

College Curriculum Committee Meeting Agenda
Tuesday, November 17, 2015
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: November 3, 2015	Action	#11/17/15-1	Escoto
2. Announcements a. Notification of Proposed Requisites b. Update on Division Guidelines for Online Learning c. Curriculum Sheet Submission Deadline d. New Discipline Proposal e. Looking Ahead	Information	#11/17/15-2	Escoto
3. Consent Calendar a. GE Applications b. Stand Alone Forms	Action	#11/17/15-3 & 4 #11/17/15-5-10	Escoto
4. Baccalaureate Degree Proposal for Course Numbering	Discussion		Escoto
5. Upper Division GE Approval Process	Discussion		Escoto
6. Non-credit Course Outlines Overview	Information		Escoto
7. Report Out from Division Reps	Discussion		All
8. Good of the Order			Escoto
9. Adjournment			Escoto

Consent Calendar:

FH General Education (attachments #3 & 4)

- *Area I, Humanities:* MUS 11F
- *Area VII, Lifelong Learning:* COMM 60

Stand Alone Forms (attachments #5-10): CNSL 61, EMT 401, EMT 402, EMT 403, PSE 61A, PSE 61B

Attachment List:

#11/17/15-1 Draft Minutes: November 3, 2015

#11/17/15-2 CCC Notification of Proposed Requisites

2015 -2016 Curriculum Committee Meetings

Fall 2015 Quarter:

10/6/15
10/20/15
11/3/15
11/17/15
12/1/15

Winter 2016 Quarter

1/19/16
2/2/16
2/16/16
3/1/16
3/15/16

Spring 2016 Quarter

4/19/16
5/3/16
5/17/16
5/31/16
6/14/16

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

2015-2016 Curriculum Deadlines

12/1/15 Deadline to submit courses to CSU for CSU GE approval.

12/1/15 Deadline to submit courses to UC/CSU for IGETC approval.

2/1/16 Curriculum Sheet updates for 2016-17.

6/1/16 Deadline to submit new/revised courses to UCOP for UC transferability.

6/17/16 COR/Title 5 updates for Summer 2017.
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2015-2016 Professional Development Opportunities & Conferences of Interest

~~Professional Development Day for Faculty & Staff | 10/9/15 | Foothill College~~
~~[ASCCC 2015 Fall Plenary Session](#) | 11/5–7/15 | Irvine Marriott~~
~~[ASCCC Fall 2015 Curriculum Regional Meeting \(North\)](#) | 11/13/15 | Solano College - Fairfield~~
~~[ASCCC 2016 CTE Curriculum Academy](#) | 1/14–15/16 | Napa Valley Marriott~~
~~[ASCCC 2016 Instructional Design and Innovation](#) | 1/21–23/16 | Riverside Convention Center~~
~~[ASCCC 2016 Accreditation Institute](#) | 2/19–20/16 | Marriott Mission Valley - San Diego~~
~~[ASCCC 2016 Academic Academy](#) | 3/17–19/16 | Sheraton Sacramento~~
~~[ASCCC 2016 Spring Plenary Session](#) | 4/21–23/16 | Sacramento Convention Center~~
~~[ASCCC 2016 Career Technical Education Institute](#) | 5/6–7/16 | DoubleTree Hilton - Anaheim~~
~~[ASCCC 2016 Faculty Leadership Institute](#) | 6/9–11/16 | Mission Inn - Riverside~~
~~[ASCCC 2016 Curriculum Institute](#) | 7/7–9/16 | DoubleTree Hilton - Anaheim~~

Distribution:

Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Konnilyn Fieg (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Carolyn Holcroft (AS President), Kurt Hueg (Acting VP, Instruction), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Don MacNeil (KA), Kimberlee Messina (Acting President), Teresa Ong (Acting Dean, BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Rachel Solvason (Articulation), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA), Suzanne Weller (FA), Nataly Wijono (ASFC)

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2015-16

Meeting Date: 11/17/15Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)
			escotoisaac@foothill.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Associate Vice President, Instruction
			lamanqueandrew@foothill.edu

Voting Membership—12 total; 1 vote per division

<input checked="" type="checkbox"/>	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
<input type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
<input type="checkbox"/>	Valerie Fong (W & S)	7135	L A	fongvalerie@fhda.edu
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input type="checkbox"/>	Teresa Ong	7394	Dean	ongteresa@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input checked="" type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu
<input checked="" type="checkbox"/>	Kristin Tripp-Caldwell	7562	F A	trippcaldwellkristin@fhda.edu
<input checked="" type="checkbox"/>	Suzanne Weller	7262	F A	wellersuzanne@fhda.edu

Non-Voting Members (3)

<input type="checkbox"/>		7231	Evaluations
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr Coordinator vanattamary@foothill.edu
<input checked="" type="checkbox"/>	Nataly Wijono		ASFC

Visitors:

Kurt Huez, Phyllis Spragge

College Curriculum Committee
Meeting Minutes
Tuesday, November 3, 2015
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: October 20, 2015	Minutes approved as written M/S (Armstrong, Jones) Approved , 0 abstentions.
2. Announcements a. New Course Proposals	<p>Speaker: Isaac Escoto The following proposals were presented: BIOL 300, C S 3B, HLTH 300, HORT 54L, Interdisciplinary Studies 300, MDIA 4 & MDIA 7.</p> <p>Proposals include three upper-division courses for baccalaureate degree. Interdisciplinary Studies not yet offered at Foothill—will need further discussion around creating that discipline. Concern expressed regarding upper-division GE that may be interesting to students outside of program but not accessible to them. Hueg stated that upper-division GE will not be open access; handbook will be released which includes details about baccalaureate pilot program in relation to Title 5. Topics related to upper-division courses will be discussed at Plenary later this week, and state will draft guidelines following that. Mention of these upper-division courses possibly being applicable to students in future Allied Health baccalaureate degrees, if that is the direction the state heads. Campbell noted that there was not unanimous approval of BIOL and HLTH courses within Division. Escoto noted need to ensure that faculty who intend to teach these courses meet minimum qualifications.</p> <p>Question about HORT 54L proposal being intended as UC transferable, but having course number above 50; that was a typo by Vanatta, will fix.</p> <p>Please share with your constituents.</p>
3. Consent Calendar a. GE Applications b. Stand Alone Form	<p>Speaker: Isaac Escoto The following GE applications were presented: Area I - HUMN 5, HUMN 6, HUMN 7, MDIA 1, MDIA 2A, MDIA 2B; Area V - COMM 60. The following Stand Alone form was presented: SPAN 192.</p> <p>Question about SPAN 192 and how it is consistent with one (or more) of the missions (Criteria A); concern that information on form is insufficient. The committee pulled the item from the Consent Calendar and asked for follow up from LA Division.</p> <p>Request to discuss Stand Alone form, in general, at future meeting, especially in regard to courses that are permanently Stand Alone—request for guidance and clarification on how to fill out form.</p> <p>Motion to approve M/S (Francisco, Evans) Approved.</p> <p>Discussion occurred regarding when a Stand Alone form needs to be submitted—language on the form suggests that</p>

	<p>if a course is part of an existing program it does not need Stand Alone approval. Request that new courses being added to state-approved degrees not require Stand Alone approval. Topic will be discussed at future CCC meeting, and pending requests for Stand Alone forms for courses that will be added to an approved program will be put on hold.</p> <p>Request for clarification regarding Math requirement in local GE for associate degrees. Foothill requires Math proficiency, but not actual course requirement. Suggestion that when the topic of GE is revisited, we discuss this issue to better align ourselves with CSU-GE and IGETC. Counseling noted that many students opt not to transfer and those who intend to are encouraged to use CSU-GE or IGETC instead of local GE; counselors also encourage students (when appropriate) to consider taking a transferable-level Math course in case they decide to transfer in the future. Escoto noted that Title 5 allows students at community colleges to demonstrate Math proficiency via testing. Topic will be revisited at a later meeting.</p>
4. Baccalaureate Degree Proposal for Course Numbering	<p>Speaker: Isaac Escoto Need to determine which numbers to use for upper-division courses, keeping in mind the need to ensure clarity for students and on transcripts. Decision must be made ahead of 2016-17 catalog being published. One proposal is to use 300s; another idea is to set aside 300s and 400s. Currently, 300s and 400s are being used, and those courses would need to be renumbered. LaManque noted that there is no consistent rule across the state, but generally 300s/400s used for upper-division, especially at the CSUs. 300s would be sufficient, but would we like to differentiate between junior and senior level courses? Escoto suggested speaking with De Anza to ensure alignment, as they might offer baccalaureate in the future. Suggestion that upper-division be far-removed from the numbering convention of regular courses (e.g., 900s), in order to avoid students assuming that the numbering suggests a specific sequence. BH noted that using 300s/400s would affect students in existing programs (e.g., EMT) by renumbering their courses. LaManque cautioned that higher numbers could cause confusion on transcripts. Banner system prevents use of 4-digit numbers (e.g., 1000s). Document shared of courses numbered in 300s/400s; LaManque noted that many of the 300s in Performing Arts aren't currently offered. Suggestion to use 500s/600s. LaManque will return with written proposal at a later meeting. We have asked state for guidance but haven't received any; have been informed that we should choose what works best for school. Phyllis Spragge proposed use of 300s. BH requested involving Dave Huseman in EMT if 300s used. Please share topic with your constituents and report back any feedback.</p>
5. Upper Division GE Approval Process	<p>Speaker: Andrew LaManque GE is a college-wide approval process, which is why GE courses are approved at CCC (recommendations from CCC GE subcommittees). We will soon need to start approving upper-division GE; as of now, the only body we have to approve is CCC. Discussion will eventually include</p>

	<p>determining guidelines for reviewing and approving applications, but immediate need is to determine process. Mention that discussion of approval guidelines more urgent than discussing process. Note that different programs will require different GE, so perhaps same criteria can be used for upper-division as used currently, and language added to current forms in existing areas. Current criteria for GE areas were set by faculty a few years ago. Starer suggested we see what other schools are using, as a starting-off point. Kurt Hueg noted that the state suggests we use our existing approval process for upper-division courses; Escoto noted that even if we use similar process to approve courses, we will need to determine who will be approving upper-division GE. Need to determine if upper-level GE fit within our existing pattern, with proper adjustments made.</p> <p>Spragge noted that although we don't currently offer Interdisciplinary Studies, it's a way for faculty from different disciplines to work together on a course. Echoed Hueg's note from the state about using current process for baccalaureate degree courses. There are a number of four-year Dental Hygiene programs across the US that we can look at as models.</p> <p>Escoto mentioned tight timeframe and the need to provide guidance to current subcommittee members if they will be reviewing upper-division courses. Mention about using IGETC standards as option to review upper-division GE. Group was asked for thoughts; they included:</p> <ul style="list-style-type: none"> • Use existing GE subcommittees. • Perhaps a subcommittee could meet with colleagues at Chancellor's Office who work with CSU-GE and IGETC to get some guidance around their process. • Concern that it is a big responsibility for current subcommittees to review upper-division, as our current GE subcommittees are composed of two to four people. <p>Topic will be revisited at next CCC meeting for decision. Please share with your constituents and report back any feedback. Escoto will send email outlining nuances.</p>
<p>6. Division Guidelines for Online Learning</p>	<p>Speaker: Isaac Escoto</p> <p>Escoto shared proposal for BSS Division standards. Noted that not all specifics from resolution have been touched by BSS document. Question about timeline of review of courses and concern about evaluating faculty. Escoto clarified that the spirit of the resolution is regarding courses. Question about how a course would be reviewed, as same COR used for online and non-online. Escoto stated that review of courses will address communication with students and other aspects specific to online courses. Concern expressed of overlap with faculty evaluation (J1). Starer noted that the spirit of the resolution is for faculty to come together in a collegial way and not involve Deans; desire is to have a peer review process and not just strict guidelines of contract. Concern expressed that faculty's job is not to review one another but to ensure that a course is a good course; shouldn't Distance Learning</p>

	<p>application address this sufficiently? Concern expressed that peer review could cause disharmony. Escoto clarified that the resolution is meant to be about discussion and not seen as faculty policing each other. Belief expressed that process should be separated from curriculum and presented in a different way, such as professional development—would be better received by faculty. Ong noted that BSS document has been useful in working with new faculty who are teaching online. Escoto will follow up with Carolyn Holcroft and/or COOL regarding wording; clarified what should be included in guidelines (read from resolution). Goal is to report directly to Senate in February; will continue to revisit topic at CCC.</p>
<p>7. ADT Update</p>	<p>Speaker: Bernie Day Agricultural Plant Sciences: We are not required to create this ADT, but we do have the curriculum. Biology: In progress; not yet submitted to the state. Nutrition and Dietetics: Holcroft working on template. Public Health Science: Shirley Treanor working on it; new courses have received C-ID approval. Child & Adolescent Development: Available for us to apply starting 2/1/16. Elementary Teacher Education: Would require development of four new courses, in BH and PSME. Global Studies: Day met with interested faculty last week; Brian Evans and Michelle Palma will be developing. Social Justice Studies: Some in equity workgroup have discussed. Chemistry: We are mandated to create this ADT; new course created to meet unit requirement has been submitted to the state. Film, TV & Electronic Media: Kristin Tripp-Caldwell has expressed interest. Music: Productive meeting last week with Robert Hartwell and Paul Davies; would require creation of at least 13 new courses. Petitioned to C-ID oversight committee; statewide leadership will meet with Music department to discuss. Model Curricula (MC): Essentially, these are like ADTs but do not fit within unit requirement and are currently not guaranteed for transfer; we can create local AA or AS degrees within. One example is Nursing. Others are Engineering and Information Technology, which the state just finalized.</p> <p>LaManque asked what process we will be following, going forward, with ADT creation. Previously had fast-tracked, but should new ADTs follow normal program approval process? Day suggested keeping approval process the same for the time being. Starer asked if the state has sped up program approval process; LaManque noted that Personal Trainer certificate submitted in August has not yet been approved. Starer asked if we can continue to offer an existing degree while it is under review with state for changes (e.g., courses added). Agreement that it makes sense to continue to offer the degree as previously approved, until/unless a change is made at the Chancellor's Office. Counseling asked about AP courses and their usage as ADT major course work; Day said that state</p>

	has suggested using local AP policy, but there is concern that transfer school may not honor—suggestion that the student contact transfer school for their policy.
8. Report Out from Division Reps	Speaker: All LA: Request for guidance when assigning FSA codes to courses. PSME looks at codes on existing courses for guidance. Escoto suggested collaborating with De Anza, if similar course offered. Note that FSAs are district-derived, and district list exists. Frequently, the discipline and FSA match, but not always (e.g., non-credit). BSS: Konnilyn Feig announced retirement at the end of this quarter. BSS will follow process to request to fill the position.
9. Good of the Order	
10. Adjournment	3:35 PM

Attendees: Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Andrew LaManque (AVP, Instruction; Administrator Co-Chair), Teresa Ong (Acting Dean, BSS), Lety Serna (CNSL), Barbara Shewfelt (KA), Phyllis Spragge (D H faculty—guest), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Suzanne Weller (FA)

Minutes Recorded by: M. Vanatta

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.

[illegible]

General Education Review Request

AREA VII - LIFELONG LEARNING

Course Number & Title: COMM 60 Communication Theory and Practice with Aging Populations

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 VII – Lifelong Learning:

Courses in this area provide students with the skills needed to continue learning after they leave college. Courses focus on the study of humans as integrated intellectual, physiological, social and psychological beings in relation to society and the environment. Full understanding and synthesis of a subject area usually occurs when the skills mastered in a course of study are applied to the context of another discipline. Students are given an opportunity to experience this concept in courses that provide opportunities that bridge subject areas so that students learn to function as independent and effective learners.

Physical activity courses are given inclusion to this area in recognition of the reality that you have to be healthy and live a long life in order to take advantage of lifelong learning. Foothill College deems that: Physical activity courses are acceptable, if they entail movement by the student and are overseen by a faculty member or coach. These courses can be taken for up to 2 units.

A course meeting the Lifelong Learning General Education Requirement **must** help students:

- L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;
- L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;
- L3. Identify current issues and concerns that influence health, communication or learning;
- L4. Comprehend and apply health and well-being issues to the individual and to society;
- L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

In addition, a course meeting this requirement **must** include **at least one** of the following student learning outcomes:

- L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;
- L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;
- L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;
- L9. Use technology to analyze problems and create solutions.

General Education Review Request

AREA VII - LIFELONG LEARNING

Course Number & Title: COMM 60 Communication Theory and Practice with Aging Populations

Please map each appropriate **Course Outcome/Objective** from the **Course Outline of Record** to the appropriate depth and breadth criteria.

Depth Map: Must include the following:

L1. Acquire and demonstrate knowledge, skills, and attitudes that support the application of information across two or more disciplines of study;

Matching course objective(s):

Rationale: COMM 60 Communication Theory and Practice with Aging Populations encompasses knowledge that supports the application of information across Communication Studies, Gerontology, Life-Span Developmental Psychology, Cross-Cultural Studies, and Health and Aging, with many theories, strategies, and skills which contribute to lifelong learning.

Specific areas of the Comm 55 course outline which substantiate and support L1:

4. Course Content

Discipline #1: Communication Studies

1. Understand family communication theories, functions, and patterns.
 1. The Communication process.
 2. Communication patterns and family functions.
2. Examine the significance of family communication and well-being.
 1. Examining family communication.
 2. Family communication dynamics.
3. Recognize intergenerational communication patterns.
 1. Intergenerational communication and well-being.
 2. Family interaction and older adult well-being.
 3. Improving family communication and family relationships.

Discipline #2: Gerontology

6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
 2. Self-concept, self-esteem, and needs of older adults.
 3. Emotions and emotional expressions towards older adults.
 4. Confirming responses towards older adults.
 5. Communicating meaning with older adults.
 6. Conflict resolution with older adults.

Discipline #3: Life Span Developmental Psychology

4. Analyze the factors of family developmental stresses.
 1. Overview of family change.
 2. Influence of family stages and life course on communication.
 3. Impact of transition between stages on communication.
 4. Family communication and unpredictable stress.
 5. Family communication and unpredictable stress involving older adults.
 6. Unpredictable stress and family coping patterns.
 7. Unpredictable stress and family coping patterns involving older adults.
 8. Communication and specific crises.

Discipline #4: Cross-Cultural Studies

General Education Review Request AREA VII - LIFELONG LEARNING

5. Gain cultural communication sensitivity toward older adults.
 1. Individualistic cultural and family values towards the elderly.
 2. Collectivistic cultural and family values towards the elderly.

Discipline #5: Health and Aging

7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

L2. Develop practical tools that can be integrated into problem solving and decision making with current day-to-day issues and which can be adapted to future situations;

Matching course objective(s):

Rationale: A variety of practical tools are taught in Comm 60 that can be utilized in day-to-day problem solving and decision making situations. The course focuses on how effective application of various modes verbal and nonverbal family communication theories contribute to greater human understanding and problem solving. For example, students are asked to analyze their current family communication styles, and reflect on ways to improve their family conflict resolution ability in future situations, particularly with aging adults. Pedagogical material on generational understanding and cultural awareness assist students with greater day to day intellectual and psychological integration as responsible members of society. Instructions on communication with disoriented and/or resistant older adults equip students with stronger decision making capability. Course content on stress reduction and conflict resolution in communication situations further enhances students' lifelong success.

Specific areas of the Comm 55 course outline which substantiate and support L2:

4. Course Content

4. Analyze the factors of family developmental stresses.
 1. Overview of family change.
 2. Influence of family stages and life course on communication.
 3. Impact of transition between stages on communication.
 4. Family communication and unpredictable stress.
 5. Family communication and unpredictable stress involving older adults.
 6. Unpredictable stress and family coping patterns.
 7. Unpredictable stress and family coping patterns involving older adults.
 8. Communication and specific crises.
6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
 2. Self-concept, self-esteem, and needs of older adults.

General Education Review Request

AREA VII - LIFELONG LEARNING

3. Emotions and emotional expressions towards older adults.
4. Confirming responses towards older adults.
5. Communicating meaning with older adults.
6. Conflict resolution with older adults.
7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

L3. Identify current issues and concerns that influence health, communication or learning;

Matching course objective(s):

Rationale: Comm 60 addresses a variety of important current issues relating to ineffective and detrimental forms of family and older adult communication, and analyses their effects on individuals and their environment. Problems examined include family communication stress, intergenerational conflict, recognizing older adult stereotypes, understanding cultural differences and older adult perception, working with resistant older adults, and working with disoriented older adults. For each of these issues, specific problem solving strategies and skills are reviewed to achieve effective communication and learning.

Specific areas of the Comm 60 course outline which substantiate and support L3:

4. Course Content

1. Understand family communication theories, functions, and patterns.
 1. The Communication process.
 2. Communication patterns and family functions.
2. Examine the significance of family communication and well-being.
 1. Examining family communication.
 2. Family communication dynamics.
3. Recognize intergenerational communication patterns.
 1. Intergenerational communication and well-being.
 2. Family interaction and older adult well-being.
 3. Improving family communication and family relationships.
4. Analyze the factors of family developmental stresses.
 1. Overview of family change.
 2. Influence of family stages and life course on communication.
 3. Impact of transition between stages on communication.
 4. Family communication and unpredictable stress.
 5. Family communication and unpredictable stress involving older adults.
 6. Unpredictable stress and family coping patterns.

General Education Review Request AREA VII - LIFELONG LEARNING

7. Unpredictable stress and family coping patterns involving older adults.
8. Communication and specific crises.
5. Gain cultural communication sensitivity toward older adults.
 1. Individualistic cultural and family values towards the elderly.
 2. Collectivistic cultural and family values towards the elderly.
6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
 2. Self-concept, self-esteem, and needs of older adults.
 3. Emotions and emotional expressions towards older adults.
 4. Confirming responses towards older adults.
 5. Communicating meaning with older adults.
 6. Conflict resolution with older adults.
7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

L4. Comprehend and apply health and well-being issues to the individual and to society;

Matching course objective(s):

Rationale: Comm 60 covers a range of topics which assist students with greater self-awareness and well-being, as well as a better understanding of how to successfully relate to society at large. Course content include understanding cultural differences in older adult communication, increasing older adult sensitivity, removing elderly bias, and contribution to a healthier family dynamic. These topics serve to reduce intellectual, psychological, and social dissonance, lower physical and emotional stress, and increase an individual's sense of well-being as a contributing member of society.

Specific areas of the Comm 60 course outline which substantiate and support L4:

4. Course Content

5. Gain cultural communication sensitivity toward older adults.
 1. Individualistic cultural and family values towards the elderly.
 2. Collectivistic cultural and family values towards the elderly.
6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
 2. Self-concept, self-esteem, and needs of older adults.
 3. Emotions and emotional expressions towards older adults.
 4. Confirming responses towards older adults.
 5. Communicating meaning with older adults.

General Education Review Request

AREA VII - LIFELONG LEARNING

6. Conflict resolution with older adults.
7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

L5. Find, evaluate, use and communicate information in all of its various formats and understand the ethical and legal implications of the use of that information.

Matching course objective(s):

Rationale: Comm 60 addresses the evaluation, use, and communication of information in verbal, nonverbal, written, and family group modes. Ethical and legal implications explored include older adult sensitivity and stereotype reduction, cultural sensitivity when communicating with older adults, and ethical treatment of and communication with disoriented older adults.

Specific areas of the Comm 60 course outline which substantiate and support L5:

4. Course Content

5. Gain cultural communication sensitivity toward older adults.
 1. Individualistic cultural and family values towards the elderly.
 2. Collectivistic cultural and family values towards the elderly.
6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication technique
 4. Benefits of validation for disoriented older adults.
 5. Benefits of validation for professional caregivers.

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

L6. Define career and life planning strategies and resources including goal setting and time management, learning styles and self-awareness, building a positive work ethic and leadership qualities;

Matching course objective(s):

L7. Analyze beliefs, attitudes, biases, stereotypes, and behaviors in individuals and communities regarding temporary needs, problems and concerns facing society;

Matching course objective(s):

General Education Review Request

AREA VII - LIFELONG LEARNING

Rationale: Comm 60 addresses a variety of current issues relating to beliefs, attitudes, biases, stereotypes and behaviors, and analyses their effects on individuals and their environment. Problems examined include negative attitudes in intergenerational communication, stereotypes of older adults, cultural bias towards older adults, and family conflict. For each of these issues, specific problem solving strategies and skills are reviewed to achieve greater awareness and more constructive communication.

Specific areas of the Comm 60 course outline which substantiate and support L7:

4. Course Content

3. Recognize intergenerational communication patterns.
 1. Intergenerational communication and well-being.
 2. Family interaction and older adult well-being.
 3. Improving family communication and family relationships.
4. Analyze the factors of family developmental stresses.
 1. Overview of family change.
 2. Influence of family stages and life course on communication.
 3. Impact of transition between stages on communication.
 4. Family communication and unpredictable stress.
 5. Family communication and unpredictable stress involving older adults.
 6. Unpredictable stress and family coping patterns.
 7. Unpredictable stress and family coping patterns involving older adults.
 8. Communication and specific crises.
5. Gain cultural communication sensitivity toward older adults.
 1. Individualistic cultural and family values towards the elderly.
 2. Collectivistic cultural and family values towards the elderly.
6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

L8. Understand the importance of physical fitness and its impact on an individual's physical and mental health;

Matching course objective(s)

L9. Use technology to analyze problems and create solutions.

Matching course objective(s):

Rationale: Comm 60 utilizes technology extensively in its methods of instruction and evaluation. Course content includes ways of motivating older adult communication through the internet and social networking. Students are expected to complete assignment utilizing on-line research of case studies in family and older adult communication.

Specific areas of the Comm 60 course outline which substantiate and support L9:

6. Methods of Evaluation

General Education Review Request

AREA VII - LIFELONG LEARNING

1. Regular quizzes and final examination
2. Written assignments and exercises
3. On-line discussion
4. Research project

When taught online these methods may take the form of video, audio, discussion forum, and electronic writing assignments and examinations.

9. Method of Instruction

1. Lecture, discussion, and learning exercises on family and older adult communication theories utilizing discipline specific language.
2. Electronic discussions/chat on and demonstration of career communication applications.
3. Feedback on tests and assignments delivered via Email and/or Internet; class discussion may be delivered in chat rooms, list-servers, and newsgroups.

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 objective(s):

Rationale: Comm 60 addresses the evaluation and synthesis of family and older adult communication in many modes and formats, including verbal communication, non-verbal communication, cross-cultural communication, listening skills, family group dynamics, as well as listening and validating disoriented older adults.

Specific areas of the Comm 60 course outline which substantiate and support B1:

4. Course Content

1. Understand family communication theories, functions, and patterns.
 1. The Communication process.
 2. Communication patterns and family functions.
2. Examine the significance of family communication and well-being.
 1. Examining family communication.
 2. Family communication dynamics.
3. Recognize intergenerational communication patterns.
 1. Intergenerational communication and well-being.
 2. Family interaction and older adult well-being.
 3. Improving family communication and family relationships.
4. Analyze the factors of family developmental stresses.
 1. Overview of family change.
 2. Influence of family stages and life course on communication.
 3. Impact of transition between stages on communication.
 4. Family communication and unpredictable stress.
 5. Family communication and unpredictable stress involving older adults.
 6. Unpredictable stress and family coping patterns.
 7. Unpredictable stress and family coping patterns involving older adults.
 8. Communication and specific crises.
5. Gain cultural communication sensitivity toward older adults.
 1. Individualistic cultural and family values towards the elderly.
 2. Collectivistic cultural and family values towards the elderly.
6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
 2. Self-concept, self-esteem, and needs of older adults.

General Education Review Request

AREA VII - LIFELONG LEARNING

3. Emotions and emotional expressions towards older adults.
4. Confirming responses towards older adults.
5. Communicating meaning with older adults.
6. Conflict resolution with older adults.
7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

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

Matching course objective(s):

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

Matching course objective(s):

Rationale: Comm 60 examines clear and precise expression of ideas in a logical and organized manner in course content on effective communication with older adults, as well as constructive communication with disoriented older adults.

Specific areas of the Comm 60 course outline which substantiate and support B3:

4. Course Content

6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
 2. Self-concept, self-esteem, and needs of older adults.
 3. Emotions and emotional expressions towards older adults.
 4. Confirming responses towards older adults.
 5. Communicating meaning with older adults.
 6. Conflict resolution with older adults.
7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.

General Education Review Request

AREA VII - LIFELONG LEARNING

8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.

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 objective(s):

Rationale: Comm 60 addresses a number of important issues relating to community and global consciousness, helping to increase student awareness as responsible individuals in an increasingly diverse society. Topics include understanding generational differences in communication, removing elderly bias and stereotypes, improving cultural sensitivity towards older adults, and increasing social consciousness of and empathy towards disoriented older adults.

Specific areas of the Comm 60 course outline which substantiate and support B4:

4. Course Content

3. Recognize intergenerational communication patterns.
 1. Intergenerational communication and well-being.
 2. Family interaction and older adult well-being.
 3. Improving family communication and family relationships.
5. Gain cultural communication sensitivity toward older adults.
 1. Individualistic cultural and family values towards the elderly.
 2. Collectivistic cultural and family values towards the elderly.
6. Examine modes of effective communication with older adults.
 1. Perceptions of older adults.
 2. Self-concept, self-esteem, and needs of older adults.
 3. Emotions and emotional expressions towards older adults.
 4. Confirming responses towards older adults.
 5. Communicating meaning with older adults.
 6. Conflict resolution with older adults.
7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

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

General Education Review Request

AREA VII - LIFELONG LEARNING

can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Matching course objective(s):

Rationale: Comm 60 presents methods of identifying and evaluating information, and examines effective ways of using computer technology to create social and economic opportunities. Course content includes ways of motivating older adult communication through the internet and social networking. Students are expected to complete assignment utilizing on-line research of case studies in family and older adult communication. Also reviewed is the importance of communicating with older adults and disoriented older adults in legal and ethical manners.

Specific areas of the Comm 60 course outline which substantiate and support B5:

4. Course Content

7. Understand the principles and stages of validation communication techniques.
 1. The principles of validation.
 2. The four stages of validation.
 3. The communication techniques of validation.
 1. Center.
 2. Observe.
 3. Appropriate distance.
 4. Empathy.
8. Evaluate the application of validation communication techniques with disoriented older adults.
 1. Appropriate verbal communication techniques.
 2. Appropriate nonverbal communication techniques.
 3. Benefits of validation for disoriented older adults.
 4. Benefits of validation for professional caregivers.
 5. Benefits of validation for families.

6. Methods of Evaluation

1. Regular quizzes and final examination
2. Written assignments and exercises
3. On-line discussion
4. Research project

When taught online these methods may take the form of video, audio, discussion forum, and electronic writing assignments and examinations.

9. Method of Instruction

1. Lecture, discussion, and learning exercises on family and older adult communication theories utilizing discipline specific language.
2. Electronic discussions/chat on and demonstration of career communication applications.
3. Feedback on tests and assignments delivered via Email and/or Internet; class discussion may be delivered in chat rooms, list-servers, and newsgroups.

Requesting Faculty: Preston Ni

Date: Feb. 11, 2015

Division Curr Rep: Robert Hartwell and Simon Pennington

Date: Feb. 11, 2015

REVIEW COMMITTEE USE ONLY:

General Education Review Request AREA VII - LIFELONG LEARNING

Review Committee Members:

Leticia Serna, Bernie Day

Comments:

Recommended for approval by subcommittee on 11/4/15.

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

General Education Review Request

AREA I - HUMANITIES

Course Number & Title: MUS11F - Video Games and Popular Culture

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: MUS11F - Video Games and Popular Culture

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

Depth Map: Must include the following:

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):

1. Description –

...the validation of video games as an art form as evidenced by their addition to the collections of prominent institutions such as the Smithsonian and MoMA. For each historical era, the influence of video games on popular culture will be demonstrated through film, television, print, and music.

2. Course Objectives

A. Describe and discuss the history of video games from its origins to the present. •

C. Identify the major periods of video game development from the first experiments with mainframe computers through modern arcade, computer, and console-based games.

4. Course Content

A. Early History

1. The end of World War II results in the first video games.
2. Early attempts to create artificial intelligence with simple computers.
3. Mainstream society initially fears and rejects games.

H. Gaming Around the World

1. A culture of gaming perfection in Japan.
2. Game development behind the Iron Curtain.

9. Method of Instruction:

B. In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis.

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

Matching course component(s):

2. Course Objectives –

B. Analyze video game technology and how it affected game content and aesthetics.
Write comprehensive analyses of the impact of video games on popular culture.

Methods of Instruction:

A. Lecture presentations and classroom discussion of the impact of video games on popular culture.

B. In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis.

General Education Review Request
AREA I - HUMANITIES

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

Matching course component(s):

2. Course Objectives –

The student will be able to:

C. Identify the major periods of video game development from the first experiments with mainframe computers through modern arcade, computer, and console-based games.

4. Course Content

A.2. Early attempts to create artificial intelligence with simple computers.

A.3. Mainstream society initially fears and rejects games.

D.1. A grassroots movement results in the text game genre.

D.2. The rise of third-party developers and the promotion of game designers as stars.

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

Matching course component(s):

2. Course Objectives –

B. Analyze video game technology and how it affected game content and aesthetics.

D. Write comprehensive analyses of the impact of video games on popular culture.

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):

Methods of Evaluation:

B. Essays in response to prompts that ask for a critical exploration of a topic related to the parts of the course or game reviews.

C. Final Examination or Comprehensive Project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

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):

4. Course Content

A.2. Early attempts to create artificial intelligence with simple computers.

A.3. Mainstream society initially fears and rejects games.

D.1. A grassroots movement results in the text game genre.

E.1. Advances in miniaturization enable game designers to create engaging handheld games.

E.2. The convergence of children's film and television entertainment with video games.

F.1. Widespread availability of computer modems allows users to interact online.

I.1. Films about games, artificial intelligence, and fear of technology.

I.2. Books about games, virtual reality, and their impact on popular culture.

I.3. Music inspired by games and game characters.

General Education Review Request
AREA I - HUMANITIES

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

Matching course component(s):

9. Method of Instruction -

- A. Lecture presentations and classroom discussion of the impact of video games on popular culture.
- B. In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis.
- C. Group presentations of major projects followed by in-class discussion and evaluation.

10. Lab Content -

- A.2. - Additional opportunities are provided through critical analysis of music, films, books, and documentaries.

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

Matching course component(s):

Course Content –

C. Home Video Game Consoles

- 4. The creation of new control interfaces to attract underrepresented gamer demographics like women, children, and the elderly.

H. Gaming Around The World

- 1. A culture of gaming perfection in Japan.
- 2. Game development behind the Iron Curtain.

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):

Methods of Evaluation:

- B. Essays in response to prompts that ask for critical exploration of a topic related to the parts of the course or game reviews.
- C. Final Examination or Comprehensive Project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

General Education Review Request
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):

Methods of Evaluation:

B. Essays in response to prompts that ask for a critical exploration of a topic related to the parts of the course or game reviews.

C. Final Examination or Comprehensive Project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

Methods of Instruction:

A. Lecture presentations and classroom discussion of the impact of video games on popular culture.

B. In-class viewing of historically significant video games followed by instructor-guided interpretation and analysis.

C. Group presentations of major projects followed by in-class discussion and evaluation.

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:

B. Essays in response to prompts that ask for a critical exploration of a topic related to the parts of the course or game reviews.

C. Final Examination or Comprehensive Project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

Methods of Instruction:

C. Group presentations of major projects followed by in-class discussion and evaluation.

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:

G. Controversy

1. Violence in gaming becomes one of the nation's hottest political issues.

3. The introduction of the sandbox game and concerns about virtual representations of drugs and prostitution.

General Education Review Request
AREA I - HUMANITIES

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:

C. Final Examination or Comprehensive Project: in-depth analysis of video games including technological and artistic influences, comparison of video game structural characteristics, cultural impact of video games, interpretation of game dialog, etc.

Requesting Faculty: Eric Kuehnl

Date: Oct 27th, 2015

Division Curr Rep: _____

Date: _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Hilary Gomes, Robert Hartwell, Kay Thornton

Comments:

Approved, 11/5/15

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 #: CNSL 61

Course Title: Exploring Leadership

Catalog Description:

This course is designed to introduce students to the fundamental elements of leadership. Students will explore leadership theories and models as well as their own values and beliefs to develop a personal philosophy of leadership that includes an understanding of self, others and community. Students will learn how to apply theory into practice as they prepare for leadership roles in college and community settings.

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

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

- 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?)

There may be plans in the future to incorporate this into a new certificate. For now, it is Stand Alone.

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

1. Primary: offer academic and vocational instruction at the lower division level; and

2. Primary: to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

This course will broaden students' understanding of leadership and broader topics related to self-knowledge, group dynamics, change and organizational development. It will target students from a variety of backgrounds and experiences and will broaden our campus life program by providing the essential tools for effective leadership needed for transfer and career success. As we no longer provide a Certificate of Achievement in Leadership and Service, this course will provide a CSU transferrable course that meets standards for GE Breadth Area E

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.)

Validated for CSU approval by Articulation Officer
ASSIST Documentation not yet available

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)

- LS 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)

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

Criteria E. – Compliance (please initial as appropriate)

FOOTHILL COLLEGE

LS 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: Daphne Small

Date: 9/11/15

Division Curriculum Representative: Leticia Serna

Date: 9/11/15

Date of Approval by Division Curriculum Committee:

Date: 9/11/15

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 #: EMT 403

Course Title: EMERGENCY MEDICAL TECHNICIAN

Catalog Description:

This non-credit EMT recertification course meets the education requirements as specified by the California Emergency Medical Services Authority, the Emergency Medical Authority of Santa Clara County and the National Registry of EMT (NREMT) of 40 hours. Intended for both pre-employed personnel and those persons currently employed by a fire department or ambulance service within the County of Santa Clara. Review and update the knowledge and skills required for basic certification. Students maintaining their National Registry of Emergency Technicians (NREMT) certification will meet the NREMT transition requirements with this course.

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

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

N/A

- 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?)

N/A

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:

In September 2005 Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code section 88532. The bill focuses on improving the linkages and career-technical pathways between high school and California community colleges. Most of the community college response to the legislation was through programs coordinated directly from the System Office; however, the Academic Senate for California Community Colleges focused on the design and implementation of one project called Statewide Career Pathways: Creating School to College Articulation. In September 2012, Senator Steinberg's SB1070, continued the work of SB70 and was chaptered into the Education Code section 88530. This bill established the Career Technical Education Pathways Program, which would require the Chancellor of the California Community Colleges and the Superintendent of Public Instruction to assist in the development and strengthening of linkages and career technical education pathways between high schools and community colleges to accomplish specified objectives. This non-credit course was created to act as a first step in creating career pathways in health care areas offered by Foothill, DeAnza and Mission Colleges.

Non-credit

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.)

The EMT recertification non-credit course meets state and National requirements for students maintaining their EMT certification. The students will review and perform their understanding of the basic concepts, including assuring your personal safety, conducting patient assessments and the ability to deliver appropriate treatment in a scenario format. This course supports the CTE Statewide Career Pathways by focusing on students who need to maintain their license in Pre-hospital Care. Successful completion of this course allows students to maintain licensure and employment in the prehospital field.

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.

FOOTHILL COLLEGE

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

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

DWH 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)

DWH 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)

DWH 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)

DWH 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: David Huseman _____ **Date: 05/15/15**

Division Curriculum Representative: Rachelle Campbell _____ **Date: 05/15/15**

Date of Approval by Division Curriculum Committee: _____ **Date: 05/15/15**

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 #: EMT 402

Course Title: EMERGENCY MEDICAL TECHNICIAN

Catalog Description:

This is the second half of the non- credit EMT course. This course is intended to instruct a student to the level of Emergency Medical Technician-1 who serves as a vital link in the chain of the health care team. It is recognized that the majority of prehospital emergency medical care will be provided by the EMT-1. Includes all skills necessary for the individual to provide emergency medical care at a basic life support level with a fire department, or other specialized service. Second of two courses required to be eligible to take the California written and practical exam for certification as an Emergency Medical Technician I.

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

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

N/A

- ☐ 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?)

N/A

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:

In September 2005 Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code section 88532. The bill focuses on improving the linkages and career-technical pathways between high school and California community colleges. Most of the community college response to the legislation was through programs coordinated directly from the System Office; however, the Academic Senate for California Community Colleges focused on the design and implementation of one project called Statewide Career Pathways: Creating School to College Articulation. In September 2012, Senator Steinberg's SB1070, continued the work of SB70 and was chaptered into the Education Code section 88530. This bill established the Career Technical Education Pathways Program, which would require the Chancellor of the California Community Colleges and the Superintendent of Public Instruction to assist in the development and strengthening of linkages and career technical education pathways between high schools and community colleges to accomplish specified objectives. This non-credit course was created to act as a first step in creating career pathways in health care areas offered by Foothill, DeAnza and Mission Colleges.

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.)

The EMT course introduces the student to the dynamic field of Emergency Medicine and provides them the knowledge. The students will develop an understanding of basic concepts, including assuring your personal safety, conducting patient assessments and the ability to deliver appropriate treatment. This course is geared toward high school students, incoming college students as well as non-traditional students looking for a change in career. This course supports the CTE Statewide Career Pathways by focusing on students who are interested in a Pre-hospital Care Career. Successful completion of this course allows students to take the national Registry exam for State licensure.

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.

FOOTHILL COLLEGE

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

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

DWH 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)

DWH 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)

DWH 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)

DWH 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: David Huseman _____ **Date: 05/15/15**

Division Curriculum Representative: Rachelle Campbell _____ **Date: 05/15/15**

Date of Approval by Division Curriculum Committee: _____ **Date: 05/15/15**

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 #: EMT 403

Course Title: EMERGENCY MEDICAL TECHNICIAN

Catalog Description:

This non-credit EMT recertification course meets the education requirements as specified by the California Emergency Medical Services Authority, the Emergency Medical Authority of Santa Clara County and the National Registry of EMT (NREMT) of 40 hours. Intended for both pre-employed personnel and those persons currently employed by a fire department or ambulance service within the County of Santa Clara. Review and update the knowledge and skills required for basic certification. Students maintaining their National Registry of Emergency Technicians (NREMT) certification will meet the NREMT transition requirements with this course.

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

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

N/A

- 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?)

N/A

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:

In September 2005 Senator Scott's Vocational Education legislation, SB 70, was chaptered into the Education Code section 88532. The bill focuses on improving the linkages and career-technical pathways between high school and California community colleges. Most of the community college response to the legislation was through programs coordinated directly from the System Office; however, the Academic Senate for California Community Colleges focused on the design and implementation of one project called Statewide Career Pathways: Creating School to College Articulation. In September 2012, Senator Steinberg's SB1070, continued the work of SB70 and was chaptered into the Education Code section 88530. This bill established the Career Technical Education Pathways Program, which would require the Chancellor of the California Community Colleges and the Superintendent of Public Instruction to assist in the development and strengthening of linkages and career technical education pathways between high schools and community colleges to accomplish specified objectives. This non-credit course was created to act as a first step in creating career pathways in health care areas offered by Foothill, DeAnza and Mission Colleges.

Non-credit

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.)

The EMT recertification non-credit course meets state and National requirements for students maintaining their EMT certification. The students will review and perform their understanding of the basic concepts, including assuring your personal safety, conducting patient assessments and the ability to deliver appropriate treatment in a scenario format. This course supports the CTE Statewide Career Pathways by focusing on students who need to maintain their license in Pre-hospital Care. Successful completion of this course allows students to maintain licensure and employment in the prehospital field.

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.

FOOTHILL COLLEGE

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

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

DWH 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)

DWH 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)

DWH 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)

DWH 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: David Huseman _____ **Date: 05/15/15**

Division Curriculum Representative: Rachelle Campbell _____ **Date: 05/15/15**

Date of Approval by Division Curriculum Committee: _____ **Date: 05/15/15**

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 #: PSE 61A

Course Title: TUTOR TRAINING I

Catalog Description:

Training in team leading skills necessary for tutoring, including study skills, college policies, professionalism, ethics and role modeling of successful student behavior. Techniques of subject specific tutoring skills. Practice of these skills through sample student work and instructor assignments and, when applicable, content-specific suggestions from the tutee's instructor. Ideal for students intending to tutor math for the first time.

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

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

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

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

This course offers training in leadership, and strengthens academic skill at the level of lower division

mathematics. As such it serves the primary mission of offering academic instruction at the lower division level. In addition, it supports transfer students who intend pursue degrees that will support careers in education.

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 serves as preparation for transfer for those students interested in pursuing degrees in education.

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)

KA 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)

KA 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)

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

Faculty Requestor: Nicole Gray

Date: 10/13/15

Division Curriculum Representative: KArmstrong, MFrancisco

Date: 10/13/15

Approved 4/30/13

FOOTHILL COLLEGE

Date of Approval by Division Curriculum Committee:

Date: 10/13/15

College Curriculum Co-Chairperson: _____ Date: _____

This course is newly transferrable and so its status is not yet updated on ASSIST. Below is an equivalent course and evidence of its transfer status.

CSU Baccalaureate Level Course List by Department Yuba College (15-16)		
<u>Course</u>	<u>Title</u>	<u>Semester Units</u>
==== Education ====		
EDUC 1	Introduction to Teaching with Field Experience	3
EDUC 20	Tutoring Seminar	1
EDUC 21	Advanced Tutoring Seminar	1
END OF REPORT		

Education

EDUC 1—Introduction to Teaching with Field Experience (3 units) CSU/UC

Prospective teachers are placed in selected K-12 schools that have been recognized for exemplary practices and whose student populations represents California's diversity. Course content includes a review of California Standards for the Teaching Profession, review of cognitive and learning studies, current issues in K-12 education, characteristics of successful teachers, and effective communication skills for the teaching profession. (L)

EDUC 20—Tutoring Seminar (1 unit) CSU

Tutor training involving the role and function of tutoring, the phases through which each tutoring session should progress, the behaviors of tutors and tutees during tutoring activities, and the principal strategies by which the business of teaching and learning is handled in tutorials. Not open for credit to student with credit in EDUC 21. (L)

EDUC 21—Advanced Tutoring Seminar (1 unit) CSU

Builds on skills acquired in EDUC 20. Application and analysis of techniques that enable tutors to communicate underlying thought processes of a task and to allow their tutees time to demonstrate their understanding of course materials. Tutors will monitor the success rates of their tutees and compare those rates with actual class averages of the corresponding target course. Prerequisite: EDUC 20 with a minimum grade of 'B'. (L)

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 #: PSE 61B

Course Title: TUTOR TRAINING II

Catalog Description:

Advanced training in team leading skills necessary for tutoring. Students will be asked to engage in advanced reflections on tutoring and advanced level critique of one's own and other tutoring processes. Techniques of subject specific tutoring skills with attention given to diverse learning styles. Practice of these skills through sample student work and instructor assignments and, when applicable, content-specific suggestions from the tutee's instructor. Ideal for students intending to tutor math for the second time.

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

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

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

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

This course offers training in leadership, and strengthens academic skill at the level of lower division mathematics. As such it serves the primary mission of offering academic instruction at the lower division level. In addition, it supports transfer students who intend pursue degrees that will support careers in education.

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 serves as preparation for transfer for those students interested in pursuing degrees in education.

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)

KA 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)

KA 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)

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

Faculty Requestor: Nicole Gray

Date: 10/13/15

Approved 4/30/13

FOOTHILL COLLEGE

Division Curriculum Representative: KArmstrong, MFrancisco

Date: 11/3/15

Date of Approval by Division Curriculum Committee:

Date: 11/3/15

College Curriculum Co-Chairperson: _____ Date: _____

This course is newly transferrable and so its status is not yet updated on ASSIST. Below is an equivalent course and evidence of its transfer status.

CSU Baccalaureate Level Course List by Department Yuba College (15-16)

<u>Course</u>	<u>Title</u>	<u>Semester Units</u>
==== Education ====		
EDUC 1	Introduction to Teaching with Field Experience	3
EDUC 20	Tutoring Seminar	1
EDUC 21	Advanced Tutoring Seminar	1

END OF REPORT

Education

EDUC 1—Introduction to Teaching with Field Experience (3 units) CSU/UC

Prospective teachers are placed in selected K-12 schools that have been recognized for exemplary practices and whose student populations represents California's diversity. Course content includes a review of California Standards for the Teaching Profession, review of cognitive and learning studies, current issues in K-12 education, characteristics of successful teachers, and effective communication skills for the teaching profession. (L)

EDUC 20—Tutoring Seminar (1 unit) CSU

Tutor training involving the role and function of tutoring, the phases through which each tutoring session should progress, the behaviors of tutors and tutees during tutoring activities, and the principal strategies by which the business of teaching and learning is handled in tutorials. Not open for credit to student with credit in EDUC 21. (L)

EDUC 21—Advanced Tutoring Seminar (1 unit) CSU

Builds on skills acquired in EDUC 20. Application and analysis of techniques that enable tutors to communicate underlying thought processes of a task and to allow their tutees time to demonstrate their understanding of course materials. Tutors will monitor the success rates of their tutees and compare those rates with actual class averages of the corresponding target course. Prerequisite: EDUC 20 with a minimum grade of 'B'. (L)