. Assisting in bronchoscopy is one of the more frequently undertaken roles for RTs in this capacity. They need knowledge of the procedure, understanding of disease processes, insight into patient assessment, familiarity with the medications and equipment used, and the ability to anticipate the physician's next step. As new procedures are introduced, the RT must learn each procedure and acquire the skills and knowledge needed to become competent in assisting the physician, in addition to ensuring that the proper supplies are present. There are currently IP centers at California Pacific Medical Center (CPMC), UCSF, Stanford, Regional Medical Center, Good Samaritan, and El Camino Hospital. Under the leadership of Dr. Ganesh Krishna, Sutter Health will be expanding IP procedural Centers to five other Hospitals in the greater bay area. Additional there are at least 20 centers through the state.

Interventional Pulmonary didactic programs such as the one offered at Foothill College are essential to preparing the Respiratory Therapist for the emerging job opportunities.

James Canfield Jr. MBA, RPFT, COPDE
Manager, Respiratory Diagnostic Services
Respiratory Care Service
El Camino Hospital
2500 Grant Road
Mountain View, CA. 94040-4378

Attachment B. Letter from the President, American Association of Bronchology and Interventional Pulmonology (AABIP), describing first Board Certification testing for MDs in Interventional Pulmonology.

AABIP Interventional Pulmonology Board Certification Examination

Dear colleagues,

As you may be aware, the Board of Directors of the American Association of Bronchology and Interventional Pulmonology (AABIP) has committed to producing and implementing an Interventional Pulmonary Board Certification Examination. The rationale for this effort is to enhance training, clinical care, scientific exploration, and collaborative, evidence-based approaches within the field of Interventional Pulmonology.

Initial candidates for the examination will include both individuals completing fellowships in Interventional Pulmonology, as well as clinicians who are actively practicing in Bronchology and Interventional Pulmonology and meet established standards of procedural experience. Those individuals who are eligible to sit for this didactic examination and who achieve a passing score will be honored as *"Diplomates of the AABIP."*

The AABIP Board of Directors made the decision to proceed initially with a <u>didactic-only</u> Board Certification examination, which is scheduled for December 6, 2013.This exam will be produced and validated in the same format utilized by the American Board of Internal Medicine (ABIM). We vetted multiple companies that design similar examinations for other medical sub-specialty societies, and selected a North Carolina-based company, Castle International, that has extensive experience in this process. They established a feasible timetable for us to develop and implement a Board Certification Examination, and will assist in exam evaluation, implementation and distribution. Of note, Castle will be conducting a thorough statistical analysis of the exam and individual questions both during the writing process as well as over the next several years as we work on exam modifications. The AABIP also hired an attorney to review the copyright issues regarding the proposed contract with Castle, as well as other legal issues that we may encounter in this process.

The first major step needed was to form an exam writing committee responsible for the creation of the examination questions. This was composed of members of the AABIP Board of Directors and Education committee, the Association of Interventional Pulmonary Program Directors (AIPPD), as well as representatives from both academic and community Interventional Pulmonary programs, and a representative from Thoracic Surgery. The objective was to bring together a broad-based group of experienced individuals to formulate a *de novo* product, not simply a modification of the Interventional Pulmonary in-service examination. The committee convened this past January over a three-day period at the headquarters of Castle International in Morrisville, North Carolina and created over 290questions from the full spectrum of medical knowledge encompassed by the field of Interventional Pulmonology, all based directly on the best available evidence from the medical literature.

The timetable for the Board Certification Examination process will be as follows:

1) <u>May/June, 2013:</u> Open Registration for the AABIP Board Certification examination:

- Dr. George Eapen from MD Anderson Cancer Center in Houston and Ms. Claretha Bradford, Executive Assistant for the AABIP, will be coordinating efforts for registration for the examination and payment of registration fees through the AABIP website.

- Dr. Michael Machuzak from the Cleveland Clinic Foundation will be chairing the AABIP Board Eligibility Application review committee and will be responsible for selection of the membership of the committee and the schedule for reviewing applications.

- Further details on this process will be available shortly on the AABIP website.

2) <u>Friday, October 25, 2013:</u>The AABIP will be sponsoring the first annual Interventional Pulmonology Board Review Course to be held in Chicago on the day prior to the AABIP annual meeting (10/26/13) at the ACCP/CHEST conference.

- Dr. Alexander Chen from Washington University in St. Louis was asked to chair the inaugural Board Review Course, and will be selecting co-chairs and course committee members. Participants in the Board Certification exam question writing process will be ineligible to serve as chairs or committee members for the Board Review course.

- The AABIP is coordinating with Dr. Colin Gillespie from Northwestern University Medical Center in Chicago to host the Board Review Course. A recommended reading list for preparation for the Board Review Course and the AABIP Board Certification Examination has been posted on the AABIP website (http://www.aabronchology.org/education.php)

3) <mark>Friday, December 6, 2013</mark>: Date of the first AABIP Board Certification Examination. The examination testing period will be 4 hours in length, consisting of 150 questions and will be coordinated with local computer testing centers, with details to follow.

Please note that <u>no individuals will be exempt</u> or "grandfathered" from the examination. Based on precedent from other societies, members of the 2013 Board Certification Writing Committee will logically be ineligible to sit for the current version of the examination and will be granted <u>temporary</u> "Diplomate" status from 2013-2016. At that time all members of the 2013 Board Certification Writing Committee will need to sit for the 2016 examination - formulated by a new writing committee - to maintain status as a Diplomate of the AABIP.

I fully appreciate all of your assistance (and patience) as we proceed with this groundbreaking project. The Board of Directors of the AABIP fully understands that the initiation of a Board Certification Examination is a controversial measure that is certain to generate criticism from many constituencies, but feels strongly that this will be an important step forward for the field of Interventional Pulmonology. Similar certification exam implementation by Sleep Medicine and Neurocritical Care, among other medical sub-specialty organizations, has proved vital in the growth and development of these fields.

The final approved version of the AABIP Board Examination Eligibility Criteria, has been posted on the AABIP website (http://www.aabronchology.org/) The Board of Directors also understands that the AABIP represents individuals with a wide variety of interests, experience, and training, and for that reason, after much discussion, chose initial Eligibility Criteria that were designed to be inclusive, rather than exclusive. Even so, the Board recognized that there are many members of the AABIP who focus primary on <u>diagnostic</u> procedures, and therefore will be implementing in the future a Certification process for Advanced Diagnostic Pulmonology.

Please do not hesitate to contact me with your thoughts and concerns.

Respectfully submitted,

Daniel H. Sterman, M.D.
President, American Association of Bronchology and Interventional Pulmonology (AABIP)
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Pulmonary, Allergy, & Critical Care Division
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Philadelphia, Pennsylvania, USA

Attachment C. Description of Interventional Pulmonology program at El Camino Hospital.

El Camino Hospital®
THE HOSPITAL OF SILICON VALLEY

Programs and Services

Interventional Pulmonology

Interventional pulmonology is a new field within pulmonary medicine that focuses on the use of advanced diagnostic and therapeutic techniques to treat patients with lung cancer, benign airway disorders and pleural diseases. The interventional pulmonology program at El Camino Hospital Mountain View, which was founded in 2008 is one of the top interventional programs on the West Coast, providing a diagnostic and therapeutic services and cutting-edge treatment in pulmonary medicine.

An interventional pulmonologist collaborates with doctors practicing in other medical fields, such as Radiation Oncology, Thoracic Surgery and Medical Oncology, on techniques and procedures that will benefit many types of patients. We have specialized pulmonary medicine expertise with the most sophisticated techniques and technologies available to diagnose and treat many patients that are traditionally treated with more invasive procedures.

Diagnostic and Therapeutic Procedures

The conventional bronchoscopic procedures we offer include endobronchial biopsy, transbronchial needle/forceps biopsies and bronchial alveolar lavage. Bronchoscopy involves a non-surgical minimally invasive procedure to allow the physician to look inside the lungs using a bronchoscope. This can be done on an outpatient basis because no general anesthesia is involved. Bronchoscopy is a test that can help your doctor diagnose a variety of conditions, such as lung cancer, cancer of other organs that may have spread to your lungs, many types of pneumonia, tuberculosis, pneumocystis carinii pneumonia (PCP) and many other lung diseases. In some cases, bronchoscopy may allow your doctor to make a diagnosis and avoid a surgical procedure.

In addition, our minimally invasive diagnostic and interventional procedures include:

Airway Stent Placement to Address Narrowing of the Airway
Stents are small, cylindrical, expandable tubes, very similar to the types used by cardiologists to open up arteries in the heart. Interventional pulmonologists use them to open bronchial tubes that are occluded or narrowed due to infection, tumors or scar tissues.

Argon Plasma Coagulation (APC)
APC is the application of heat produced by an electric current to destroy tumor tissue or stop bleeding. An accompanying argon gas jet allows heat to be applied in a non-contact method. This non contact method is useful to cover a larger surface area, thereby shortening the procedure time.

Balloon Dilatation
This involves the opening of an airway using a balloon, similar to the opening of coronary arteries by angioplasty. This is particularly useful when the airway is too narrow, as a result of scarring after a tracheotomy, for example. Depending on the location of the airway narrowing, dilation can be performed using a flexible or rigid bronchoscope.

Bronchial Thermoplasty for the Treatment of Severe Persistent Asthma
El Camino Hospital is one of the first hospitals to offer bronchial thermoplasty (BT). Bronchial thermoplasty (BT), a device-based asthma treatment approved by the FDA, is a novel outpatient procedure that delivers precisely controlled thermal energy to reduce excess airway smooth muscle that is associated with airway constriction in patients with asthma.

Cryotherapy
This involves the destruction of airway tumors by freezing the tissue. Cryotherapy can be performed with rigid or flexible bronchoscopy. The tumor tissue undergoes repeated application of a probe that has been super-cooled; the probe is applied over the entire surface of the tumor. This procedure can be used in conjunction with argon plama coagulation to re-canalize airways occluded by a tumor or by granulation tissue, which forms as part of a healing process.

Electromagnetic Navigational Bronchoscopy
The SuperDimension inReach system we use enables physicians to access peripheral lung lesions and mediastinal lymph nodes with a minimally invasive, image-guided technique that is suitable for patients who cannot undergo more invasive procedures, patients with multiple lesions or patients who request a diagnosis before undergoing surgery. With the inReach system, physicians can gain access to distal lesions in a minimally invasive manner.

Endobronchial Ultrasound (EBUS) and Radial Probe Ultrasound (REBUS)
EBUS is a technique wherein the pulmonologist uses a special bronchoscope with an ultrasound attachment at the tip of the scope to perform biopsies in multiple areas. This technique minimizes the risk of puncturing a blood vessel and allows for better accuracy, because the pulmonologist can see the needle as it is placed inside the abnormality. This procedure is used to biopsy lymph nodes in the middle of the chest (EBUS) or peripheral lung lesions (REBUS).

Endoscopic Lung Volume Reduction
The IBV Valve System is currently under investigation in the U.S. as a new treatment option for people with severe emphysema, and who do not respond well to current medical therapies, are not eligible for invasive surgery such as lung volume reduction or lung transplantation, or who elect not to undergo such surgery.

The device has received Humanitarian Device Exemption (HDE) approval from the U.S. Food and Drug Administration (FDA) to control prolonged air leaks of the lung or significant air leaks that are likely to become prolonged, following lobectomy, segmentectomy, or lung volume reduction surgery. This HDE approval is the first for a bronchial valve procedure. The effectiveness of this device for this use has not yet been confirmed.

Fiducial Marker Placement for Stereotactic Radiosurgery
This is a minimally invasive way of placing markers used to locate tumors for precise delivery of radiation for patients who plan to undergo stereotactic radiosurgery (CyberKnife, Trilogy, and others) to treat tumors that cannot be accessed with traditional forms of surgery.

Pleuroscopy
It is a procedure similar to laparoscopy but when performed in the chest is called pleuroscopy or medical thoracoscopy. It requires the use of a small instrument with a camera that is inserted into the chest cavity through a very small incision, and it allows the physician to perform diagnostic and therapeutic procedures inside the chest.

Transbronchial Cryo Biopsy
Cryoextraction is a procedure for recanalization of obstructed airways caused by exophytic (outward-growing) tumors. Biopsy samples obtained with this method can be used for tissue diagnosis. Transbronchial cryo biopsy can be used as a substitute for surgical lung biopsy in the case of diffuse lung diseases such as pulmonary fibrosis.

Applicable Diseases

- Abnormal chest x-ray
- Amyloidosis
- Asthma
- Benign pleural effusion
- Benign tumors of the airways or lungs
- Bronchial stenosis
- Chronic obstructive pulmonary disease (COPD)/emphysema
- Complications of tracheostomy and intubation
- Diffuse lung diseases such as pulmonary fibrosis
- Foreign body extraction
- Hemoptysis (blood in sputum, aka coughing up blood)
- Lung cancer
- Lung nodule and lung mass
- Malignant pleural effusion (fluid in the pleural space)
- Mediastinal adenopathy/enlarged lymph nodes
- Relapsing polychondritis
- Tracheal stenosis
- Tracheobronchomalacia
- Wegener's granulomatosis

Research

Research that is focused on the indications for and outcomes of interventional procedures as well as the implementation of new medical devices is an important aspect of our program. We collaborate with many manufacturers and device developers. If you are interested in any of our ongoing trials, please e-mail us.

For More Information

For details about El Camino Hospital Mountain View's interventional pulmonology program, or to schedule an appointment or get a referral, call 650-962-5813 or 800-216-5556. Our interventional pulmonologist is Dr. Ganesh Krishna, MD.

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 #:   NCEN 400

Course Title: English Bridge

Catalog Description:

Introduction to college-level English coursework, providing awareness of and access to college resources and pathways, and instruction in and review of reading comprehension, writing, test-taking and study strategies. Students develop techniques for understanding, discussing and writing about college-level texts; practice sentence-combining, grammar, and mechanics; reflect on their own reading and writing process; evaluate and create strategic approaches for college-level assignments; and learn tactics for improved test-taking. Emphasis is placed on developing positive attitudes and methods when tackling challenging texts and high-stakes writing assignments, such as timed in-class exams or the English placement test. Focus on collaboration with instructors, counselors, embedded tutors, and fellow students, to build confidence and gain the tools to succeed in college.

Are you requesting Stand Alone Approval for the course on a <u>temporary</u> or <u>permanent</u> 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 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.   <u>Primary</u>: offer academic and vocational instruction at the lower division level; and
2.   <u>Primary</u>: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement.

3. <u>Secondary</u>: 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:

> NCEN 400 promotes all three of the missions for CCC. First, as a pre-collegiate, preparatory skills course for the English pathway, it "provides academic instruction at the lower division level" (1), and by serving non-traditional student populations, the course offers "education, training, and services" to enable students to pursue long-term academic goals and be more successful in eventually entering the "work force" to "advance California's . . . global competitiveness." Finally, this is a bridge course, helping high school, ESLL, adult school, and returning students remediate through instruction in English reading, writing, test-taking and study skills, as well as access to student support services, including tutors, counseling, and financial aid.

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 <u>demonstrable need</u> 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.)

> As a college focused on equity, this non-credit, preparatory course provides a diverse student body, especially non-traditional, returning, or historically under-served populations, with instruction that creates an easier path into college-level English, G.E. courses, and academic pathways. It offers a structured yet flexible classroom environment; review of the assessment test for improved placement in the English sequence; direct instruction to prepare students for the expectations of the English classroom and required reading and writing demands across the curriculum; and collaborative, engaging learning activities to motivate and encourage student success and persistence.

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

<u>X</u> 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

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

<div align="right">Approved 4/30/13; Form Revision 4/27/17</div>

_____ 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)
    X_____ 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)
    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: Allison Herman   **Date:** 6/21/17

Division Curriculum Representative: Benjamin Armerding   **Date:** 6/23/17

Date of Approval by Division Curriculum Committee: 6/23/17

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

Submissions Course Outline Editor

For authorized use only

View for Printing *(New Window)*   **Run Compare Utility** *(New Window)*

Language Arts

NCEN 400   ENGLISH BRIDGE

Edit Course Outline

NCEN 400   ENGLISH BRIDGE   **Summer 2018**
60 hours total.   **0 Units**

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Provides direct instruction and individualized skill-building activities in reading, writing, critical thinking and scaffolding high-stakes assignments. Students repeating this course will identify new goals and continue to build mastery in their skills. The course will also adapt to the needs of the students depending on the time of year offered (e.g., "Summer Bridge," "Bridge to University"). The instructor can cater the assignments to help students work toward their educational pursuits. Because students receive no college credit or grades, and there is no course fee, there are no concerns with repeatability.

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:** 6/21/17

Division Dean Information -

Seat Count: 35   **Load Factor:** .076   **FOAP Code:** 114000123031150100

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 non-credit, preparatory English Bridge course provides a diverse student body, especially non-traditional, returning, or historically under-served populations, with instruction in academic reading, writing, test-taking and study skills strategies in order to create an easier path into college-level English, general education courses, and academic pathways. It offers a structured yet flexible classroom environment; review of the assessment test for improved placement in the English sequence; direct instruction to prepare students for the expectations of the English classroom and required reading and writing demands across the curriculum; and collaborative, engaging learning activities to motivate and encourage student success and persistence.

1. Description -

Introduction to college-level English coursework, providing awareness of and access to college resources and pathways, and instruction in and review of reading comprehension, writing, test-taking and study strategies. Students develop techniques for understanding, discussing and writing about college-level texts; practice sentence-combining, grammar, and mechanics; reflect on their own reading and writing process; evaluate and create strategic approaches for college-level assignments; and learn tactics for improved test-taking. Emphasis is placed on developing positive attitudes and methods when tackling challenging texts and high-stakes writing assignments, such as timed in-class exams or the English placement test. Focus on collaboration with instructors, counselors, embedded tutors, and fellow students, to build confidence and gain the tools to succeed in college.

Prerequisite: None

Co-requisite: None

Advisory: Not recommended for students in the ESLL pathway, or those who have already taken ENGL 1A or higher.

2. Course Objectives -

The student will be able to:

    A. Navigate the college campus, access resources, and gain an awareness of college pathways
    B. Improve proficiency in critical reading
    C. Improve proficiency in academic writing
    D. Develop strategies for tackling high-stakes assignments and tests in English and across the curriculum
    E. Gain meta-cognitive awareness of personal attitudes and behaviors necessary for college success

3. Special Facilities and/or Equipment -

    A. Smart classroom
    B. Internet access
    C. Transportation for university tours, as required
    D. Testing Center accommodations for placement re-testing
    E. Embedded tutor

4. Course Content (Body of knowledge) -

    A. Navigate the college campus, access resources, and gain an awareness of college pathways
        1. Identify, locate and begin to access campus resources
            a. Student support services, such as:
                1. Counseling
                2. EOPS
                3. Financial Aid
            b. Academic support services, such as:
                1. The Teaching and Learning Center
                2. Pass the Torch
                3. Foundations Lab
                4. STEM Center
                5. Library
            c. Course management and materials resources, such as:
                1. Canvas

2. Turnitin.com
2. Identify and explore potential pathways for success and achievement of academic goals, such as:
- a. Academic paths for transfer, certificates, and degrees at the 2-year college
- b. The English sequence and learning communities, such as:
  1. FYE
  2. Puente
  3. Umoja
  4. ENGL 1S/1T
- c. University and 4-year colleges
3. Begin to develop a personal path for success, for example:
- a. Create an Educational Plan with a counselor
- b. Visit a university for a campus tour
B. Improve proficiency in critical reading
1. Develop meta-cognitive awareness of reading as a process of engagement between the reader, the text/author, and the world
   - a. Gain and express personal agency as a reader, such as:
     1. Opinions of agreement and disagreement with an author's argument
     2. Debate with classmates on a topic, issue or situation within a text
     3. Personal preference for different texts
     4. Individualized reading strategy chosen to fit a learning style
2. Learn and explore a variety of active reading strategies, such as:
   - a. Annotation
   - b. Freewriting
   - c. Think-pair-share
   - d. Questioning the author
   - e. PPPC
   - f. KWL+
3. Strengthen academic textual literacy
   - a. Practice identifying critical elements of expository texts, such as:
     1. Genre
     2. Form
     3. Essay structure
     4. Paragraph structure
     5. Thesis
     6. Main ideas
     7. Supporting details
   - b. Develop basic strategies to discover a writer's or speaker's argument and purpose
C. Improve proficiency in academic writing
1. Develop meta-cognitive awareness of the writing process
   - a. Understand the reading-writing connection, and that academic texts serve as models and information for student writing
   - b. Understand writing as a recursive process with stages for development and refinement
2. Identify and practice important stages and techniques in the writing process, such as:
   - a. Pre-writing: brainstorming, freewriting, debating, clustering, and mapping
   - b. Planning and outlining
   - c. Drafting
   - d. Peer review
   - e. Revising
3. Practice crafting a basic thesis statement and topic sentences in response to direct questions or tasks for college-level assignments
4. Practice crafting and organizing paragraphs and essays
5. Practice sentence level skills, including sentence-combining, grammar, and mechanics
D. Develop strategies for tackling high-stakes assignments and tests in English and across the curriculum
1. Practice reading and understanding the criteria for a variety of writing assignments across the curriculum
2. Gain class experience and practice for high-stakes settings or assignments, such as:
   - a. Challenging essay topics
   - b. Lengthy or research-based papers
   - c. In-class exams or tests, such as:
     1. Placement test
   - d. Taking notes on lectures or films
   - e. Oral presentations
3. Apply reading and writing strategies to develop a process for responding to difficult tasks
E. Develop meta-cognitive awareness of attitudes and behaviors necessary for college success
1. Reflect on past experiences to identify personal challenges posed by reading, writing and college
2. Evaluate models of successful students and programs to identify existing and newly developing strengths and strategies within the student that could be applied to challenges
3. Present strategies for success to others

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

     A. In-class reading and writing
     B. Practice tests
     C. Study skills practice
     D. Peer and group work
     E. Class discussion and participation
     F. Final presentation of student learning

7. Representative Text(s) -

     A. Anthology of readings with writing strategies, such as:
          1. Graff, Gerald, Cathy Birkenstein, and Russel Durst. <u>They Say/I Say: The Moves That Matter in Academic Writing: With Readings.</u> 3rd ed. Norton, 2015.
     B. Sentence combining or grammar workbook, such as:
          1. Altman, Pam. <u>Sentence-Combining Workbook.</u> 4th ed. Wadsworth, 2015.

8. Disciplines -

   English

9. Method of Instruction -

     A. Lecture and direct instruction on topics
     B. Class discussion (whole class and small group) on readings, topics and strategies
     C. Small group and individual work on reading and writing skills
     D. Instructor-guided, workshop-based development of written work
     E. Presentations followed by in-class discussion, peer and instructor evaluation

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 -

Supplementary assignments may be undertaken at the request of the student, including: completion and revision of in-class writing assignments; reading of a full-length book; meeting with embedded, peer, or faculty tutors; practice in sentence combining and construction; re-taking the placement test; and development of an Educational Plan.

FOOTHILL COLLEGE

English for Native Speakers

Engl 1B
Composition, Critical Reading & Thinking

Engl 1A Comp & Reading	OR	Engl 1T Integrated Comp & Reading + corequisite Engl 242B
Engl 110 Intro to College Writing		Engl 1S Integrated Comp & Reading + corequisite Engl 242A

Engl 209   Intro to College Reading
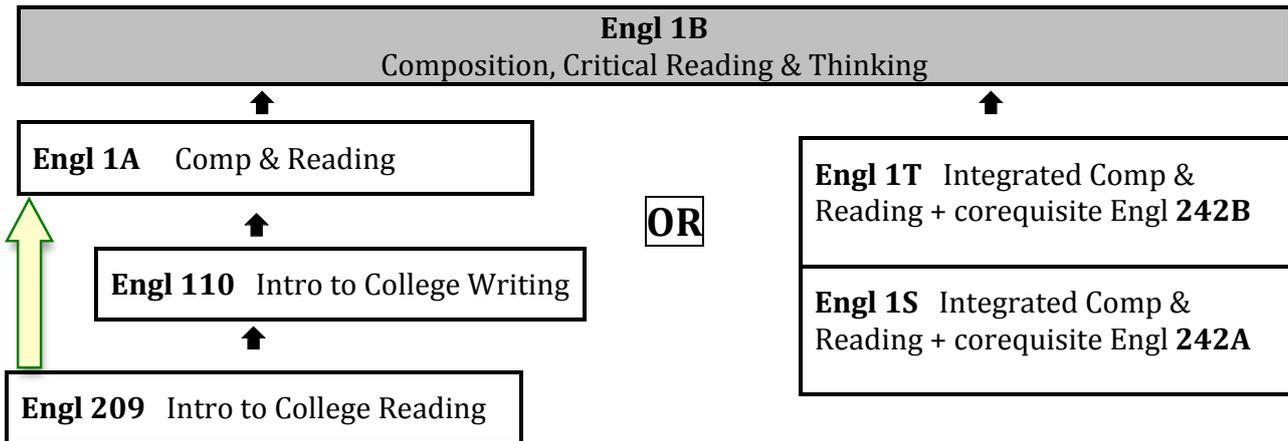
English Second Language Learner (ESLL)

ESLL 26 Advance Composition & Reading	OR	ENGL 1A Composition & Reading

Level 5 ↑	ESLL 25 Composition & Reading (required) ESLL 249 Advance Reading (required) We recommend both classes be taken concurrently, if not taken concurrently then ESLL 249 should be taken prior to ESLL 25.
Optional Support Courses for Level 5	ESLL 250 Rhetorical Grammar for Second-Language Learners ESLL 248 Advanced Grammar Review ESLL 247 Advanced Vocabulary Development for Reading and Writing ESLL 246 Applied Grammar & Editing Skills

Level 4 ↑	ESLL 237 Basic Composition Skills (required) ESLL 236 Advanced Grammar (required) ESLL 235 Listening/Speaking for Academic Purposes (optional)

Level 3 ↑	ESLL 228 Developing Language Skills for International Students (support) ESLL 227 High-Intermediate Reading (required) ESLL 226 High-Intermediate Grammar (required)

Level 2 NCEL	NCEL 423 Intermediate ESL III NCEL 422 Intermediate ESL II NCEL 421 Intermediate ESL I

Level 1 NCEL	NCEL 413 Advance-Beginning ESL III NCEL 412 Advance-Beginning ESL II NCEL 411 Advance-Beginning ESL I

Level 1-2 is highly recommended if test scores indicate placement into NCEL. However, NCEL scores will not prevent a student from registering into Level 3 (see a counselor for details).

Foothill College
Submission Course Outlines

For Faculty and Staff use only

Language Arts

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 hours and Out of Class 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		
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:

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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.

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. Examples of Required Reading and 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.

13. 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.

Foothill College
Approved Course Outlines

For Faculty and Staff use only

Language Arts

ENGL 1A   COMPOSITION & READING   **Summer 2015**

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 hours and Out of Class X 12)*

| Lecture Hours: 5 | Lab Hours: | 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:**	Credit
Degree or Certificate Requirement: AA Degree, Foothill GE		
GE Status: English		

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 7/1/05;11/19/12;11/19/14

Division Dean Information -

Seat Count:	Load Factor:	FOAP Code:
30	.125	114000123031150100

Instruction Office Information -

FSA Code: 1280 - ENGLISH

Distance Learning: yes

Stand Alone Designation: no

Program Title: English

Program TOPs Code: 150100

Program Unique Code: 6074

Content Review Date: 12/1/14; review for 2021-22

Former ID:

1. Description -

Techniques and practice of expository and argumentative writing based on critical reading and thinking about texts. Reading focused primarily on works of non-fiction prose, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. Fulfills the Foothill College reading and composition requirement for the AA/AS degree and the university-transfer general education requirement in English reading and written composition.

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.

Advisory: Not open to students with credit in ENGL 1AH; students may enroll in ENGL 1A or 1T, but not both, for credit.

2. Course Objectives -

The student will be able to:
Writing:

A. write extended expository text-based compositions on readings and class discussion.
B. formulate an arguable thesis and substantiate it through analysis, logical and systematic organization, supporting evidence, and clarity of expression.
C. use diction and tone appropriate to the academic community and the purpose of the specific writing task.
D. proofread for errors in language and mechanics to the degree that the nature and frequency of errors do not become distracting.
E. use techniques of research, especially textual citations and MLA documentation.

Reading:

A. analyze college-level expository, narrative, and argumentative non-fiction prose written on a level of difficulty equivalent to the public letters of Martin Luther King, Jr. ("Letter from the Birmingham Jail"), the social commentary of Joan Didion ("Slouching Towards Bethlehem"), the essays of Richard Rodriguez ("Toward an American Language.").
B. comprehend and evaluate the author's line of reasoning, the overall main point, and the kind of evidence or development presented.
C. identify the author's intended audience and rhetorical purpose for addressing that audience.
D. draw comparisons to other works.
E. draw reasoned inferences based on careful reading of a text.
F. recognize differences in value systems based on culture in a given text.

3. Special Facilities and/or Equipment -

When taught as a fully online course, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact:

A. Private Messages within the Course Management System
B. Personal e-mail outside of the Course Management System
C. Telephone Contact Weekly Announcements in the Course Management System
D. Chat Room within the Course Management System
E. Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus. F. Discussion Forums with appropriate facilitation and/or substantive instructor participation.
F. E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts.
G. Field trips.

4. Course Content (Body of knowledge) -

Writing
Write a total of at least 6000 words; a minimum of six compositions (four out-of-class and two in-class), the shortest of which will be 500 words:

A. Focus on writing about course readings:
　　1. Paraphrasing
　　2. Summarizing
　　3. Synthesizing
　　4. Quoting and documenting (MLA)
B. Focus on writing as process (discovery and synthesis):
　　1. Invention, generation, collection of ideas

                        a. discussion, brainstorming, journal-keeping
                        b. mapping, outlining
               2. Organization, development, concession
               3. Formulation of arguable thesis
               4. Drafting, revision, editing
       C. Focus on writing as product:
               1. Synthesis of texts and student ideas
               2. Rhetorical features (structure, analysis, insight)
               3. Readability
               4. Volume
               5. On-task
       D. Focus on patterns of error and methods of correction.
       E. Focus on variety of sources (print/nonprint/electronic) with evaluation of credibility and relevance of same.

    Reading

       A. Read a minimum of two book-length works (including anthologies), supplemented at instructor's discretion by additional readings, handbook, reference, and/or rhetoric.
       B. Complete a sequence of reading assignments arranged in order of relatively less difficult to more complex,taking into consideration such factors as overall number of words or pages, complexity of syntax, level and range of vocabulary.
       C. Analyze prose for
               1. Main idea, support, organizational pattern
               2. Rhetorical form, style, voice, and purpose
               3. Genre and cultural context
               4. Basic concepts of critical thinking
                        a. assumptions from which arguments are developed
                        b. logical use of evidence
                        c. internal consistency
       D. Determine how the author's assumptions on the reader's background knowledge/experience and the author's purpose contribute to the organization of the text.
       E. Examine connections among resources, e.g. personal experiences, course texts, and other materials.
       F. Evaluate points of view, development of arguments, and ideas in texts.
       G. Analyze the effects of culture on written form and content.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

       A. Journals
       B. Tests and quizzes
       C. A minimum of six essays, at least two of which must be proctored and timed
       D. Final examination: a composition or other written project to be completed within the allotted two hour period

7. Representative Text(s) -

At least two full-length books (including an anthology), primarily focusing on non-fiction; supplemented at instructor's discretion with additional readings or handbook.
The following are suggested rhetorics/anthologies for the course:
Behrens and Rosen. Writing and Reading Across the Curriculum, 11th Ed. New York: Longman, 2011.
Graff and Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing with Readings, 2nd Ed. New York: Norton, 2011.

The following are suggested single author non-fiction books for the course:
Barbara Ehrenreich. Nickled and Dimed: On Getting By in America. New York: Millenium, 2001.
Frederick Douglass. A Narrative of the Life of Frederick Douglass: A New Critical Edition. (1845 ed.). San Francisco: City Lights, 2011.
Malcolm Gladwell. Outliers. New York: Little, Brown, 2008.

8. Disciplines -

English

9. Method of Instruction -

The instructor may deliver course material via lectures, discussions, and structured small-group-exercises.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

    A. Reading non-fiction essays and at least one book-length non-fiction work
    B. Journal responses to assigned readings
    C. Formal academic written analysis of assigned readings

13. Need/Justification -

This course is a required course for the AA degree in English and satisfies the Foothill College GE requirement for Area II, English. It also satisfies the University of California IGETC Area 1 Group A in English Composition; and CSU Area A English Language and Critical Thinking for A2 Written Communication.

Course status: *Active*

Development status: Approved
Owner-Editor: **lankfordscott@foothill.edu**
Edit History:
Comments:
Last updated: 2017-03-13 15:12:53

Approved Course Outlines

FOOTHILL COLLEGE - 12345 EL MONTE ROAD, LOS ALTOS HILLS, CA 94022-4599   -   www.foothill.edu

Foothill College
Approved Course Outlines

For Faculty and Staff use only

Language Arts

ENGL 1AH   HONORS COMPOSITION & READING   **Summer 2015**

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 hours and Out of Class X 12)*

Lecture Hours: 5	**Lab Hours:**	**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:**	Credit

Degree or Certificate Requirement: AA Degree,   Foothill GE

GE Status: English

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 11/19/12; 11/19/14

Division Dean Information -

Seat Count: 30   **Load Factor:** .125   **FOAP Code:** 11400012303515100

Cross Listed as:

Related ID: ENGL 1A

Instruction Office Information -

FSA Code: 1280 - ENGLISH

Distance Learning: no

Stand Alone Designation: no

Program Title: English

Program TOPs Code: 150100

Program Unique Code: 6074

Content Review Date: 12/1/14; review for 2021-22

Former ID:

1. Description -

Techniques and practice of expository and argumentative writing based on critical reading and thinking about texts. Reading focused primarily on works of non-fiction prose, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. Fulfills the Foothill College reading and composition requirement for the AA/AS degree and the university-transfer general education requirement in English reading and written composition.

The honors section offers rigorous preparation in analytic reading and writing skills for students intending to transfer to a four-year college or university. Course provides opportunity to engage contemporary social and ethical issues through small group discussion, a structured sequence of papers requiring higher-level thinking tasks, and collaborative projects. Emphasis is placed on multiple drafts and substantive revision to produce articulate writing appropriate to academic disciplines. Research paper is required.

Prerequisites: 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; Honors Institute participant.

Advisory: Not open to students with credit in ENGL 1A or 1T.

2. Course Objectives -

The student will be able to:
Writing:

     A. Write extended expository text-based compositions, including a research paper, on that synthesize readings and extend ideas gained from class discussion.
     B. Formulate an arguable thesis and substantiate it through analysis, logical and systematic organization, supporting evidence, and clarity of expression.
     C. Use diction and tone appropriate to the academic community and the purpose of the specific writing task.
     D. Use a variety of sentence structures.
     E. Use vocabulary appropriate to audience and the sophistication of the writing task.
     F. Proofread for, and revise, errors in language and mechanics to the degree that the nature and frequency of errors do not become distracting.
     G. Use research techniques, textual citations, and MLA documentation.
     H. Produce a collaborative report in a written or multi-media format.

Reading:

     A. Analyze college-level expository, narrative, and argumentative non-fiction prose written on a level of difficulty equivalent to the public letters of Martin Luther King, Jr. ("Letter from the Birmingham Jail"), the social commentary of Joan Didion ("Slouching Towards Bethlehem"), the essays of Richard Rodriguez ("Toward an American Language").
     B. Comprehend and evaluate the author's line of reasoning, the overall main point, and the kind of evidence or development presented.
     C. Identify the author's intended audience and rhetorical purpose for addressing that audience.
     D. Draw comparisons to other works.
     E. Draw reasoned inferences based on careful reading of a text.
     F. Critique texts and sources.
     G. Recognize differences in value systems based on culture in a given text.
     H. Apply academic ideas and theoretical models to personal and real-life experience.

3. Special Facilities and/or Equipment -

When taught as a fully online course, the faculty shall employ one or more of the following methods of regular, timely, and effective student/faculty contact:

     A. Private Messages within the Course Management System
     B. Personal e-mail outside of the Course Management System
     C. Telephone Contact Weekly Announcements in the Course Management System
     D. Chat Room within the Course Management System
     E. Timely feedback and return of student work (tasks, tests, surveys, and discussions) in Course Management System by methods clarified in the syllabus. F. Discussion Forums with appropriate facilitation and/or substantive instructor participation.
     F. E-Portfolios/Blogs/Wiki for sharing student works in progress; provide feedback from fellow students and faculty in a collaborative manner, and to demonstrate mastery, comprehension, application, and synthesis of a given set of concepts.
     G. Field trips.

4. Course Content (Body of knowledge) -

Writing:
Write a total of at least 8,000 words comprised of a minimum of six compositions (four out-of-class and two in-class), the shortest of which will be 750 words, and journal responses to assigned reading.

- A. Focus on writing about course readings:
    - 1. Paraphrasing
    - 2. Summarizing
    - 3. Synthesizing
    - 4. Quoting and documenting (MLA).
- B. Focus on writing as process (discovery and synthesis):
    - 1. Invention, generation, collection of ideas to include:
        - a. Discussion, brainstorming, journal-keeping
        - b. Mapping, outlining.
    - 2. Organization, development, concession and other argument strategies.
    - 3. Formulation of arguable thesis.
    - 4. Drafting, revision, editing.
- C. Focus on writing as product:
    - 1. Synthesis of texts and student ideas
    - 2. Rhetorical features (structure, analysis, insight)
    - 3. Readability
    - 4. Volume
    - 5. On-task.
- D. Focus on patterns of error and methods of correction.
- E. Focus on variety of sources (print/nonprint/electronic) with evaluation of credibility and relevance of same.

Reading:

- A. Read a minimum of two book-length works (including anthologies), supplemented at instructor's discretion by additional readings, handbook, reference, and/or rhetoric.
- B. Complete a sequence of reading assignments arranged in order of relatively less difficult to more complex, taking into consideration such factors as overall number of words or pages, complexity of syntax, level and range of vocabulary.
- C. Analyze prose for the following:
    - 1. Main idea, support, organizational pattern
    - 2. Rhetorical form, style, voice, and purpose
    - 3. Genre and cultural context.
    - 4. Basic concepts of critical thinking to include:
        - a. Assumptions from which arguments are developed
        - b. Logical use of evidence
        - c. Internal consistency.
- D. Determine how the author's assumptions on the reader's background, knowledge/experience, and purpose contribute to the organization of the text.
- E. Examine connections among resources, e.g. personal experiences, course texts, and other materials.
- F. Evaluate points of view, development of arguments, and ideas in texts.
- G. Analyze the effects of culture on written form and content.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Collaborative Projects
- B. Tests and quizzes
- C. A minimum of six the essays (including the research paper), at least two of which must be proctored and timed
- D. Final examination: a composition or other written project to be completed within the allotted two-hour period

7. Representative Text(s) -

At least two full-length books (including an anthology), primarily focusing on non-fiction; supplemented at instructor's discretion with additional readings or handbook.

The following are suggested rhetorics/anthologies for the course:
Steven Trimble. Writing with Style. New York: Longman, 2010.
Behrens and Rosen. Writing and Reading Across the Curriculum, 11th Ed. New York: Longman, 2011.
Graff and Berkenstein. They Say/I Say: The Moves that Matter in Academic Writing with Readings, 2nd Ed. New York: Norton, 2011.

The following are suggested single author non-fiction books for the course:
Barbara Ehrenreich. Nickled and Dimed: On Getting By in America. New York: Millenium, 2001.
Frederick Douglass. A Narrative of the Life of Frederick Douglass: A New Critical Edition. (1845 ed.). San Francisco: City Lights, 2011.
Malcolm Gladwell. Outliers. New York: Little, Brown, 2008.

8. Disciplines -

English

9. Method of Instruction -

The instructor may deliver course material via lectures, discussions, and structured small-group exercises.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading non-fiction essays and at least one book-length work
B. Collaborative Presentation in response to readings
C. Writing formal analyses of readings in college academic essay format

13. Need/Justification -

This course is a required core course for the AA degree in English and satisfies the Foothill GE Requirement for Area II, English. It also satisfies UC IGETC Area 1 Group A in English Composition; and the CSU Area A English Language and Critical Thinking requirement for A2 Written Communication.

Course status: *Active*

Development status: Approved
Owner-Editor: **lankfordscott@foothill.edu**
Edit History:
Comments:
Last updated: 2017-03-13 15:13:21

Approved Course Outlines

Foothill College
Approved Course Outlines

For Faculty and Staff use only

Language Arts

ENGL 1S   INTEGRATED COMPOSITION & READING

Summer 2016

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 hours and Out of Class X 12)*

Lecture Hours: 5   **Lab Hours:**   **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 Only
Degree Status: Applicable	**Credit Status:**	Credit

Degree or Certificate Requirement: Certificate of Achievement,   Foothill GE

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 10/21/13; 6/15

Division Dean Information -

Seat Count: 25   **Load Factor:** .125   **FOAP Code:** 114000123031150100

Cross Listed as:

Related ID: ENGL 1T

Instruction Office Information -

FSA Code: 1280 - ENGLISH

Distance Learning: no

Stand Alone Designation: no

Program Title: TRANSFER - CSU

Program TOPs Code: 490110

Program Unique Code: 19159

Content Review Date: 1/15/16; review for 2021-22

Former ID:

1. Description -

Integrated reading and writing pathway that scaffolds instruction in freshman composition outcomes over two quarters, ENGL 1S and ENGL 1T respectively. Over this 2 quarter stretch, students read substantive quantities of college-level texts and write a total of 10,000 words, comprised of a minimum of 10 compositions (7 out-of-class and 3 in-class) to practice the techniques of critical reading, critical thinking, and written communication. Reading focused primarily on works of non-fiction prose, including published and student writing, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences.

Prerequisite: Eligibility based on appropriate assessment information: CPT scores of at least 61 on the 1CRD Reading placement test AND at least 61 on 1CSS Sentence Skills placement test.

Corequisite: ENGL 242A.

Advisory: Faculty recommendation for enrollment; if the student intends to use ENGL 1S & 1T combination to satisfy the Foothill General Education Requirement for Area II, English, the student must complete ENGL 1S & 1T. Also, to receive UC transfer credit for ENGL 1A, the student must complete ENGL 1S & 1T, and UC will transfer 5 units maximum for the combination of these two courses; not open to students with credit in ENGL 42S.

2. Course Objectives -

The student will be able to:

A. Identify oneself as a part of larger academic discourse communities
   1. Demonstrate reading comprehension and construct meaning through summary
   2. Identify and synthesize inter-textual relationships among multiple works (published and student texts)
   3. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
   4. Collaborate with others during the reading and writing process, offering constructive criticism and accepting the criticism of others
   5. Recognize differences and/or similarities in cultural value systems represented in various texts and within readers
B. Understand reading and writing as a means to think critically and to develop and articulate own perspectives
   1. Identify contexts, purposes, and rhetorical decisions that shape reading and writing in order to understand the nature of effective communication and discourse
   2. Read primarily non-fiction texts actively and effectively and think critically about information acquired from readings, research, and other sources
   3. Recognize and employ critical thinking skills including comprehension, application, analysis, evaluation, and synthesis
   4. Articulate (verbally and in writing) own perspective based on critical evaluation of texts
C. Understand reading and writing as an integrated processes for meaning-making and communication
   1. Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing
   2. Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion
   3. Identify and formulate arguable theses
   4. Identify and formulate logical and systematic patterns of organization
   5. Recognize and develop topics and main ideas at the paragraph level
   6. Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity
   7. Use vocabulary strategies to identify and produce diction (including connotative language) and tone appropriate to the content, audience, and purpose of the specific writing task
   8. Identify grammatical patterns and apply to the proofreading of writing to the degree that the nature and frequency of errors do not become distracting
D. Reflect on their own reading and writing processes as an avenue to achieving greater control of these processes and increased effectiveness as a reader and writer
   1. Use strategies for generating, revising, editing, and proofreading their own work
   2. Evaluate own writing as an advanced critical reader at the essay, paragraph, and sentence levels
E. Understand and value of academic integrity and demonstrate ethical conduct
   1. Integrate appropriate text citations and MLA documentation

3. Special Facilities and/or Equipment -

Smart classroom.

4. Course Content (Body of knowledge) -

A. Identifies oneself as a part of larger academic discourse communities
   1. Demonstrate comprehension and construct meaning through summary
      a. Patterns of organization
      b. Topics and sub-topics
      c. Topic questions
      d. Sections
      e. Reverse outlines
      f. Graphic organizers
      g. Paraphrasing
   2. Identify and synthesize inter-textual relationships among multiple works (published and student texts)
      a. Key concepts / common themes
      b. Points and counterpoints
   3. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
   4. Comprehend writing prompts to understand context and purpose and meet expectations of the assignment, including timed writing
   5. Collaborate with others during the reading and writing process, offering constructive criticism and accepting the criticism of others
      a. Collaborative reading (e.g., book groups, group annotations, student-generated questions)
      b. Collaborative writing (e.g., presentations, paragraphs)
      c. Skills in constructive verbal and written feedback
      d. Workshop student writing (e.g., whole essay, thesis statements, paragraphs)
      e. Peer response/peer review
      f. Peer editing
   6. Recognize differences and/or similarities in cultural value systems represented in various texts and within readers
      a. Worldview (based on factors such as gender, culture, religion, history, ethnicity)
      b. Connotative language
      c. Bias
B. Understand reading and writing as a means to think critically and to develop and articulate own perspectives
   1. Identify contexts, purposes, and rhetorical decisions that shape reading and writing in order to understand the nature of effective communication and discourse
   2. Read primarily non-fiction texts (published and peer texts) and think critically about information acquired from readings, research, and other sources
      a. Preparation for reading:
         1. Purpose
         2. Pre-reading
            a. Visual and formatting clues, including titles, sub-titles, call-outs, boldface, etc.
         3. Previewing
         4. Prior knowledge/schema
         5. Predicting
      b. Active reading:
         1. Annotation
         2. Quote selection and paraphrasing
         3. Dialectic/double-entry journaling
         4. Questioning
         5. Purposeful discussion
   3. Recognize and employ critical thinking skills including comprehension, application, analysis, evaluation, and synthesis
      a. Integration of multiple modes of rhetoric and critical thinking processes
         1. Audience and purpose
         2. Critical thinking processes
            a. Cause/effect; comparison/contrast; process; chronology; problem-solution; condition; narration
         3. Rhetorical patterns of organization
            a. Cause/effective; comparison/contrast; process; chronology; problem-solution; condition; narration
   4. Articulate and situation own perspectives in relation to texts
      a. Worldview (based on factors such as gender, culture, religion, history, ethnicity)
      b. Biases

C. Understand reading and writing as an integrated processes for meaning-making and communication
    1. Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source
       information and/or model for writing
        a. Draw and communicate reasoned inferences based on careful reading of a text to
          construct meaning
            1. Analysis of whole text
            2. Summary versus interpretation
        b. Cultural contexts
            1. Audience awareness
        c. Rhetorical form
            1. Genre
            2. Purpose
            3. Style, voice
        d. Organizational patterns based on the above
            1. Internal consistency
               a. Transitions
            2. Concessions
        e. Main ideas and support based on the above
            1. Logical use of evidence
         f. Syntax and diction based on the above
            1. Varied sentence structures to show logical relationships
            2. Transitions
            3. Concessions
            4. Word choice
    2. Read and write extended expository compositions, increasing in length and complexity, that
       articulate a perspective in relation to and informed by whole texts and class discussion
        a. Apply reading and writing processes
            1. Post-reading: comprehension check and reflective response
               a. Graphic organizers
               b. Reverse outlining
               c. Summary
               d. Informal written responses
               e. Questioning
               f. Purposeful discussion
            2. Pre-writing:
               a. Brainstorming, concept mapping
               b. Outlining
            3. Drafting (multiple stages)
               a. Ideas / content
               b. "Working" thesis
               c. Organization
               d. Main ideas
               e. Evidence
            4. Post-drafting
               a. Peer response
               b. Revision for content, thesis refinement, organization, main ideas, support
               c. Editing for transitions, sentence variety, word choice
               d. Proofreading for mechanics, including grammar and format
    3. Identify and formulate arguable theses
        a. Stated and implied
        b. Thesis locations
    4. Identify and formulate logical and systematic patterns of organization
        a. Intro, body, conclusion
        b. Patterns of organization
            1. Chronology, classification, condition, definition, process, comparison/contrast,
              cause/effect, etc.
        c. Lines of reasoning
        d. Advanced annotation: sectioning using text clues
        e. Transitional signals
    5. Recognize paragraph organization and structure
        a. Recognize and develop topics and main ideas at the paragraph level
            1. Related to thesis (whole text)
            2. Topics and sub-topics
            3. Stated and implied main ideas
            4. Generality and specificity (major and minor)

                    a. Generalizing implied main ideas from details
            5. Relationships between/among main ideas
            6. Recognize, identify, and select supporting evidence
                    a. Types of evidence, e.g., facts, testimony, opinions
                    b. Credibility of source
                    c. Related to main idea(s)
                    d. Integrated appropriately (Context and Accuracy)
        6. Identify syntactical structures and apply to the editing of writing to achieve sentence variety and
           maturity
                    a. Coordination
                    b. Subordination, including concession
                    c. Modifiers: adjective clauses, noun phrase appositives, verbal phrases
        7. Use vocabulary strategies to identify and produce diction (including connotative language) and
           tone appropriate to the content, audience, and purpose of the specific writing task
                    a. Vocabulary in context: relevance to comprehension of main ideas and writer's purpose
                    b. Word part analysis: grammatical function (part of speech)
                    c. Dictionary use: understand multiple meanings to choose meaning appropriate to context
        8. Identify grammatical patterns and apply to the proofreading of writing to the degree that the nature
           and frequency of errors do not become distracting
                    a. Rules of punctuation, including commas, quotation marks, apostrophes
                    b. Common errors: fragments, comma splices
    D. Reflect on their own reading and writing processes as an avenue to achieving greater control of these
       processes and increased effectiveness as a reader and writer
            1. Use strategies for generating, revising, editing, and proofreading their own work
            2. Evaluate own writing as an advanced critical reader at the essay, paragraph, and sentence levels
    E. Understand and value of academic integrity and demonstrate ethical conduct
            1. Integrate appropriate text citations and MLA documentation of the work of others

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Informal assessment options
            1. Journals, including blogs and/or online posts
            2. Free-writes
            3. Annotations
            4. Discussions / Debates
            5. Informal presentations
            6. Author dialogs
            7. Quizzes
    B. High-Stakes
            1. Options
                    a. Formal presentations
                    b. Tests
            2. Required: (note evaluations below required over 2 quarters, including ENGL 42S and ENGL 42T)
                    a. Tests: at least 3 timed/in-class essays
                    b. Formal essays (7)

7. Representative Text(s) -

    At least three full-length books (two of which must be single-author, book-length texts and one of which may be
    an anthology, course reader, or reading/writing apparatus). Texts should primarily be non-fiction, supplemented at
    instructor's discretion with additional readings, handbook, or dictionary. (NOTE: number of texts described are
    required over 2 quarters, including ENGL 1S and ENGL 1T.)

    A. The following are suggested single-author, book-length texts for the course, representing a range of
       genres and topics:
            1. Ackerman, D., Deep Play, Vintage Books, 2000.
            2. Finkel, David, The Good Soldiers, New York, Sarah Crichton/Farrar, Straus and Giroux, 2009.
            3. Gilbault, Rose Castillo, Farmworker's Daughter: Growing Up Mexican in America, Berkeley,
               Heyday, 2006.
            4. Gladwell, Malcolm, The Outliers: The Story of Success, New York, Back Bay Books, 2009.
            5. Goldsmith, Suzanne, A City Year, The New Press, 1989.
            6. Herzgaard, Mark, Earth Odyssey: Around the World in Search of our Environmental Future,
               Broadway Books, 1999.

      7. Krackauer, J., <u>Into Thin Air: A Personal Account of the Mount Everest Disaster</u>, Anchor Books, 1998.
      8. Lamott, Anne, <u>Bird by Bird: Some Instructions on the Writing Life</u>, Anchor Books, 1995.
      9. Levitt and Dubner, <u>Freakonomics: A Rogue Economist Explores the Hidden Side to Everything</u>, New York, Harper, 2009.
     10. Orwell, George, <u>Down and Out in Paris and London</u>, Penguin Paperback.
     11. Salzman, Mark, <u>True Notebooks: A Writer's Year at Juvenile Hall</u>, New York, Vintage, 2004.
     12. Sobel, Dava, <u>Galileo's Daughter</u>, Walker Press, 1999.
     13. Takaki, Ronald, <u>A Different Mirror: A History of Multicultural America</u>, Boston, Little, Brown, and Co., 1993.
     14. Welty, Eudora, <u>One Writer's Beginnings</u>, Warner Books, 1991.

B. The following are suggested anthologies for the course:
     1. Barnet, Sylvan, and Hugo Bedau, <u>Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings</u>, 4th ed. Boston, Bedford Books of St. Martin's Press, 1996.
     2. Berens and Rosen, <u>Writing and Reading Across the Curriculum</u>, 6th ed. New York, Longman, 1997.
     3. Colombo, Gary, Robert Cullen, and Bonnie Lisle, <u>Rereading America: Cultural Contexts for Critical Thinking and Writing</u>, Boston, MA, Bedford/St. Martins, 2010.
     4. Lunsford, Andrea, <u>Everything's an Argument, with Readings</u>, 5th ed. Bedford/St. Martin's Press, 2010.

C. The following are suggested reading/writing apparati for the course:
     1. Bizzel, Patricia, and Bruce Herzberg, <u>Negotiating Difference: Cultural Case Studies for Composition</u>, Boston, Bedford Books, 1996.
     2. Cavitch, D., <u>Life Studies: A Thematic Reader</u>, 7th ed. Bedford Books/St. Martin's Press, 2001.
     3. Graff, Gerald, and Cathy Birkenstein, <u>They Say / I Say: the Moves That Matter in Academic Writing</u>, New York, W.W. Norton, 2010.
     4. Kennedy, X.J., <u>The Bedford Guide for College Writers: With Reader</u>, 5th ed. New York, St.Martin's Press, 1996.
     5. Lunsford, Andrea, <u>Everything's an Argument</u>, 5th ed. Bedford/St. Martin's Press, 2009.
     6. McQuade, D., and C. McQuade, <u>Seeing and Writing</u>, Bedford Books/St.Martin's Press, 2000.

D. The following is department adopted handbook for the course:
     1. Keene, <u>Easy Access: The Reference Handbook for Writers</u>, 4th ed. McGraw-Hill, 2005.

8. Disciplines -

English

9. Method of Instruction -

Lecture.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading non-fiction essays and at least two book-length works
B. Journal responses to readings
C. Written analysis of readings

13. Need/Justification -

This course, when taken in conjunction with ENGL 1T, is a core course for the Certificate of Achievement in Transfer CSU and satisfies the Foothill GE Requirements for Area II, English. The integrated reading and writing pathway scaffolds instruction in freshman composition and reading outcomes over two quarters, ENGL 1S and ENGL 1T respectively. The pathway, in concert with integrated reading and writing pedagogy and the metacognitive portfolio development co-requisite course, can address and improve success and retention rates in for a significant population of students.

Foothill College
Approved Course Outlines

For Faculty and Staff use only

Language Arts

ENGL 1T   INTEGRATED COMPOSITION & READING   **Summer 2017**

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 hours and Out of Class 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 Only

Degree Status: Applicable   **Credit Status:**   Credit

Degree or Certificate Requirement: Certificate of Achievement,   Foothill GE

GE Status: English

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** 10/21/13; 5/6/16

Division Dean Information -

Seat Count: 25   **Load Factor:** .125   **FOAP Code:** 114000123031150100

Cross Listed as:

Related ID: ENGL 1S

Instruction Office Information -

FSA Code: 1280 - ENGLISH

Distance Learning: no

Stand Alone Designation: no

Program Title: TRANSFER - CSU

Program TOPs Code: 490110

Program Unique Code: 19159

Content Review Date:

Former ID:

1. Description -

Integrated reading and writing pathway that scaffolds instruction in freshman composition outcomes over two quarters, ENGL 1S & 1T, respectively. Over this two quarter stretch, students read substantive quantities of college-level texts and write a total of 10,000 words, comprised of a minimum of 10 compositions (7 out-of-class and 3 in-class) to practice the techniques of critical reading, critical thinking, and written communication. Reading focused primarily on works of non-fiction prose, including published and student writing, chosen to represent a broad spectrum of opinions and ideas, writing styles, and cultural experiences. ENGL 1T is the second half of ENGL 1S/T.

Prerequisite: ENGL 1S.

Corequisite: ENGL 242B.

Advisory: Student should enroll with the same instructor as taken for ENGL 1S; if the student intends to use ENGL 1S & 1T combination to satisfy the Foothill General Education requirement for Area II, English, the student must complete ENGL 1S & 1T. To receive UC transfer credit for ENGL 1A, the student must complete ENGL 1S & 1T, and UC will transfer 5 units maximum for the combination of these two courses. Student may enroll in ENGL 1T or 1A, but not both, for credit; not open to students with credit in ENGL 42T.

2. Course Objectives -

The student will be able to:

A. Identify oneself as a part of larger academic discourse communities
  1. Demonstrate reading comprehension and construct meaning through summary
  2. Identify and synthesize inter-textual relationships among multiple works (published and student texts)
  3. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
  4. Comprehend writing prompts to understand context and purpose and meet expectations of the assignment, including timed writing
  5. Collaborate with others during the reading and writing process, offering constructive criticism and accepting the criticism of others
  6. Recognize differences and/or similarities in cultural value systems represented in various texts and within readers
B. Understand reading and writing as a means to think critically and to develop and articulate own perspectives
  1. Identify contexts, purposes, and rhetorical decisions that shape reading and writing in order to understand the nature of effective communication and discourse
  2. Read primarily non-fiction texts actively and effectively and think critically about information acquired from readings, research, and other sources
  3. Recognize and employ critical thinking skills including comprehension, application, analysis, evaluation, and synthesis
  4. Articulate (verbally and in writing) own perspective based on critical evaluation of texts
C. Understand reading and writing as an integrated processes for meaning-making and communication
  1. Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing
  2. Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion
  3. Identify and formulate arguable theses
  4. Identify and formulate logical and systematic patterns of organization
  5. Recognize and develop topics and main ideas at the paragraph level
  6. Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity
  7. Use vocabulary strategies to identify and produce diction (including connotative language) and tone appropriate to the content, audience, and purpose of the specific writing task
  8. Identify grammatical patterns and apply to the proofreading of writing to the degree that the nature and frequency of errors do not become distracting
D. Reflect on their own reading and writing processes as an avenue to achieving greater control of these processes and increased effectiveness as a reader and writer
  1. Use strategies for generating, revising, editing, and proofreading their own work
  2. Evaluate own writing as an advanced critical reader at the essay, paragraph, and sentence levels
E. Understand and value of academic integrity and demonstrate ethical conduct
  1. Integrate appropriate text citations and MLA documentation

3. Special Facilities and/or Equipment -

Smart classroom.

4. Course Content (Body of knowledge) -

A. Identifies oneself as a part of larger academic discourse communities
- 1. Demonstrate comprehension and construct meaning through summary
  - a. Patterns of organization
  - b. Topics and sub-topics
  - c. Topic questions
  - d. Sections
  - e. Reverse outlines
  - f. Graphic organizers
  - g. Paraphrasing
- 2. Identify and synthesize inter-textual relationships among multiple works (published and student texts)
  - a. Key concepts/common themes
  - b. Points and counterpoints
- 3. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format
- 4. Comprehend writing prompts to understand context and purpose and meet expectations of the assignment, including timed writing
- 5. Collaborate with others during the reading and writing process, offering constructive criticism and accepting the criticism of others
  - a. Collaborative reading (e.g., book groups, group annotations, student-generated questions)
  - b. Collaborative writing (e.g., presentations, paragraphs)
  - c. Skills in constructive verbal and written feedback
  - d. Workshop student writing (e.g., whole essay, thesis statements, paragraphs)
  - e. Peer response/peer review
  - f. Peer editing
- 6. Recognize differences and/or similarities in cultural value systems represented in various texts and within readers
  - a. Worldview (based on factors such as gender, culture, religion, history, ethnicity)
  - b. Connotative language
  - c. Bias

B. Understand reading and writing as a means to think critically and to develop and articulate own perspectives
- 1. Identify contexts, purposes, and rhetorical decisions that shape reading and writing in order to understand the nature of effective communication and discourse
- 2. Read primarily non-fiction texts (published and peer texts) and think critically about information acquired from readings, research, and other sources
  - a. Preparation for reading:
    - 1. Purpose
    - 2. Pre-reading
      - a. Visual and formatting clues, including titles, sub-titles, call-outs, boldface, etc.
    - 3. Previewing
    - 4. Prior knowledge/schema
    - 5. Predicting
  - b. Active reading:
    - 1. Annotation
    - 2. Quote selection and paraphrasing
    - 3. Dialectic/double-entry journaling
    - 4. Questioning
    - 5. Purposeful discussion
- 3. Recognize and employ critical thinking skills including comprehension, application, analysis, evaluation, and synthesis
  - a. Integration of multiple modes of rhetoric and critical thinking processes
    - 1. Audience and purpose
    - 2. Critical thinking processes
      - a. Cause/effect; comparison/contrast; process; chronology; problem-solution; condition; narration
    - 3. Rhetorical patterns of organization
      - a. Cause/effective; comparison/contrast; process; chronology; problem-

solution; condition; narration
4. Articulate and situation own perspectives in relation to texts
    a. Worldview (based on factors such as gender, culture, religion, history, ethnicity)
    b. Biases
C. Understand reading and writing as an integrated processes for meaning-making and communication
    1. Analyze college-level expository, narrative, and argumentative non-fiction prose for use as source information and/or model for writing
        a. Draw and communicate reasoned inferences based on careful reading of a text to construct meaning
            1. Analysis of whole text
            2. Summary versus interpretation
        b. Cultural contexts
            1. Audience awareness
        c. Rhetorical form
            1. Genre
            2. Purpose
            3. Style, voice
        d. Organizational patterns based on the above
            1. Internal consistency
                a. Transitions
            2. Concessions
        e. Main ideas and support based on the above
            1. Logical use of evidence
        f. Syntax and diction based on the above
            1. Varied sentence structures to show logical relationships
            2. Transitions
            3. Concessions
            4. Word choice
    2. Read and write extended expository compositions, increasing in length and complexity, that articulate a perspective in relation to and informed by whole texts and class discussion
        a. Apply reading and writing processes
            1. Post-reading: comprehension check and reflective response
                a. Graphic organizers
                b. Reverse outlining
                c. Summary
                d. Informal written responses
                e. Questioning
                f. Purposeful discussion
            2. Pre-writing:
                a. Brainstorming, concept mapping
                b. Outlining
            3. Drafting (multiple stages)
                a. Ideas/content
                b. "Working" thesis
                c. Organization
                d. Main ideas
                e. Evidence
            4. Post-drafting
                a. Peer response
                b. Revision for content, thesis refinement, organization, main ideas, support
                c. Editing for transitions, sentence variety, word choice
                d. Proofreading for mechanics, including grammar and format
    3. Identify and formulate arguable theses
        a. Stated and implied
        b. Thesis locations
    4. Identify and formulate logical and systematic patterns of organization
        a. Intro, body, conclusion
        b. Patterns of organization
            1. Chronology, classification, condition, definition, process, comparison/contrast, cause/effect, etc.
        c. Lines of reasoning
        d. Advanced annotation: sectioning using text clues
        e. Transitional signals
    5. Recognize paragraph organization and structure
        a. Recognize and develop topics and main ideas at the paragraph level

1. Related to thesis (whole text)
2. Topics and sub-topics
3. Stated and implied main ideas
4. Generality and specificity (major and minor)
   a. Generalizing implied main ideas from details
5. Relationships between/among main ideas
6. Recognize, identify, and select supporting evidence
   a. Types of evidence, e.g., facts, testimony, opinions
   b. Credibility of source
   c. Related to main idea(s)
   d. Integrated appropriately (Context and Accuracy)

6. Identify syntactical structures and apply to the editing of writing to achieve sentence variety and maturity
   a. Coordination
   b. Subordination, including concession
   c. Modifiers: adjective clauses, noun phrase appositives, verbal phrases
7. Use vocabulary strategies to identify and produce diction (including connotative language) and tone appropriate to the content, audience, and purpose of the specific writing task
   a. Vocabulary in context: relevance to comprehension of main ideas and writer's purpose
   b. Word part analysis: grammatical function (part of speech)
   c. Dictionary use: understand multiple meanings to choose meaning appropriate to context
8. Identify grammatical patterns and apply to the proofreading of writing to the degree that the nature and frequency of errors do not become distracting
   a. Rules of punctuation, including commas, quotation marks, apostrophes
   b. Common errors: fragments, comma splices

D. Reflect on their own reading and writing processes as an avenue to achieving greater control of these processes and increased effectiveness as a reader and writer
   1. Use strategies for generating, revising, editing, and proofreading their own work
   2. Evaluate own writing as an advanced critical reader at the essay, paragraph, and sentence levels
E. Understand and value of academic integrity and demonstrate ethical conduct
   1. Integrate appropriate text citations and MLA documentation of the work of others

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Informal assessment options
   1. Journals, including blogs and/or online posts
   2. Free-writes
   3. Annotations
   4. Discussions/Debates
   5. Informal presentations
   6. Author dialogs
   7. Quizzes
B. High-Stakes
   1. Options
      a. Formal presentations
      b. Tests
   2. Required: (note evaluations below required over two quarters, including ENGL 1S & 1T)
      a. Tests: at least 3 timed/in-class essays
      b. Formal essays (7)

7. Representative Text(s) -

At least three full-length books (two of which must be single-author, book-length texts and one of which may be an anthology, course reader, or reading/writing apparatus). Texts should primarily be non-fiction, supplemented at instructor's discretion with additional readings, handbook, or dictionary. (NOTE: number of texts described are required over two quarters, including ENGL 1S & 1T.)

A. The following are suggested single-author, book-length texts for the course, representing a range of genres and topics:
   1. Ackerman, D. Deep Play. Vintage Books, 2000.
   2. Finkel, David. The Good Soldiers. New York: Sarah Crichton/Farrar, Straus And Giroux, 2009.

3. Gilbault, Rose Castillo. <u>Farmworker's Daughter: Growing Up Mexican in America.</u> Berkeley: Heyday, 2006.
4. Gladwell, Malcolm. <u>The Outliers: The Story of Success.</u> New York: Back Bay Books, 2009.
5. Goldsmith, Suzanne. <u>A City Year.</u> The New Press, 1989.
6. Herzgaard, Mark. <u>Earth Odyssey: Around the World in Search of our Environmental Future.</u> Broadway Books, 1999.
7. Krackauer, J. <u>Into Thin Air: A Personal Account of the Mount Everest Disaster.</u> Anchor Books, 1998.
8. Lamott, Anne. <u>Bird by Bird: Some Instructions on the Writing Life.</u> Anchor Books, 1995.
9. Levitt and Dubner. <u>Freakonomics: A Rogue Economist Explores the Hidden Side to Everything.</u> New York: Harper, 2009.
10. Orwell, George. <u>Down and Out in Paris and London.</u> Penguin Paperback.
11. Salzman, Mark. <u>True Notebooks: A Writer's Year at Juvenile Hall.</u> New York: Vintage, 2004.
12. Sobel, Dava. <u>Galileo's Daughter.</u> Walker Press, 1999.
13. Takaki, Ronald. <u>A Different Mirror: A History of Multicultural America.</u> Boston: Little, Brown, and Co., 1993.
14. Welty, Eudora. <u>One Writer's Beginnings.</u> Warner Books, 1991.
B. The following are suggested anthologies for the course:
1. Barnet, Sylvan and Hugo Bedau. <u>Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.</u>10th ed. Boston: Bedford Books of St. Martin's Press, 2014.
2. Berens and Rosen. <u>Writing and Reading Across the Curriculum.</u> 13th ed. New York: Longman, 2015.
3. Colombo, Gary, Robert Cullen, and Bonnie Lisle. <u>Rereading America: Cultural Contexts for Critical Thinking and Writing.</u> Boston, MA: Bedford/St. Martins, 2013.
4. Lunsford, Andrea. <u>Everything's an Argument.</u> 6th ed. Bedford/St. Martin's Press, 2012.
C. The following are suggested reading/writing apparati for the course:
1. Graff, Gerald and Cathy Birkenstein. <u>They Say / I Say: the Moves That Matter in Academic Writing.</u> 4th ed. New York: W.W. Norton, 2014.
2. Kennedy, X.J. <u>The Bedford Guide for College Writers: With Reader.</u> 10th ed. New York: St. Martin's Press, 2013.
3. Lunsford, Andrea. <u>Everything's an Argument.</u> 6th ed. Bedford/St. Martin's Press, 2012.

8. Disciplines -

English

9. Method of Instruction -

Lecture.

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading non-fiction essays and at least two book-length works
B. Journal responses to readings
C. Written analysis of readings

13. Need/Justification -

This course, when taken in conjunction with ENGL 1S, is a core course for the Certificates of Achievement in Transfer Studies-CSU GE and Transfer Studies-IGETC. Additionally, ENGL 1S & 1T, taken together, satisfy the Foothill GE requirement for Area II, English. The integrated reading and writing pathway scaffolds instruction in freshman composition and reading outcomes over two quarters, ENGL 1S & 1T, respectively. The pathway, in concert with integrated reading and writing pedagogy and the metacognitive portfolio development corequisite course, can address and improve success and retention rates in for a significant population of students.

Foothill College
Approved Course Outlines

For Faculty and Staff use only

Language Arts

ENGL 110   INTRODUCTION TO COLLEGE WRITING   **Summer 2013**

5 hours lecture.   **5 Units**

Total Contact Hours: 60   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 60   *(Total of All Lecture, Lab hours and Out of Class X 12)*

	Lecture Hours: 5	**Lab Hours:**	**Weekly Out of Class Hours:**

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

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 11/19/12

Division Dean Information -

	Seat Count: 25	**Load Factor:** .125	**FOAP Code:** 141662

Instruction Office Information -

FSA Code: 1280 - ENGLISH

Distance Learning: no

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

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1. Description -

Intended for students requiring explicit instruction and practice in writing expository essays, emphasizing clear sentence structure and logical development. Assignments include summary and synthesis of texts, critical analysis, as well as personal writing. Instruction includes rules of and practice on punctuation skills. Lecture, discussion, collaborative, and individualized instruction.

Prerequisite: Eligibility based on assessment or successful completion of ENGL 209.

Advisory: Not open to students with credit in ENGL 108.

2. Course Objectives -

The student will be able to:

A. Write short essays which include
1. a clear, controlling, arguable thesis.
2. opinions and conclusions supported by effective use of examples, evidence, and reasoning.
3. ideas organized into a logical sequence so that the central idea of the essay is developed to a logical conclusion.
B. Respond appropriately to a given writing task, meeting all requirements.
C. Demonstrate ability to summarize text, along with ability to interpret , analyze, and/or critique the ideas of the summary.
D. Demonstrate ability to synthesize ideas from two or more texts, along with interpretation, analysis, and/or critique.
E. Present original ideas as related to, but clearly distinguished from, the ideas of others.
F. Demonstrate fluency: write in-class essays of 1-2 pages; write out-of-class essays 3-5 pages.
G. Demonstrate proper use of basic punctuation and an understanding of how punctuation creates sentence boundaries.
H. Revise and restructure so ideas are clearly organized and adequately supported.
I. Proofread for errors in language and mechanics.
J. Demonstrate awareness of pre-defined audience and writing assignment.
K. Distinguish between voices which reflect a diversity of cultural and social milieus.

3. Special Facilities and/or Equipment -

A. When taught in classroom, none.
B. When taught in computer lab with software programs (computer-assisted instruction, e.g. Academic Systems), access to computer and software.

4. Course Content (Body of knowledge) -

A. Write short essays which include:
1. Clear controlling idea
a. arguable thesis
b. write to the task assigned
2. Opinions and conclusions supported by effective use of examples, evidence, and reasoning
a. variety in detail: examples, facts/research, observation/interview, logical reasoning, narratives
b. succinct and relevant to main idea
c. text-based references (in at least three of four essay assignments)
d. paraphrases and direct quotes, documented/cited appropriately
3. ideas organized into a logical sequence so that the central idea of the essay is developed to a logical conclusion
a. beginning, middle, end sections where appropriate to assignment
b. logical development of sections and points within sections
c. transitional devuces which reflect both unity to thesis and coherence between ideas
B. Respond appropriately to a given writing task, meeting all requirements.
1. Identify components of assignment
2. Locate and generate appropriate material
C. Demonstrate ability to summarize text, along with ability to interpret , analyze, and/or critique the ideas of the summary.
D. Demonstrate ability to synthesize ideas from two or more texts, along with interpretation, analysis, and/or critique.
E. Present original ideas as related to, but clearly distinguished from, the ideas of others
1. Use MLA parenthetical documentation.
2. Create Works Cited page if possible for sources used.

      F. Develop fluency: write in-class essays of 1-2 pages; write out-of-class essays of 3-5 pages.

      G. Demonstrate proper use of basic punctuation and an understanding of how punctuation creates sentence boundaries.
            1. required rules
                a. comma
                b. quotation marks
                c. apostrophe
            2. optional rules
                a. semi-colon
                b. colon

      H. Revise and restructure so ideas are clearly organized and adequately supported.
            1. Expansions and deletions
            2. Restructuring according to stated goals/objectives of assignment

      I. Proofread for errors in language and mechanics to the degree that the nature and frequency of errors does note become distracting.
            1. sentence errors (fragments, run-ons)
            2. language and usage
            3. mechanics (punctuation, spelling)
            4. sentence variety

      J. Demonstrate awareness of pre-defined audience and writing assignment.
            1. Select language and include information related to audience awareness
            2. word choice/diction
            3. voice
            4. background information; context clues; appositives

      K. Distinguish between voices which reflect a diversity of cultural and social milieus.
            1. sources
            2. academic community

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Minimum of two in-class writing exams that require a response to text, e.g. summarizing, synthesizing, and/or critique.

    0. At least three of four out-of-class essay assignments that require text-based sources (voices of others)

    0. Assessment of punctuation skills.
    Revisions may be allowed for at least two papers.

7. Representative Text(s) -

    Materials are to include the three areas below, using one or more texts/selections or software programs:

    A. Textbook/workbook/software that explains how to write a variety of essay structures and that offers a variety of practice exercises in formats emphasizing writing as a process (include prewriting, writing, and revision).

    Suggested texts include:
    Miller, G. <u>The Prentice Hall Reader</u>, 10th ed. New York: Prentice Hall, 2010.
    Mims, J. <u>Mirror on America: Short Essays and Images from Popular Culture</u>, 5th ed. New York: Bedford St Martins, 2011.
    Rosa, A. <u>Models for Writers</u>, 11th ed. New York: McGraw Hill, 2012.

    0. Skills book/software that allows practice in various elements of grammar and sentence structure. Suggested texts include:
    English Department, San Francisco State University. <u>Fog City Fundamentals</u>, 3rd ed. Burgess International Group, 1988.
    Graff, G. <u>They Say I Say</u>, 2nd ed. New York: WW Norton, 2009.
    Keene, M. <u>Easy Access: Reference Handbook</u>. New York: McGraw Hill, 2007.
    Langan, J. <u>Sentence Skills</u>, 9th ed. New York: McGraw-Hill, 2010.
    Note: if a grammar/sentence handbook is selected, it must be the department adopted Easy Access, also adopted for English 1A, 1B use.

    0. Reader that provides topical subject matter in a variety of styles/formats and diverse voices. Suggested texts include:
    Ackley, K. <u>Perspectives on Contemporary Culture</u>, 6th ed. Wadsworth Publishing, 2011.
    Atwan, R. <u>America Now</u>. 9th ed. Bedford/St. Martin's, 2011.
    Graff, G. <u>They Say I Say, with readings</u>, 2nd ed. New York: WW Norton, 2011.

8. Disciplines -

English
Reading

9. Method of Instruction -

Methods of instruction may include:

A. Attending lectures
B. Participating in whole class discussion
C. Participating in small group collaborative discussions and projects
D. Practicing strategies for informal and formal writing

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

Reading, Writing, and Outside-of-Class assignments may include:

A. Out-of-class reading assignments
B. In-class and out-of-class writing assignments, including summary, synthesis, and/or evaluation skills
C. Revision assignments
D. Punctuation quizzes/tests

13. Need/Justification -

This course is prepares students for the college-level writing necessary to be successful in college-level courses, including ENGL 1A.

Course status:	*Active*

Development status:	Approved
Owner-Editor:	**nunezcori@foothill.edu**
Edit History:	
Comments:	
Last updated:	2015-08-03 16:44:44

Approved Course Outlines

Foothill College
Approved Course Outlines

For Faculty and Staff use only

Language Arts

ENGL 242A   CRITICAL THINKING: STUDENT-MANAGED PORTFOLIO DEVELOPMENT   **Summer 2017**

2 hours lecture.   **2 Units**

Total Contact Hours: 24   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 72   *(Total of All Lecture, Lab hours and Out of Class X 12)*

| | **Lecture Hours:** 2 | **Lab Hours:** 0 | **Weekly Out of Class Hours:** 4 |

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: Non-Applicable	**Credit Status:**	Basic Skills, -1 level
	Degree or Certificate Requirement: Stand Alone Course		
	GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 5/16

Division Dean Information -

| | **Seat Count:** 25 | **Load Factor:** .050 | **FOAP Code:** 114000123031150100 |

Instruction Office Information -

FSA Code: 1280 - ENGLISH

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

A survey of basic theory, design, and implementation strategies for the student-managed formative portfolio. Students write a total of at least 1000 words, with emphasis on the reflective and evaluative processes necessary for portfolio development. Practice in managing and maintaining the information and artifacts of a portfolio as a comprehensive analysis of the student learning experience. Use of portfolio development to increase meta-cognitive awareness of the integration between reading and writing processes; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success.

Corequisite: ENGL 1S.

2. Course Objectives -

The student will be able to:

A. Apply basic theory to the design and implementation for student-managed formative (process) portfolios
B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes
C. Demonstrate meta-cognitive awareness of the student's location within academic discourse communities and the behaviors necessary for college success

3. Special Facilities and/or Equipment -

A. Access to the Internet
B. Smart Classroom

4. Course Content (Body of knowledge) -

A. Apply basic theory to the design and implementation for student-managed formative (process) portfolios
    1. Recognize the distinguishing features of formative portfolios
    2. Identify and develop the characteristics of effective formative portfolio design tied to purpose
B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes
    1. Managing a formative portfolio of reading and writing strategies, learning processes
        a. Formative content highlights strengths and weaknesses (process)
            1. Record the steps and strategies of reading process (pre-, during, after)
            2. Record the steps and strategies of the writing process
    2. Write a culminating reflection of reading/writing processes and learning processes toward the success of a finished product
C. Demonstrate meta-cognitive awareness of the student's location within academic discourse communities and the behaviors necessary for college success
    1. Evaluate the purpose and effectiveness of reading/writing steps and strategies
    2. Apply writing rubrics to evaluate the effectiveness of writing artifacts at essay, paragraph, and sentence levels
    3. Create, manage and maintain an exemplar formative portfolio including artifacts of reading and writing processes
        a. Identify the qualitative differences among artifacts (process)
        b. Effective choices of representative artifacts (process)
        c. Effective organization of representative artifacts and design of the overall portfolio
            1. Selecting, ranking, and arranging information and artifacts
                a. Strategies
                b. Experiences
                c. Outcomes - finished products
                d. Formal self-evaluation of processes and products
                1. Summarize coursework evaluations
                2. Determine and prioritize growth areas
                3. Develop goals to facilitate growth

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Informal reflections on portfolio management
B. Midterm self-assessment
C. Finished formative portfolio, various media (evaluated by committee, if necessary)
D. Formal analysis of the formative portfolio

1. what portfolio demonstrates of learning outcomes (reading/writing, course-level, and institutional level)

7. Representative Text(s) -

Reynolds, Nedra and Rich Rice. <u>Portfolio Keeping.</u> 3rd ed. Boston: Bedford/St. Martin's, 2014.

Short articles such as the ones listed below:
Dubinsky, Jim. "Creating new views on learning: ePortfolios." <u>Business Communication Quarterly</u> (Dec. 2003): 96+. Academic OneFile. Web: 23 May 2016.
Young, Jeffrey. "Creating Online Portfolios Can Help Students See 'Big Picture,' Colleges Say." <u>Chronicle of Higher Education</u> (21 Feb. 2002).

8. Disciplines -

English

9. Method of Instruction -

A. Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing
B. Guided evaluation of the distinguishing features of formative portfolios
C. Instructor-guided development of portfolios
D. Presentations of portfolios followed by in-class discussion

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

A. Reading of books and/or articles on the process, purpose, and distinguishing characteristics of student-managed portfolios
B. Reading and evaluation of student work (self and that of peers)
C. Written reflections and self-evaluations
D. Selection and compilation of portfolio artifacts

13. Need/Justification -

The Portfolio co-requisite course provides a structured environment to raise students' metacognitive awareness of their developing reading and writing processes, giving them the tools to analyze their reading and writing processes and representative products; this increased awareness will allow for the easier and accelerated transfer of knowledge, as it relates to effective changes they make to their processes and their products, from essay to essay, from reading to reading, and from class to class, inside English or across the disciplines.

Course status: *Active*

Development status: Approved
Owner-Editor: **fongvalerie@foothill.edu**
Edit History:
Comments:
Last updated: 2017-03-01 12:48:26

Approved Course Outlines

Foothill College
Approved Course Outlines

For Faculty and Staff use only

Language Arts

ENGL 242B   CRITICAL THINKING: PORTFOLIO MANAGEMENT & PUBLICATION   **Summer 2017**

2 hours lecture.   **2 Units**

Total Contact Hours: 24   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 72   *(Total of All Lecture, Lab hours and Out of Class X 12)*

Lecture Hours: 2   **Lab Hours:** 0   **Weekly Out of Class Hours:** 4

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: Non-Applicable   **Credit Status:**   Basic Skills, -1 level

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 5/26/16

Division Dean Information -

Seat Count: **Load Factor:**   **FOAP Code:**
25   .050   114000123031150100

Instruction Office Information -

FSA Code: 1280 - ENGLISH

Distance Learning: yes

Stand Alone Designation: yes

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

1. Description -

Application of basic theory, design, and implementation strategies for the student-managed summative portfolio. Students write a total of at least 1000 words, with emphasis on the reflective and evaluative processes necessary for portfolio development. Management and publication of the artifacts of a summative portfolio as a comprehensive demonstration of the student learning experience across the curriculum. Use of portfolio publication to demonstrate meta-cognitive awareness of the integration between reading and writing processes; of the student's location within discourse communities, including the campus community; and of the behaviors necessary for college success. Students will demonstrate ability to transfer knowledge and learning across disciplines.

Prerequisite: ENGL 242A.

Corequisite: ENGL 1T.

2. Course Objectives -

The student will be able to:

A. Apply basic theory to the design and implementation for student-managed summative (product) portfolios
B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes
C. Demonstrate meta-cognitive awareness of the student's location within discourse communities across disciplines
D. Demonstrate meta-cognitive awareness of the behaviors necessary for college success across disciplines

3. Special Facilities and/or Equipment -

A. Access to the Internet
B. Smart Classroom

4. Course Content (Body of knowledge) -

A. Apply basic theory to the design and implementation for student-managed summative (product) portfolios
    1. Recognize the distinguishing features of summative (product) portfolios
    2. Identify and develop the characteristics of effective summative portfolio design tied to purpose
B. Demonstrate meta-cognitive awareness of the integration between reading and writing processes
    1. Collect and maintain reading and writing process artifacts
    2. Continued reflection of reading/writing processes and learning processes
C. Demonstrate meta-cognitive awareness of the student's location within discourse communities across disciplines
    1. Create an exemplar summative portfolio including coursework (essays), experiences, and achievements across the curriculum
        a. Identify the qualitative differences among artifacts (product)
        b. Effective choices of representative works from ENGL 1S/T and other courses
        c. Effective organization of representative works and design of the overall portfolio
            1. Selecting, ranking, arranging, and managing information and artifacts
                a. Coursework
                b. Experiences
                c. Achievements
    2. Apply portfolio rubrics to evaluate the purpose and effectiveness of the summative portfolio
        a. Reading and writing learning outcomes (essay, paragraph, and sentence levels)
        b. Institutional SLOs
        c. Individual learning outcomes (goals achieved)
        d. The genre of portfolios (content, organization, and design)
D. Demonstrate meta-cognitive awareness of the behaviors necessary for college success across disciplines
    1. Develop academic goals based on a review of his/her portfolio
        a. Summarize coursework evaluations, including ENGL 1S/T and other courses
        b. Determine growth areas
        c. Prioritize growth areas needed
        d. Develop goals to facilitate growth

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

        A. Midterm self-assessment
        B. Published summative portfolio (various media)
        C. Formal analysis and evaluation of the portfolio
              1. The quality of the portfolio (genre)
              2. What portfolio demonstrates of learning outcomes (reading/writing, course-level, and institutional level)
        D. Formal presentation of the portfolio and analysis/evaluation

7. Representative Text(s) -

Reynolds, Nedra and Rich Rice. Portfolio Keeping. 3rd ed. Boston: Bedford/St. Martin's, 2014.

Short articles such as the ones listed below:
Dubinsky, Jim. "Creating new views on learning: ePortfolios." Business Communication Quarterly. (Dec. 2003): 96+. Academic OneFile. Web: 23 May 2016.
Young, Jeffrey. "Creating Online Portfolios Can Help Students See 'Big Picture,' Colleges Say." Chronicle of Higher Education. (21 Feb. 2002).

8. Disciplines -

English

9. Method of Instruction -

        A. Lecture presentations and class discussion (whole class and small group) on the processes and products of reading and writing
        B. Guided evaluation of the distinguishing features of formative portfolios
        C. Instructor-guided development of portfolios
        D. Presentations of portfolios followed by in-class discussion

10. Lab Content -

Not applicable.

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

12. Examples of Required Reading and Writing and Outside of Class Assignments -

        A. Reading of books and/or articles on the process, purpose, and distinguishing characteristics of student-managed portfolios
        B. Reading and evaluation of student work (self and that of peers)
        C. Written reflections and self-evaluations
        D. Selection and compilation of portfolio artifacts
        E. Design and publication of the summative portfolio

13. Need/Justification -

The Portfolio co-requisite course provides a structured environment to raise students' metacognitive awareness of their developing reading and writing processes, giving them the tools to analyze their reading and writing processes and representative products; this increased awareness will allow for the easier and accelerated transfer of knowledge, as it relates to effective changes they make to their processes and their products, from essay to essay, from reading to reading, and from class to class, inside English or across the disciplines.

Course status: *Active*

Development status: Approved
Owner-Editor: **fongvalerie@foothill.edu**
Edit History:
Comments:

Draft Resolution for Apprenticeship Exemption to Curriculum Cycle
October 16, 2017

Whereas, there is an ongoing need for an adequately trained workforce; and

Whereas, workforce training must respond to the needs of a constantly and rapidly changing employment market; and

Whereas, California Ed Code restricts enrollment in Apprenticeship courses to existing members of an apprenticeship cohort; and

Whereas, the current Foothill College curriculum cycle allows courses to be added to the catalog only on an annual basis be it hereby

Resolved, that the Vice President of Instruction may approve an exemption for any new and revised Apprenticeship courses to be added to the online catalog and taught beginning in the quarter following State approval of the course outline of record.

Explore Awards

Foothill College

Awards

Degree Group	2012-13	2013-14	2014-15	2015-16	2016-17
Associate in Arts	352	404	383	459	262
Associate in Arts-Transfer	15	39	118	254	342
Associate in Science	235	265	312	286	290
Associate in Science-Transfer			22	101	149
Certificate of Achievement	496	535	544	530	543
Total	1,098	1,243	1,379	1,630	1,586

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Explore Awards

Foothill College

Awards

Degree Group	Major	2012-13	2013-14	2014-15	2015-16	2016-17
Associate in Arts	**1ACC - Accounting**	21	30	30	23	24
	1AFT - Adaptive Fitness Therapy	7	5	1		
	1AHI - Art History		2	1	2	3
	1AMS - American Studies	1				
	1AN1 - Anthropology	10	9	10	2	7
	1ART - Art		4	7	9	5
	1BUS - Business Administration	39	38	30	15	8
	1CHD - Child Development	14	14	13	15	23
	1CHI - Chinese	3				
	1COM - Commercial Music		1			
	1COS - Communication Studies	20	36	41	30	26
	1ECO - Economics	13	11	11	7	5
	1ENG - English	3	10	2	6	6
	1GAR - General Art	1	3	1		
	1GEO - Geography-AA	2				
	1GID - Graphic & Interactive Design	2	11	7	13	12
	1GRD - Graphic Design			1		
	1GSH - Humanities	5	2	1	2	
	1GSS - General Studies:Social Science	72	108	101	216	72
	1HIS - History	5	5	6	3	2
	1IBS - Business International Studies	2	2	3	3	1
	1JAP - Japanese	6	1	5	8	1
	1MU1 - Music Technology	12	11	15	9	11
	1MU4 - Music: General	11	4	4	7	5
	1MUS - Music: Performance emphasis		1			
	1PE - Physical Education	7	7	6	4	2
	1PHI - Philosophy	2	1	1	1	
	1PHO - Photography	9	7	4	4	1
	1PLA - Law & Society (Pre-Law)	3	4	1		
	1POL - Political Science	4	6	6	1	1
	1PSY - Psychology	39	53	34	34	24
	1RAD - Radio Broadcasting	4				
	1REA - Real Estate	2		1	1	
	1SAR - Art-Studio Emphasis	2	1	1	1	1
	1SOC - Sociology	21	11	28	25	11
	1SPA - Spanish	3	2	1	6	2
	1SPE - Special Education	3		2	1	
	1THA - Theatre Arts	1	4	6	7	7
	1THT - Theatre Technology	3		2	4	2
	Total	352	404	383	459	262

Associate in Arts-Transfer	1ANT - Anthropology for Transfer			4	13	21
	1ATT - Art History for Transfer			1	1	3
	1BAT - Business Admin for Transfer			1	1	
	1CMT - Comm Studies for Transfer			4	51	51
	1ECT - Economics for Transfer			8	34	46
	1EHT - English for Transfer		1	3	3	4
	1HIT - History for Transfer		1	3	11	4
	1KIT - Kinesiology for Transfer			5	10	18
	1PIT - Philosophy for Transfer			1		
	1PST - Political Science for Transfer			1	11	21
	1PYT - Psychology for Transfer	8	28	55	87	131
	1SHT - Spanish for Transfer			2	1	1
	1SOT - Sociology for Transfer	7	9	30	28	35
	1STT - Studio Arts for Transfer				2	3
	1TAT - Theatre Arts for Transfer				1	4
	Total	15	39	118	254	342
Associate in Science	1BIO - Biological Sciences	5	9	15	13	12
	1BTG - Bus Tech/Off Adm: General	1				
	1CHE - Chemistry	4		2	6	3
	1CIS - Computer Science	6	9	9	20	17
	1CSD - Computer Software Development	6	1			
	1D A - Dental Assisting	10	16	14	11	10
	1D H - Dental Hygiene	21	24	23	20	22
	1DBM - Database Management	1				
	1DIM - Diagnostic Medical Sonography	16	17	15	16	17
	1EGN - Engineering	2	6	6	5	4
	1EHD - Environmental Horticulture	13	9	10	14	12
	1ENT - Enterprise Networking	3		2		
	1GEL - General Electrician	1		1		1
	1GES - Geography-AS		2	2	1	1
	1GI4 - Geographic Inform Syst Tech					5
	1GSC - General Studies: Science	20	17	35	24	31
	1IMM - Interactive & Multimedia Techn	1				
	1ITW - Internet Tech- Web Designer	1				
	1IWP - Internet Tech- Web Programming	1				
	1MAT - Mathematics	7	4	12	11	3
	1NAS - Nanoscience		2			1
	1P C - Primary Care Associate					42
	1PAR - Paramedic	4	9	14	11	18
	1PC - Primary Care Assoc Program	3	35	41	48	1
	1PEA - Athletic Injury Care	3	2	7	2	3
	1PHY - Physics	1	3	3	2	2
	1PT - Pharmacy Technician	11	13	20	10	14

	1R T - Radiologic Technology	28	31	19	21	18
	1RET - Respiratory Therapy	25	21	25	25	24
	1V T - Veterinary Techn	41	35	37	26	29
	Total	235	265	312	286	290
Associate in Science-Transfer	1BAT - Business Admin for Transfer			16	67	85
	1BIT - Biology for Transfer					1
	1CST - Computer Science for Transfer			3	10	12
	1EAT - Early Chld Educ for Transfer				7	12
	1MTT - Mathematics for Transfer			3	15	34
	1PCT - Physics for Transfer				2	5
	Total	0	0	22	101	149
Certificate of Achievement	1ACC - Accounting			1		
	1ACZ - Accounting-CEA		3	9	2	4
	1AFZ - Adaptive Fitness Therapy-CEA	5	6	3	1	
	1ARZ - Art- CEA			1		
	1BTG - Bus Tech/Off Adm: General	1				
	1BYZ - Biotechnology-CEA		1			
	1CDT - Child Development Teacher	1	1	2		4
	1CH4 - Program Supervisor & Mentoring			1	1	1
	1CHL - Early Childhood Education	2				
	1CPA - CPA Exam Prep-CEA				1	3
	1CS2 - LINUX/UNIX System Operation	2	1			
	1DAZ - Dental Assisting			1		
	1DAZ - Dental Assisting-CEA	18	19	9	17	14
	1DMS - Diagnostic Medical Sonograph		18	17		
	1EHZ - Envir Horticulture&Design-CEA	9	14	5	8	5
	1EIW - Inside Wireman					85
	1GEZ - General Electrian- CEA	29	1			
	1GI2 - Geographic Information Syste	2	1	1		
	1GI3 - Geog Info System-Analyst	9	4	11	8	
	1GI5 - Geographic Inform Syst Tech I				1	2
	1GI6 - Geographic Inform Syst Tech II				1	3
	1GI7 - Geographic Inform Syst Tec III					3
	1GIZ - Graphic & Interactive Dsgn-CEA	1	2		2	3
	1ICS - IGETC CSU	2	1			
	1ICU - CEA- IGETC UC	294	313	332	356	284
	1IDC - CSU General Education-Breadth	51	56	58	39	37
	1IDU - IGETC	1				
	1IGC - CEA_IGETC CSU	15	16	24	22	30
	1MHL - Music History & Literature					1
	1MPT - Music Tech:Pro Tools- CEA	4	1	3	1	
	1MU1 - Music Technology-CEA		1			
	1MUZ - Music Technology-CEA	4	4	2	3	
	1NAZ - Naoscience-CEA		1			

1OSC - Object Oriented Sftw using C++	1				
1P C - Primary Care Assoc- CEA		1			
1PAZ - Paramedic-CEA	1	2		1	1
1PCZ - Primary Care Assoc- CEA	36	40	42	49	44
1PD2 - Digital Photography					2
1PD2 - Digital Photography II	1		1		
1PH2 - Traditional Photography II		1	1		
1PHT - Traditional Photogra		1			
1PHZ - Photography-CEA			2		1
1PTZ - Pharmacy Technician-CEA	7	25	17	17	15
1SMB - Appr:Sheet Metal Building Tr					1
1SPZ - Spec Educ Paraprofessional-CEA		1			
1TTZ - Theatre Technology-CEA			1		
Total	496	535	544	530	543
Total	1,098	1,243	1,379	1,630	1,586

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Prepare and take exams on your own time. There's no penalty if you don't pass, and credit is given for CLEP at more than 2,900 colleges and universities nationwide.

Get started.

STEP ONE:
Find out your school's CLEP policy.

STEP TWO:
Register for the exam(s) that are right for you.

STEP THREE:
Schedule your exam(s) at a test center that's convenient for you.

Register Today!
CLEP.COLLEGEBOARD.ORG/STARTED

CLEP Exams

COMPOSITION AND LITERATURE

American Literature
Analyzing and Interpreting
  Literature
College Composition
College Composition Modular
English Literature
Humanities

SCIENCE AND MATHEMATICS

Biology
Calculus
Chemistry
College Algebra
College Mathematics
Natural Sciences
Precalculus

BUSINESS

Financial Accounting
Information Systems
Introductory Business Law
Principles of Management
Principles of Marketing

HISTORY AND SOCIAL SCIENCES

American Government
History of the United States I:
  Early Colonization to 1877
History of the United States II:
  1865 to the Present
Human Growth and Development
Introduction to Educational
  Psychology
Introductory Psychology
Introductory Sociology
Principles of Macroeconomics
Principles of Microeconomics
Social Sciences and History
Western Civilization I:
  Ancient Near East to 1648
Western Civilization II:
  1648 to the Present

WORLD LANGUAGES

French Language
German Language
Spanish Language

Get ready.

Find study resources,
detailed exam descriptions,
test-taking tips, and more:

clep.collegeboard.org/exams/offered

CLEP Official Study Guide ($24.99)
Study materials for all exams.

Subject-specific exam guides ($10)

EXAMPLES OF CLEP POLICIES

CLEP (College Level Examination Program)

Test Description: CLEP examinations measure knowledge of the material usually covered in courses during the first two years of college. Some examinations may be used to meet Liberal Arts Core requirements, while others may be used as credit for specific college courses. UNI offers and accepts credit from 21 of the exams offered through the CLEP program. For a complete list, view CLEP examinations accepted by UNI. CLEP exam-takers include adults just entering or returning to school, military service members, and traditional college students. UNI is a certified CLEP center that serves both UNI and non-UNI students. This exam is computer-based.

Registration: First, a CLEP test-taker is required to register and pay their exam fee in advance through "My Account" at http://clep.collegeboard.org. Once you register online, be sure to print your registration ticket with the voucher number to present to the test center on test day. Next, the student schedules and pays a proctor fee at the UNI Examination Services office located in ITTC 007 at least three days prior to the exam date.

Test Fees: The fees are $25 to the university for proctoring and $80 exam fee for CLEP registration. The $25 proctoring fee can be paid via cash or check payable to the University of Northern Iowa.

ID Requirement: On exam day you must present a valid, government-issued ID (such as driver's license or passport) that has both a photo and a signature. Your registration ticket with the voucher number is also required for the day of the test.

Test Dates: Check with Examination Services at (319) 273-6023 for available test dates.

Credit from CLEP Exams

Taking College-Level Examination Program (CLEP) examinations may allow you to earn Penn State credit.

Credit Awarded by CLEP Exam

In order to see if you have earned Penn State credit based on your CLEP exam performance, please search the list of tests by subject below. The list outlines the exact course credit you will receive at Penn State for results equivalent to the American Council on Education (ACE) recommended score or higher.

CLEP: Business
Accounting, Principles of
Business Law, Introductory
Financial Accounting
Information and Computer Applications
Management, Principles of
Marketing, Principles of

CLEP: Composition and Literature
American Literature
Analyzing and Interpeting Literature
College Composition
College Composition Modular
English Composition
English Literature

Freshman College Composition
Humanities

CLEP: History and Social Sciences
American Government
Educational Psychology, Introduction to
History of the United States I: Early Colonization to 1877
History of the United States II: 1865 to the Present
Human Growth and Development
Macroeconomics, Principles of
Microeconomics, Principles of
Psychology, Introductory
Social Sciences and History
Sociology, Introductory

[Western Civilization I: Ancient Near East to 1648](#)
[Western Civilization II: 1648 to the Present](#)

CLEP: Science and Mathematics
[Calculus](#)
[College Algebra](#)
[College Algebra - Trigonometry](#)
[College Mathematics](#)

[Spanish Language - Level 2](#)

[Natural Sciences](#)
[Precalculus](#)

CLEP: World Languages
[French Language - Level 1](#)
[French Language - Level 2](#)
[German Language - Level 1](#)
[German Language - Level 2](#)
[Spanish Language - Level 1](#)

More Information about Credit for CLEP Exams

This evaluation of the credits awarded for College-Level Examination Program examinations is subject to change and may be reviewed and revised periodically by Penn State faculty.

Undergraduate students interested in receiving credit for CLEP exams should arrange to have their official grade reports sent to Undergraduate Admissions directly from [CLEP](#).

If credit is awarded, a student's University record will carry notation of credit, but no grade will be recorded. Credit awarded will not affect a student's grade-point average at Penn State.

Limitations on credit earned through the CLEP exams are as follows:

- The credit must be useful in a student's program of study.
- Duplicate credit in the same subject is not awarded in any case.

General credits may be awarded for a CLEP exam that covers material that is not the substantial equivalent of material covered in a specific University course. General credits may be used to fulfill degree requirements in any area; such use is not necessarily limited to General Education or elective requirements. General credits are applied to a student's program of study in accordance with the procedures established by the college of enrollment. Information on the use of general credits or specific course credits earned by CLEP exams in individual programs of study may be obtained from a student's academic adviser or from the office of the dean of a student's college.

SAN JOSE STATE UNIVERSITY
TESTING OFFICE

College Level Examination Program

The [College Level Examination Program](#) (CLEP) is a computer-based credit by examination program. Tests are available in over 30 different subject areas. Earning a passing score on a CLEP exams can help you to earn credit towards general education requirements and/or the completion of an undergraduate degree.

For information on SJSU credit for CLEP exams, check the [online SJSU catalog](#), or visit [TES](#).

College Board has [practice materials and study guides](#) available for purchase. You can also visit the [Modern States Alliance website](#) for free online courses to prepare for CLEP exams.

How to Register

1. Register for the test at [CLEP registration](#), then print out the voucher they send you. (Please note: CollegeBoard charges $85 per exam, eff 7/1/17.)
2. [E-mail our office](#) to schedule an appointment.
    o Please request appointments at least 1-2 business days in advance.
    o We administer CLEP exams Monday-Friday. Earliest start time is 9:30am, latest is 2:30pm.
    o Exams last about 90 minutes.
3. On the day of your appointment, please bring:
    o A valid photo ID. (Acceptable IDs include US Federal or State-issued driver's licenses, ID cards, and/or passports. Foreign passports are also accepted.)

- A printout of your voucher from CLEP. (We cannot activate the test without this.)
- Our office charges a $25 administrative fee for each CLEP exam (effective July 1, 2017). This is separate from the payment you make when you register with CLEP. We can accept cash, or a check/money order (payable to **SJSU**).
- If you need directions, click here for a campus map. Our office is in the Industrial Studies (IS) building, on the second floor in room 228. For driving directions/navigation, please set your navigation to the corner of 9th Street and San Fernando, which will take you to the closest parking garage. Parking permit machines are located on level 3 & above, near the elevators.

Important:

- This test center **does not** offer the optional paper essay for any of the CLEP exams.
- Most CLEP exams require a score of 50 to pass. If you score below the minimum threshold to receive credit, you must wait 3 months before you retake the exam.

Active Military Service Members and Veterans

For **active military service members**, DANTES (Defence Activity for Non-Traditional Education Support) pays your exam fee to CollegeBoard for the first attempt per test title, and our test center's administrative fee will be waived.

To schedule an appointment, please e-mail the Testing Office. When you make your appointment, inform the test center administrator that your exam fee is funded by DANTES. Please remember to bring your military ID when you check in, and remind us when you come in that your exam fee is being covered by DANTES.

Read more about CLEP for Military here.

If you do not know whether your exam fee is funded by DANTES, contact DANTES at (850) 452-1063 regarding your eligibility.

For **veterans**, DANTES does not fund the exam fee to CollegeBoard. Depending on your benefits election, some veterans can claim full reimbursement for CLEP exams and exam administration fees by provision of the Veterans' Benefits Improvement Act of 2004 (Public Law 108-454), which enhances the education benefits of the Montgomery GI Bill. Our test center's administration fee will still be collected.

Scores

Score reports are available immediately after the exam (except for exams with essays). CollegeBoard will transmit official score reports to your designated school within 2 weeks. Please allow time for your school to process and post your scores once the report arrives.

For exams where there is an optional essay required, you will not receive scores for your essays until after CollegeBoard has scored them.

Find out more about your score here.
For more information on CLEP credit at SJSU, click here.

CAL POLY, SAN LUIS OBISPO

CLEP Exam Credit

Cal Poly grants credit to those students who pass examinations that have been approved for credit systemwide. These include some College Level Examination Program (CLEP) examinations.

CLEP tests acceptable for credit are:

- College Algebra-Trigonometry with a passing score of 50;
- Pre-Calculus with a passing score of 50;
- General Chemistry with a passing score of 50;
- Calculus with Elementary Functions with a passing score of 51.

4.5 quarter units of credit may be earned with an assigned grade of credit (CR), which is not included in the GPA calculation.

Credit for CLEP and other externally developed examinations is *not* awarded if any of the following apply:

- examination previously taken within the past year;
- equivalent degree credit or duplicate credit has already been granted;
- credit has been granted for previous coursework or for a previously completed more advanced or higher level examination.

ALLAN HANCOCK COMMUNITY COLLEGE (SANTA MARIA)

Save time and money while achieving your college goals with CLEP at Allan Hancock College located in Santa Maria, CA. CLEP exams are offered in 33 introductory-level college subjects and is the most widely accepted credit-by-examination program, available at more than 2,900 colleges and universities.

CLEP Code:
4002

Address:
Testing Center Bldg. A2-404
93454 Santa Maria , CA
United States
Email address: testing@hancockcollege.edu

Phone: (805) 922-6966
See map: [Google Maps](#)
California US
[Find a nearby test center](#)

Note:

Please consult your institution's catalog for the most current policy information. Not all institutions post or keep current policies on the CLEP website.

Business:

Course Name	Minimum Grade for Credit	Credit Hours Awarded
Financial Accounting		
Information Systems	47	3
Introductory Business Law	51	3
Principles of Management	47	3
Principles of Marketing	48	3

Composition & Literature:

Course Name	Minimum Grade for Credit	Credit Hours Awarded
American Literature	46	3
Analyzing and Interpreting Literature	49	3
College Composition	50	6
College Composition Modular	50	3
English Literature	46	3
Humanities		

Foreign Languages:

Course Name	Minimum Grade for Credit	Credit Hours Awarded
French Language Level I	41	5
French Language Level II	53	5
German Language Level I		
German Language Level II		
Spanish Language Level I	41	5
Spanish Language Level II	50	5

History & Social Sciences:

Course Name	Minimum Grade for Credit	Credit Hours Awarded
American Government	47	3

Course Name	Minimum Grade for Credit	Credit Hours Awarded
History of the United States I	45	3
History of the United States II	45	3
Human Growth and Development	45	3
Introduction to Educational Psychology	46	3
Introductory Psychology	47	3
Introductory Sociology	47	3
Principles of Macroeconomics	48	3
Principles of Microeconomics	47	3
Social Sciences and History		
Western Civilization I	46	3
Western Civilization II	47	3

Science & Mathematics:

Course Name	Minimum Grade for Credit	Credit Hours Awarded
Biology	46	4
Calculus	47	4
Chemistry	47	3
College Algebra	45	3
College Mathematics		
Natural Sciences		
Precalculus		

The California State University

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) is a credit-by-examination program that measures a student's level of comprehension of introductory college-level material and consecutively earn college credit. The CSU requires a passing score of at least 50 on the CLEP exam. Each campus in the CSU system determines how it will apply external examinations toward credit in the major. For students not already certified in GE (General Education) and/or American Institutions, the campus also determines how to apply credit from such exams toward the local degree requirement.

College Level Examination Program (CLEP)	Passing Score	Minimum Semester Credits Earned[1]	Semester Credits Toward GE Breadth Certification	American Institutions and/or GE Breadth Area[2]	Removal Date for GE Breadth[3]
CLEP American Government	50	3	3	D8	
CLEP American Literature	50	3	3	C2	
CLEP Analyzing and Interpreting Literature	50	3	3	C2	
CLEP Biology	50	3	3	B2	
CLEP Calculus	50	3	3	B4	
CLEP Chemistry	50	3	3	B1	
CLEP College Algebra	50	3	3	B4	
CLEP College Algebra - Trigonometry	50	3	3	B4	
CLEP College Composition	50	0	0	n/a	
CLEP College Composition – Modular	50	0	0	n/a	
CLEP College Mathematics	50	0	0	n/a	
CLEP English Composition (no essay)	50	0	0	n/a	
CLEP English Composition with Essay	50	0	0	n/a	
CLEP English Literature	50	3	3	C2	F11
CLEP Financial Accounting	50	3	0	n/a	
CLEP French[7] Level I	50	6	0	n/a	
CLEP French[7] Level II	59	12	3	C2	F15
CLEP French[7] Level II	59	9	3	C2	
CLEP Freshman College Composition	50	0	0	n/a	
CLEP German[7] Level I	50	6	0	n/a	
CLEP German[7] Level II	60	12	3	C2	F15
CLEP German[7] Level II	60	9	3	C2	
CLEP History, United States I	50	3	3	D6+US-1	
CLEP History, United States II	50	3	3	D6+US-1	
CLEP Human Growth and Development	50	3	3	E	
CLEP Humanities	50	3	3	C2	
CLEP Information Systems and Computer Applications	50	3	0	n/a	
CLEP Introduction to Educational	50	3	0	n/a	

Psychology

CLEP Introductory Business Law	50	3	0	n/a	
CLEP Introductory Psychology	50	3	3	D9	
CLEP Introductory Sociology	50	3	3	D0	
CLEP Natural Sciences	50	3	3	B1 or B2	
CLEP Pre-Calculus	50	3	3	B4	
CLEP Principles of Accounting	50	3	0	n/a	
CLEP Principles of Macroeconomics	50	3	3	D2	
CLEP Principles of Management	50	3	0	n/a	
CLEP Principles of Marketing	50	3	0	n/a	
CLEP Principles of Microeconomics	50	3	3	D2	
CLEP Social Sciences and History	50	0	0	n/a	
CLEP Spanish[7] Level I	50	6	0	n/a	
CLEP Spanish[7] Level II	63	12	3	C2	F15
CLEP Spanish[7] Level II	63	9	3	C2	
CLEP Trigonometry	50	3	3	B4	F06
CLEP Western Civilization I	50	3	3	C2 or D6	
CLEP Western Civilization II	50	3	3	D6	

For more information on the CSU External Exams Policy download a copy of the CSU Coded Memorandum AA-2015-19 External Exams.

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[1]These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth area. See Executive Orders 1036 and 1100 for details.

[2]Areas of GE Breadth (A1 through E) are defined in EO 1100. Areas of American Institutions (US-1 through US-3) are set forth in Sections IA and IB of EO 1061, and at assist.org.

[3]Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.

[4]If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

[5]Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1+B3 or B2+B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1+B3.

[6]If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

[7]If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.