College Curriculum Committee Meeting Agenda
Tuesday, May 5, 2015
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes:	Action	#5-5-15-1	Escoto

2. Announcements
    a. New Course Proposals
    b. Curriculum Refresher Training
    c. Cross-listed GE Courses
    d. ADT Reciprocity Ad Hoc
    e. KOOL Online Information
    f. Dental Hygiene Bachelor's Degree Progress
    g. AP Info Distribution
		#5-5-15-2 thru 19
		
		#5-5-15-20
			Escoto
			Nuñez
			Escoto
			Escoto
			Escoto
			Spragge
			Day

3. Consent Calendar Stand Alone	Action	#5-5-15-21thru 24	Escoto
4. CORs with SLOs	Discussion	#5-5-15-25 & 26	LaManque, Nuñez
5. CSU GE/IGETC Review Info	Discussion		Day
6. Report Out	Information		Curr Reps
7. Good of the Order	Information		
8. Adjournment			

Consent Calendar:
    Stand Alone Forms (attachments #21-24): HUMN 5, 6, 7 and 44H

Attachment List:
#5-5-15-1	Draft Minutes: April 21, 2015
#5-5-15-2	New Course Proposal-APPT 185
#5-5-15-3	New Course Proposal-APPT 186
#5-5-15-4	New Course Proposal-APPT 187
#5-5-15-5	New Course Proposal-APPT 188
#5-5-15-6	New Course Proposal-APPT 189
#5-5-15-7	New Course Proposal-APPT 190
#5-5-15-8	New Course Proposal-APPT 191
#5-5-15-9	New Course Proposal-APPT 192
#5-5-15-10	New Course Proposal-APPT 193
#5-5-15-11	New Course Proposal-APPT 194
#5-5-15-12	New Course Proposal-HLTH 20
#5-5-15-13	New Course Proposal-LINC 82A
#5-5-15-14	New Course Proposal-LINC 82B
#5-5-15-15	New Course Proposal-LINC 82C
#5-5-15-16	New Course Proposal-LINC91A
#5-5-15-17	New Course Proposal-LINC 91B
#5-5-15-18	New Course Proposal-LINC 91C
#5-5-15-19	New Course Proposal-LINC 92
#5-5-15-20	New Dental Hygiene BS Information
#5-5-15-25	SLOs on CORs-Example #1
#5-5-15-26	SLOs on CORs-Example #2

2014 -2015 Curriculum Committee Meetings

Fall 2014 Quarter:	Winter 2015 Quarter	Spring 2015 Quarter
~~10/7/14~~	~~1/20/15~~	~~4/21/15~~
~~10/21/14~~	~~2/3/15~~	5/5/15
~~11/4/14~~	~~2/17/15~~	5/19/15
~~11/18/14~~	~~3/3/15~~	6/2/15
~~12/2/14~~	~~3/17/15~~	6/16/15

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

2014-2015 Curriculum Deadlines

12/1/14   Deadline to submit courses to CSU for CSU GE approval.
12/1/14   Deadline to submit courses to UC/CSU for IGETC approval.
12/5/14   COR/Title 5 Updates for Summer 2015.
3/2/15   Curriculum Sheet Updates for 2015-16.
6/1/15   Deadline to submit new/revised courses to UCOP for UC transferability
6/19/15   COR/Title 5 Updates for Summer 2016.
Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2014-2015 Professional Development Opportunities & Conferences of Interest

~~7/10-12/14~~   ASCCC Curriculum Institute, Hayes Mansion, San Jose CA
~~1/15-16/15~~   CTE Curriculum Academy, Anaheim Marriott Suites, Garden Grove, CA
~~2/20-21/15~~   Accreditation Institute, San Mateo Marriott, San Francisco Airport, CA
~~3/13-14/15~~   ~~Academic Academy, Westin South Coast Plaza, Costa Mesa, CA~~
~~3/20/15~~   Noncredit/Curriculum Regional Meeting, Foothill College
~~4/9-11/15~~   Spring Plenary Session, Westin San Francisco Airport

2015-2016 Professional Development Opportunities & Conferences of Interest

7/9-11/15   ASCCC Curriculum Institute, Double Tree, Anaheim, CA

Distribution:
Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Hilary Gomes (FA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Chris Ju (ASFC Student), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Kella Svetich (L A), Lan Truong (CNSL)

College Curriculum Committee
Meeting Minutes
Tuesday, April 21, 2015
2:03 p.m. – 3:30 p.m.
Student Council Chambers, Room 2018

<u>Item</u>	<u>Discussion</u>
1. Minutes: March 17, 2015	Minutes as written **M/S** (Knobel, Campbell) **Approved.** 1 abstention
2. Announcements	**Speaker: Isaac Escoto, Andrew LaManque, Cori Nuñez, Daphne Small**
a. New Course Proposals	a. New course proposals- this is a first for upper division courses as Dental Hygiene is preparing for the Bachelor degree initiative newly passed by the State. PaRC is currently reviewing the info for the new BS degree. Perhaps we need to look at some schools that have or have had a BS to see similarities.
b. Minimum Quals List	b. The most recent update of the Minimum Qualifications list is now available on the curriculum webpage.
c. COOL Update	c. The COOL committee has updated the form to include a clarification for hybrid or online delivery. Is there a particular percentage requirement for consideration as hybrid? Escoto will verify with Jordahl for this info. Committee has made further suggestions for additional changes and Escoto will discuss with COOL.
d. CORs for Update 2016-17 (Title 5 List)	d. Presented update list.
e. AS Resolution: SLOs on CORs	e. Reference doc presented of the resolution from ASCCC. LaManque explained that the discussions are occurring now to move the info from TracDat to the C3MS manually in the summer so that the info will not have to be entered twice. This committee will also have to discuss a process.
f. C3MS Feedback	f. C3MS feedback-let's start the conversation in our divisions. A subcommittee has been set up and will begin meeting tomorrow. All are welcome.
g. Curriculum Trainings for Spring	g. Curriculum trainings- Nuñez will be setting up some this quarter. Suggestion that Nuñez do some "youtube" type instructions of outlines or program building.
h. Curriculum Demo	h. The Curriculum Team will be hosting some demos of some curriculum software that is available for purchase. Dates to be provided.
3. Course Currency Procedures	**Speaker: Isaac Escoto** Brief overview of the 2 options. Option 1 is the original (all appeals would come directly to CCC) and Option 2, all appeals would go to the division for the first appeal and CCC for the 2nd appeal. Motion to approve Option 1 **M/S** (Hueg, Starer) **Approved.**
4. CCC Roles	**Speaker: Isaac Escoto** We've agreed on the bulk of this document but we had multiple options for the equity/diversity/multicultural statement highlighted in the attachment. "Review curricula with faculty for student equity considerations/cultural competency, which may include content, delivery, and/or assessment." **M/S** (Starer/Pennington) **Approved.**
5. Reciprocity for ADTs Policy	**Speaker: Bernie Day** We have a growing problem regarding the ADTs and course substitution. There is lack of understanding whether a

	particular course has C-ID approval for a particular area and maybe substituted for a course for use on the Foothill ADT. Enrollment management has caused some issues with courses not being offered. We can't run courses with low numbers and so the students get locked out. Starer would like to ask that the form for course substitution be changed to accommodate the C-ID/ADT. There is a lot of ambiguity and we need to agree and establish some policy as to who or where a final decision would be made. Discussions will be ongoing.
6. CSU GE/IGETC Review Info	**Moved to the next meeting due to time limitations.**
7. Report Out	**Speaker: Curriculum Reps** **BH:** Discussing the ADT in Biology. The BIOL courses are having trouble aligning with the C-ID descriptors. **CNSL:** Trying to determine how they will add sexual assault info in CNSL 5. TTW program is hoping to expand to create a second strand to prepare students to be work-ready. **FA:** Meeting next week. Reps will be stepping down at the end of this year so they are looking for 2 new curr reps. **LA:** Update First Year Experience moving forward. Piloting a program next year will start with 50 students representing the identified underrepresented student population. **PE:** Meeting next week. Nothing to report. **PSME:** Congratulations to Victor Tam's appointment as the permanent dean. Struggling with the ADT in Chemistry.
8. Good of the Order	**Moved to the next meeting due to time limitations.**
9. Adjournment	**3:30 p.m.**

Attendees: Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Elizabeth Consavari (FA), Bernie Day (Articulation Officer), Leeann Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Owen Flannery (KA), Valerie Fong (LA), Stephanie Franco (Evaluations), Kurt Hueg (Dean, BSS), Chris Ju (ASFC Student), Marc Knobel (PSME), Andrew LaManque (AVP Instruction, Administrator co-chair), Simon Pennington (FA), Lety Serna (CNSL), Paul Starer (Dean, L A), Victor Tam (Dean, PSME)
Guests: Melinda Tran (Napa Valley College), Daphne Small (Student Activities)
Minutes Recorded by: C. Nuñez

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.*

Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 185
Proposed Transferability: None
Proposed Title: Pipe Materials, Safety & Tools, Soldering & Brazing

Proposed Catalog Description: This course provides students with a working knowledge of soldering and brazing along with safe practices as it relates to on-the-job-training.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

Foothill College
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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 186
Proposed Transferability: None
Proposed Title: Mathematics/Rigging & Signaling

Proposed Catalog Description: This course provides students with a working knowledge of mathematics, rigging and signaling as it applies to the Plumbing and Pipefitting industry. Students will apply safety practices as it relates to on-the-job training.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 187
Proposed Transferability: None
Proposed Title: Drawing Interpretation & Plan Reading/Science

Proposed Catalog Description: Students will gain a working knowledge of Drawing Interpretation, Plan Reading and Science as it applies to the plumbing industry. This course is required to meet the certificate requirements to become a journeyman plumber.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 188
Proposed Transferability: None
Proposed Title: Advanced Plan Reading/CAD

Proposed Catalog Description: Students will gain a working knowledge of advanced plan reading and computer aided drafting (CAD) as it applies to the plumbing industry. This course is required to meet the certificate requirements to become a journeyman plumber.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 189
Proposed Transferability: None
Proposed Title: Welding/Oxygen-Acetylene

Proposed Catalog Description: Students will gain a working knowledge of welding and using Oxy-Acetylene torch as it applies to the plumbing industry. This course is required to meet the certificate requirements to become a journeyman plumber.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 190
Proposed Transferability: None
Proposed Title: Pipe Fitting With A Calculator

Proposed Catalog Description: This course provides students with a working knowledge of mathematics and pipe fitting as it applies to the plumbing and pipe fitting industry. Students will apply safety practices as it relates to on-the-job training.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 191
Proposed Transferability: None
Proposed Title: Plumbing Code Application, Plumbing Fixtures

Proposed Catalog Description: This course provides students with a working knowledge of the plumbing Code application and plumbing fixtures as it applies to the plumbing and pipe fitting industry. Students will apply safety practices as it relates to on-the-job training. This course is required to meet the certificate requirements to become journeyman plumber.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 192
Proposed Transferability: None
Proposed Title: Natural Gas Installation, Drainage

Proposed Catalog Description: This course provides students with a working knowledge of Natural Gas Installations and Drainage as it applies to the plumbing and pipe fitting industry. This course is required to meet the certificate requirements to become journeyman plumber.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 193
Proposed Transferability: None
Proposed Title: Water Supply, Patterns

Proposed Catalog Description: This course provides students with a working knowledge of water supply and patterns as it applies to the plumbing and pipe fitting industry. Students will apply safety practices as it relates to on-the-job training.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/21/15
Faculty Author: Mauricio Velarde

Proposed Number: APPT 194
Proposed Transferability: None
Proposed Title: Medical Gas, Review Exit Exam/Final Exam

Proposed Catalog Description: Apprentices learn the installation procedures of medical gas and vacuum systems. This includes medical gas alarms systems, valve stations, inlets, outlets and the complete vacuum system. Brazing techniques will be described and demonstrated.

Proposed Discipline: Plumbing

Proposed Need/Justification Statement:
This course prepares students to work in various building construction industries as state-registered apprentices.

To which Degree(s) or Certificate(s) would this course potentially be added?
The plan is to have this course to become part of a Certificate of Achievement in Building Trades Plumbing.

Comments & Other Relevant Information for Discussion:
None

Instruction Office:
Date presented at CCC:
Number assigned:
Date number assigned/notification:

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Faculty Author: Shirley Treanor

Proposed Number: HLTH 20   **Proposed Units:** 4
Proposed Hours: 4 lecture
Proposed Transferability: UC/CSU , also CSU GE (Area D7 & E)
Proposed Title: Introduction to Public Health

Proposed Catalog Description & Requisites:
This course provides an introduction to the discipline of Public Health. Students will gain an understanding of the basic concepts and terminologies of public health, and the history and accomplishments of public health officials and agencies. An overview of the functions of various public health professions and institutions, and an in-depth examination of the core public health disciplines is covered. Topics of the discipline include the epidemiology of infectious and chronic disease; prevention and control of diseases in the community including the analysis of the social determinants of health and strategies for eliminating disease, illness and health disparities among various populations; community organizing and health promotion programming; environmental health and safety; global health; and healthcare policy and management.

Proposed Discipline: Health

To which Degree(s) or Certificate(s) would this course potentially be added?
TMC – Public Health Science

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: None that I can think of.

Comments & Other Relevant Information for Discussion:
This course will be a Core requirement for the new TMC in Public Health Science. The COR and description will be based upon the C-ID for the TMC in Public Health Science.

Instruction Office:
Date presented at CCC:
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Faculty Author: Steven McGriff

Proposed Number: LINC 82A   **Proposed Units:** 3
Proposed Hours: 3
Proposed Transferability: CSU
Proposed Title: Creating Instructional Design Projects

Proposed Catalog Description & Requisites:
This introductory course in designing and building instructional materials with technology tools is for teachers, educators, and trainers at all levels in school, college, or business settings. Apply instructional technology and techniques to develop instruction or training materials and resources (e.g., presentations, Website, video, screencast, poster, handout, information graphic) for a learning activity, lesson, unit, module, or curriculum in any educational or training content area. Apply instructional design principles and techniques to create a rapid prototype of instruction. Write an instructional design plan, including task analysis, learning process flowchart, instructional objectives, instructor activities and corresponding learner activities. Course projects include an extensive instructional design matrix and creating an instructional product that incorporates technology. Plan and implement a formative and summative assessment strategy of the class project.
Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

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Faculty Author: Steven McGriff

Proposed Number: LINC 82B   **Proposed Units:** 3
Proposed Hours: 3
Proposed Transferability: CSU
Proposed Title: Creating Resources For Instruction

Proposed Catalog Description & Requisites:
This instructional technology and design course is for teachers, educators, and trainers who want to enhance their skills with creating instructional media, internet, or print resources for school, college, or business settings. Apply instructional design principles and techniques to design effective instructional resources for use in classroom or training environments. Create instructional projects that best fit the learner activity and instructor style. Compare and contrast print, online, and interactive media resources. Create various online resources, such as collaborative online documents, websites, threaded discussions, screencasting, and multimedia resources. Find and use copyright-free instructional resources. Create a final project that aligns learning goals with instructional strategies and resources for a chosen classroom or learning environment.
Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Steven McGriff

Proposed Number: LINC 82C   **Proposed Units:** 3
Proposed Hours: 3
Proposed Transferability: CSU
Proposed Title: Creating Interactive Media For Instruction

Proposed Catalog Description & Requisites:
This advanced instructional technology and design course is for teachers, educators, and trainers who want to create online interactive instructional media for school, college, or business settings. It builds upon the concepts presented in the prior courses in this sequence. Use web-based tools to create interactive tutorials, activities, games, and assessments. Integrate instructional technology principles into the design of an instructional video and learn how to create 'flip' learning environments. Embed interactive media in websites, collaborative documents, and learning management systems for use in face to face, blended, online, and traditional training environments. Explore game-based learning as an instructional approach in the classroom.

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
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Faculty Author: Steven McGriff

Proposed Number: LINC 91A   **Proposed Units:** 3
Proposed Hours: 3
Proposed Transferability: CSU
Proposed Title: Evaluating Instructional Design & Technology Projects

Proposed Catalog Description & Requisites:
This introductory course in evaluation of instructional technology projects and programs is for teachers, educators, and trainers at all levels in school, college, or business settings. Apply evaluation and assessment processes and tools to evaluate the outcomes of instructional units, modules, curriculum, or a program in any content area. Use systematic instructional design methods to determine appropriate measures of both instructional program results and student learning outcomes in different learning domains. Determine how to evaluate instructional technology tools and resources. Course projects include written evaluation plans, surveys, tests, and tasks for formative and summative assessments. Practical topics include survey research methods, basic data analysis techniques, and ethical standards for collecting data.

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Steven McGriff

Proposed Number: LINC 91B   **Proposed Units:** 3
Proposed Hours: 3
Proposed Transferability: CSU
Proposed Title: Evaluating Learning Outcomes

Proposed Catalog Description & Requisites:
This instructional design and technology evaluation course is for teachers, educators, and trainers who want to enhance their skills in evaluating the effectiveness of any instructional technology based training experience in school, college, or business settings. Differentiate formative and summative assessments including authentic, performance-based assessments, and rubrics. Apply formative and summative assessment processes and instruments to evaluate the outcomes of instructional objectives. Use technology to create different evaluation and assessment tools (i.e., observation, rubrics, checklists, written tests, surveys, performance tests). Understand the unique requirements for evaluation in online learning. Explore techniques for creating conditional and adaptive tests that change questions to be harder or easier based on learners' response. Course projects include designing effective surveys, collecting data, conducting data analysis, and reporting results.

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Steven McGriff

Proposed Number: LINC 91C   **Proposed Units:** 3
Proposed Hours: 3
Proposed Transferability: CSU
Proposed Title: Evaluating Instructional Programs

Proposed Catalog Description & Requisites:
This advanced course in evaluation for instructional technology is for teachers, educators, and trainers who want to evaluate program goals and outcomes in school, college, or business settings. It builds upon the concepts presented in the prior courses in this sequence. Develop a depth of knowledge in evaluation processes and instruments to determine if an instructional technology program was successful. Determine effectiveness of a program in terms of instructor preparation, planning, delivery of instruction, effective use of technology and strategy to adjust and differentiate instruction. Create an evaluation method and strategy to assess learner outcomes in terms of satisfaction with the program, transfer of skills and knowledge beyond the classroom or training environment, and sustained success over time. Course project includes writing and conducting a program evaluation plan.

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Steven McGriff

Proposed Number: LINC 92   **Proposed Units:** 3
Proposed Hours: 3
Proposed Transferability: CSU
Proposed Title: Internship In Instructional Design & Technology

Proposed Catalog Description & Requisites:
This internship course is for teachers, educators, and trainers to apply systematic instructional design models and instructional planning procedures to create educational or training curriculum in a real-world school, college, or business setting. Coordinate a 10-week supervised practicum at an educational or business site with guidance of the course instructor. Participants work with the site host to complete an instructional technology and design project and to engage in authentic instructional design work. This course prepares participants to apply their skills and knowledge of instructional design principles and methods. The culminating course project is a portfolio and presentation of the instructional design project completed in the internship.

Proposed Discipline: Instructional Design and Technology

To which Degree(s) or Certificate(s) would this course potentially be added?
Certificate of Achievement in Instructional Design and Technology (in program review process)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Not applicable

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Curriculum Submission: spring 2015, effective quarter Summer 2016
Phyllis Spragge & Patti Chan
Courses for the Bachelor's completion program, including the Application for Approval for Distance Education

Rationale for Foothill College Bachelor's completion degree in Dental Hygiene
The bachelor's completion degree program will broaden the educational experiences of **licensed dental hygienists** who have graduated from an accredited two-year community college dental hygiene program by providing an in depth curriculum, including, but not limited to: critical thinking, analysis, writing, communication, cultural sensitivity, researching, and reporting. The dental hygiene degree completion program will expand professional opportunities beyond the private dental office and promote career advancement in management, education, public health and research. The program will prepare dental hygienists to interact effectively with other health professionals in a competent, collaborative, and ethical manner.

Required Courses

Fall quarter
Math 10 – Statistics (5 quarter units)*
DH 500 (# TBD) – Health Communication & Cultural Issues (3 quarter units)
DH 502A (# TBD) – Dental Hygiene Research & Capstone Project I (3 quarter units)

Winter quarter
DH 502B (# TBD) – Dental Hygiene Research & Capstone Project II (3 quarter units)
DH (#TBD) – Contemporary Issues in Dental Hygiene (3 quarter units)

Spring quarter
DH 502C (# TBD) – Dental Hygiene Research & Capstone Project III (3 quarter units)

* We recommend that Statistics be taken before starting the completion program.

Dental Hygiene Completion Degree PLOs

I. Professionalism
The dental hygiene bachelor degree completion graduate will appreciate their role as health professionals at the local, state, and national levels. The graduate will possess the ethics, values, skills, and knowledge integral to all aspects of the profession.

II. Health Promotion and Disease Prevention
The dental hygiene graduates will be competent in the performance and delivery of oral health promotion and disease prevention services in public health, private practice and alternative settings. The graduates will be able to exercise evidence based practice, critical thinking and communicate effectively in all professional employment settings.

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 #:   HUMN 5

Course Title: Cultures, Civilizations and Ideas: The Modern World

Catalog Description:

> An interdisciplinary and thematic approach to the history of human culture and ideas. Major eras covered include the Renaissance, the Age of Encounters, the Enlightenment, the Romantic Period, the Industrial Revolution and the dark legacy of Colonialism. Class discussions, projects and lectures address the development of worldviews, moral and ethical values and the arts in civilizations across the globe and throughout time.

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

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

> AA Degree in Humanities

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

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

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

Criteria A. -- Appropriateness to Mission

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

1. <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:

> HUMN 5 offers academic instruction at the lower division level. The course addresses both degree and GE requirements for the AA degree and transfer and thus fulfills Criteria A.1.

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.)

NORCO	HUMN 5: Arts and Ideas, The Renaissance through the Modern Era
SRC	HUMN 5: World Humanities: Art, Ideas, Values

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

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

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

__XX___ 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)

__XX___ 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)

__XX___ 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: Falk Cammin   **Date:** 4/8/15

Division Curriculum Representative: Allison Lenkeit Meezan   **Date:** 4/15/15

Date of Approval by Division Curriculum Committee: **Date**: 4/15/15

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

Approved 4/30/13

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 #:   HUMN 6

Course Title: Cultures, Civilizations and Ideas: The Contemporary World

Catalog Description:

> An interdisciplinary and thematic approach to the history of human culture and ideas. Major eras covered include: Modernity (from cubism and expressionism to jazz and film), the Soviet Union and Nazi Germany, the Atomic Age, Post-Colonialism (India, Africa, Latin America, the Middle East), Post Modernity, and the Digital Age. Class discussions, projects and lectures address the development of worldviews, moral and ethical values and the arts in Asia, Europe, the Americas and Africa throughout the 20th century and beyond.

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

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

AA Degree in Humanities

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

   Program Application is approved.

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

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

Criteria A. -- Appropriateness to Mission

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

1. <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:

> HUMN 6 offers academic instruction at the lower division level. The course addresses both degree and GE requirements for the AA degree and transfer and thus fulfills Criteria A.1.

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.)

> CSUC   HUMN 222   Arts and Ideas: Modern
>
> SRC HUMAN 5 World Humanities: Arts, Ideas, Values

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)

XX_____ 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)

XX_____ 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)

XX_____ 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: Falk Cammin   **Date:** 4/8/15

Division Curriculum Representative: Allison Lenkeit Meezan   **Date: 4/15/15**

Date of Approval by Division Curriculum Committee: **Date:** 4/15/15

College Curriculum Co-Chairperson: _____ **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 #:   HUMN 7

Course Title: Global Religions: Contemporary Practices and Perspectives

Catalog Description:

> Interdisciplinary course that explores how religions shape our understanding of diverse topics such as human rights, war, peace, globalization and science as well as music, sport, humor, film and the visual arts. Course eschews a focus on a specific tradition (i.e. Western or Eastern religions), and instead examines the inter-relationship between religion and human meaning creation through the specific lenses of ethics, aesthetics and politics.

Are you requesting Stand Alone Approval for the course on a _temporary,_ or _permanent_ basis?

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

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

> AA Degree in Humanities

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

> Program Application is approved.

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

> HUMN 7 offers academic instruction at the lower division level. The course addresses both degree and GE requirements for the AA degree and transfer and thus fulfills Criteria A.1.

Approved 4/30/13

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.)

> UC Riverside: Native American Culture and Religion
> UCSC: Religion and Native American Culture in China
> Several Community Colleges had UC transferrable Religion and Culture courses, which were deactivated but set a precedent for approval.

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>XX</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>XX</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>XX</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: Falk Cammin   **Date:** 4/22/15

Division Curriculum Representative: K. Allison Lenkeit Meezan   **Date: 4/29/15**

Date of Approval by Division Curriculum Committee: **Date**: 4/29/15

Approved 4/30/13

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

Course #:   HUMN 44H

Course Title: Art and Transgression: The Holocaust in the Literary Imagination

Catalog Description:

> When Theodor Adorno claimed that "Writing Poetry after Auschwitz is barbaric", he challenged us to reflect upon the dangers that come with artistic representation.   This course traces how art mediates our encounters with history by examining the role of art in shaping our understanding of the Holocaust. Specifically the course examines art's complicity in utilizing the Holocaust for national and political interests and art's ability to provide a space that affords us to behold a realm beyond reason.

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

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

> AA Degree in Humanities

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

> Program Application is approved.

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

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

Criteria A. -- Appropriateness to Mission

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

1. <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 fills the Foothill Honors Program's need for courses in Humanities and thus fulfills Criteria A.1

Approved 4/30/13

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.)

Chabot College: ENGL 48, The Literature of the Holocaust

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>XX</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>XX</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>XX</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: Falk Cammin   **Date:** 4/8/15

Division Curriculum Representative: Allison Lenkeit Meezan   **Date:** 4/15/15

Date of Approval by Division Curriculum Committee: **Date:** 4/15/15

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

Current Published Outline with Suggested Placement of the SLOs:

Foothill College   Approved Course Outlines

Business and Social Sciences Division

ACTG 1A   FINANCIAL ACCOUNTING I   **Summer 2014**

5 hours lecture.   **5 Units**

Total Quarter Learning Hours: 60   *(Total of All Lecture, Lecture/Lab, and Lab hours X 12)*

Lecture Hours: 5   **Lab Hours:**   **Lecture/Lab:**

Note: If Lab hours are specified, see *item 10. Lab Content* below.

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, Certificate of Achievement

GE Status: Non-GE

Articulation Office Information -

Transferability: Both   **Validation:** 02/8;12/10;10/13;12/13

Student Learning Outcomes-
- Explain financial accounting terminology, concepts, principles, and frameworks.
- Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems.

1. **Description-**
   Study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, ethics in accounting, the application of generally accepted accounting principles, international financial reporting standards, the financial statements, and financial statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics. Financial Accounting is covered over a 2-course sequence: ACTG 1A and ACTG 1B.

2. **Course Objectives -**
   The student will be able to:
   A. Describe the accounting field and its various career opportunities.
   B. Explain the nature and purpose of generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS). Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative

characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information.

C.   Define and use accounting and business terminology.
(this section shortened for the purpose of this example)

3. Special Facilities and/or Equipment -
Access to PC lab and Excel software. When taught as an online distance learning section, students and faculty need ongoing and continuous Internet and Email access.

4. Course Content (Body of knowledge) -
A.   The accounting profession and the Business environment
1.   the accounting profession and the organizations that govern it.
2.   the career opportunities in the accounting profession.
3.   forms of business organizations.
4.   the advantages and disadvantages of forms of business organizations.
5.   service, merchandising and manufacturing businesses.
6.   accounting and business terminology.
B.   Purposes and uses of accounting information
1.   the decision makers and users of accounting information.
2.   types of information decisions makers and users of accounting information need.
3.   the accounting equation.
4.   preparation of financial statements.
(this section shortened for the purpose of this example)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -
The student will demonstrate proficiency by:
A.   Class participation
B.   Problem-Solving Assignments
C.   Assignments requiring the use of general ledger software, spreadsheet, word-processor, and presentation applications such as Quickbooks, MS Excel, MS Word, and MS Powerpoint, respectively
D.   Quizzes
E.   Exams
(this section shortened for the purpose of this example)

7. Representative Text(s) -
Horngren,Harrison Jr. & Oliver Accounting. 10th Ed. Saddle River, New Jersey: Pearson Publishing, 2014.
Pasewark, William R. Understanding Corporate Annual Reports. 7th ed. Burr Ridge, Illinois: Irwin McGraw-Hill, 2010

8. Disciplines -
Accounting

9. Method of Instruction -
Readings from text and current business publications, lectures, Oral presentations, problem-solving demonstrations, electronic discussions/chat, writing assignment, Excel spreadsheets, homework, and group work.

10. Lab Content -
Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -
   A.   Reading of corporate annual reports
   B.   Written Research Paper and/or Project
   C.   Written Presentation
   D.   Reading of internet articles and writing on accounting topics or accounting-related current events and/or careers
   E.   Reading Wall Street Journal, Business Week, and Fortune

13. Need/Justification -
   This course is a required core course for the AA degree in Accounting

This is the suggested substantial change to how course outlines are seen in the public view including the addition of SLOs.

ACTG 1A   FINANCIAL ACCOUNTING I   **5 Units**
Advisory: Eligibility for MATH 220 and ENGL 110 or ESLL 26.
Grade Type: Letter Grade, the student may select Pass/No Pass
Not Repeatable.
5 hours lecture. (60 hours total per quarter)

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FHGE: Non-GE
Transferable: UC/CSU

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Disciplines -
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Method of Instruction -
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Lab Content -
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A. Reading of corporate annual reports
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E. Reading Wall Street Journal, Business Week, and Fortune