

College Curriculum Committee Meeting Agenda
Tuesday, December 1, 2015
2:00 p.m. - 3:30 p.m.
President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: November 17, 2015	Action	#12/1/15-1	Escoto
2. Announcements a. Notification of Proposed Requisites b. New Course Proposals c. Course Numbering System—Proposal to Change Wording in the Course Catalog	Information	#12/1/15-2 #12/1/15-3—8	Escoto
3. Consent Calendar a. Stand Alone Form	Action	#12/1/15-10	Escoto
4. Curriculum Sheet Review	Discussion		Escoto
5. Upper Division GE Criteria	First Read		Escoto
6. Dental Hygiene Program Overview	Information		Spragge
7. Report Out from Division Reps	Discussion		All
8. Good of the Order			Escoto
9. Adjournment			Escoto

Consent Calendar:

Stand Alone Form (attachment #10): EMR 400

Attachment List:

#12/1/15-1 Draft Minutes: November 17, 2015
#12/1/15-2 CCC Notification of Proposed Requisites
#12/1/15-3 New COR Proposal: ART 65
#12/1/15-4 New COR Proposal: C S 71A
#12/1/15-5 New COR Proposal: C S 71B
#12/1/15-6 New COR Proposal: C S 71C
#12/1/15-7 New COR Proposal: C S 71D
#12/1/15-8 New COR Proposal: PSE 56

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.
2/15/16 **Deadline to submit local GE applications.**
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: 12/1/15Co-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 type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input type="checkbox"/>	LeeAnn Emanuel	7212	CNSL	emanuelleeann@fhda.edu
<input checked="" 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 type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input checked="" type="checkbox"/>	Teresa Ong	7394	Dean	ongteresa@fhda.edu
<input checked="" type="checkbox"/>	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
<input checked="" 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 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 type="checkbox"/>	Nataly Wijono		ASFC

Visitors:

Phyllis Spragge

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

Item	Discussion
1. Minutes: November 3, 2015	Minutes approved as written M/S (Starer, Serna) Approved , 2 abstentions.
2. Announcements	Speaker: Isaac Escoto
a. Notification of Proposed Requisites	Please share with your constituents. Question about how reps are expected to share this info—should it be via email? The idea is that the information is made available to Divisions. CCC Reps can decide how best to share.
b. Update on Division Guidelines for Online Learning	In response to questions and concerns, representatives from FA, Administration, and Academic Senate got together to discuss and clarify. Drafted memo, which has been emailed to all CCC participants and will soon be shared campus-wide. Memo clarifies that guidelines are not meant to replace J1, and are meant to be a resource, with the focus on what is best for students.
c. Curriculum Sheet Submission Deadline	Topic introduced at previous meeting, to change deadline from March 1 st to Feb. 1 st . Will announce in Communiqué.
d. New Discipline Proposal	<p>The following new discipline was presented: Interdisciplinary Studies.</p> <p>Need has arisen to create this discipline due to the course in Interdisciplinary Studies (IS) being created for upper-division GE for baccalaureate degree in Dental Hygiene. Question about what the minimum qualifications will be—proposal (shared during meeting) includes that information. Concern that departments not mentioned on proposal would like to create IS courses, and current discipline proposal excludes others from using the discipline—may be too restrictive and would need to be revised for others to use, in the future. Agreement among group that it may be too narrow. Suggestion that if the proposal states it's specifically for one course, that should be highlighted and dialogue should begin regarding the department/discipline, in general. Escoto noted that this proposal is specifically for the course being created for the Dental Hygiene baccalaureate degree and is not meant to apply to all IS courses in the future. Question about the difference between discipline and FSA—courses can have multiple disciplines but can they have more than one FSA (for RIFFing purposes)? Note that proposal using "FSA" when it should read "minimum qualifications"—agreement that this language needs to be changed. Question about what step in the process the proposal is at; LaManque noted that the IS course has been proposed and approved and we're working backwards to create the discipline. Note that the course is not required/mandated by the state to be specifically IS, but it is the track that Dental Hygiene has chosen.</p> <p>We are interested in discussing and hearing feedback. Escoto noted curricular timing challenges in regards to the</p>

<p>e. Looking Ahead</p>	<p>baccalaureate program being ready to go for fall 2016. Question about which Division the course will be housed in. LaManque stated that the proposal requests BSS. Question about how that decision was made—Kurt Hueg noted that choice was based on disciplines listed on proposal. Concern that chosen Division affects courses being approved. Starer stated that process is important but we should consider a fluid process when necessary (such as a situation where we figure out, as we go, how to offer a baccalaureate degree); hopes we can move forward for this course while ensuring we have a broader discussion about IS in the winter. Others concerned that decisions made and precedents set with no further questioning or discussion. Hueg noted state's suggestion to follow existing course approval process, but in this case we couldn't follow normal process due to lack of IS discipline. Hueg noted that Dental Hygiene's decision to offer course as IS is an effort to broaden the program. Escoto stated that we will revisit topic of IS in general; Day stressed that this could affect development of Global Studies ADT and should be discussed soon.</p> <p>Last year, a request was made for Escoto to share which topics are on the docket for future discussion.</p> <ul style="list-style-type: none"> • Interdisciplinary Studies • General Education—our local GE, should it evolve? Look at how it lines up with CSU-GE and IGETC. • Student preparedness for our courses, in general, including requisites timing out (and what steps we could take to help a student before requiring he/she re-take a requisite course). • Equity and curriculum—what does that look like, what does it mean to be equitable in the classroom, does it show up in our CORs, etc.
<p>3. Consent Calendar a. GE Applications b. Stand Alone Forms</p>	<p>Speaker: Isaac Escoto The following GE applications were presented: Area I - MUS 11F; Area VII - COMM 60. The following Stand Alone forms were presented: CNSL 61, EMT 401, EMT 402, EMT 403, PSE 61A, PSE 61B.</p> <p>Motion to approve M/S (Armstrong, Starer) Approved.</p> <p>Note that GE applications for 2016-17 will be due to Vanatta on February 15th. Question regarding a class losing its GE status—is there a process for getting that status back? Escoto stated that years ago, CCC updated the local GE area standards, and all courses were considered again, in reference to the updated standards. Courses that were not resubmitted or followed up on may account for the change in options per area. Course in question is a Spanish course—Escoto noted that Spanish for GE is currently being discussed. Escoto stressed importance of sharing local GE with constituents so that any course folks think may work for a given area can be considered by following our GE application process.</p>
<p>4. Baccalaureate Degree Proposal for Course Numbering</p>	<p>Speaker: Isaac Escoto What have we heard from constituents? We didn't hear very much/specific feedback. LaManque advocated for 300s, noted that EMT and P A courses would need to be moved, but not a significant number of courses. Armstrong noted that even if research shows that 300s used for</p>

	<p>upper-division, Foothill's numbering system doesn't follow any normal pattern, anyway. BH requested involving Dave Huseman in discussion, as there may be Title 22 issues with moving EMT courses.</p> <p>Phyllis Spragge noted that CSU typically uses 300s/400s for upper-division (300s for juniors, 400s for seniors). Not universal, but most predominant. Proposing use of 300s but is open to consensus. Other pilot programs using 300s/400s; West LA using 300s/400s for their Dental Hygiene program. LaManque noted that we will be readdressing terminology used for course numbering in catalog, in general. Plan to move forward with 300s, barring any concerns from the state regarding current 300-level courses.</p>
5. Upper Division GE Approval Process	<p>Speaker: Isaac Escoto Continuing discussion regarding need to create approval process. Courses have already been written for Dental Hygiene baccalaureate degree and we may have more in the future, if we end up offering other baccalaureate degrees. Previous suggestions included using existing GE subcommittees; discussing all upper-division GE at CCC; creating single upper-division subcommittee. LaManque stated that we can stress that this is an ad hoc approach, if necessary, and not permanent process. Concern that IS course does not fit within existing local lower-division GE areas—better to use CCC or single upper-division subcommittee. Starer supportive of using CCC but ensuring course proposer attend meeting and engage in discussion. Escoto will research universities' guidelines for approving upper-division. LaManque likes the idea of using CCC—saves a step, because even if subcommittee used, CCC will still want to discuss; also, ensures transparency around courses. Day suggested soliciting input from colleagues at universities, especially in terms of what they look for when reviewing courses. LaManque noted timing—discussions will likely occur in January. Escoto stressed that course application to state will begin in February and only three CCC meetings left until then. Mention of maybe reaching out to a CSU colleague for ideas of how they approve upper-division GE. Escoto noted that any documentation will be helpful, if we don't have time for a visitor. Plan to move forward using CCC to approve.</p> <p>Spragge unsure what form to use to submit for GE—could use existing forms and select which works best for each course. Escoto noted that looking at universities' processes should inform our own application process. Spragge's research found document from SJSU Academic Senate that includes language around GE and disciplinary writing outcomes; document from CSU Senate (March 2015) about upper-division GE. Spragge found that CSU has quite a bit of flex room around GE because it's imbedded into the major and schools are mandated to cap units at 120. Day asked about resolutions adopted by ASCCC—how will they affect this? Escoto noted that resolutions direct ASCCC leadership to act, most commonly to work with the Chancellor's office, regarding Title 5; stressed that our best path is to follow resolutions. Spragge chose IS discipline for the purpose of having flexibility as to how the course may be taught (i.e., team teaching). Course</p>

	written with assistance from faculty in library, math, BSS; will have discipline expertise in many areas, due to team teaching. Hopes that the discipline will encourage faculty to write lower-division courses in IS. Noted that existing minimum qualifications will be used for faculty who will be teaching.
6. Non-credit Course Outlines Overview	<p>Speaker: Isaac Escoto</p> <p>Concern during previous discussion regarding CORs for non-credit—how do they differ from credit CORs? Process is the same. PCAH has table (pg. 24): Comparison of Requirements by COR Type. Breaks down state-required sections of COR. Differences: no units for non-credit, requisites/advisories are optional, out-of-class work is optional, grades are optional. PCAH includes extensive information, if interested. Question about non-credit on transcripts—courses are listed with grade, if applicable, but do not affect GPA. LaManque noted that SLOs are still required for non-credit. Escoto shared ASCCC Course Outline of Record Guide, specifically Elements That Apply to Noncredit Courses section (pg. 42). Very helpful and good to use as a reference, in general; will email to CCC. The document is also linked on the curriculum website under “Other Resources.” LaManque noted increased interest due to enhanced non-credit (apportionment); state beginning to explore reporting data and tracking students. In discussions about requiring a grade notation for non-credit certificates. Question about whether pass/no pass considered “grading”—yes. Question about whether non-credit affects load. Starer noted that non-credit on different salary schedule so load is different—only counts teaching hours and doesn’t include prep hours, etc. Mention of MOU between FA and district regarding non-credit and load. Counseling exploring non-credit courses in Transition to Work (TTW).</p>
7. Report Out from Division Reps	<p>Speaker: All</p> <p>BH: Working on Public Health TMC and related course proposals.</p> <p>PSME: Chemistry honors courses in development (1A/B/C, 12A/B/C); discussion around online course standards; Math My Way (235 & 230) will be offered at night in spring—Counseling pleased as many students test into the course, which currently is only offered at 10-11:50; stressed that this is a good example of equity.</p> <p>BSS (via Hueg): Working on Global Studies curriculum.</p> <p>Articulation: Reminder of December 1st deadline to submit for CSU-GE and IGETC for 2016-17. Question about process for submitting for transferability; Day automatically submits for transferability based on course number. Note that the Dec. 1st deadline is for transfer GE patterns specifically.</p>
8. Good of the Order	
9. Adjournment	3:30 PM

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

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]

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Hilary Gomes

Proposed Number: ART 65

Proposed Units: 4

Proposed Hours: 3 hours lecture, 3 hours laboratory

Proposed Transferability: CSU

Proposed Title: Introduction to Illustration

Proposed Catalog Description & Requisites:

Introduction to the use of materials and techniques used in a variety of art areas and specifically in the field of Illustration. Emphasis is on understanding hands on media potential and the development of refined technical skills required for the successful executions of illustrations. Covers wet and dry media, tools and techniques.

Advisory: ART 4A Fundamentals in Drawing and ART 5A 2-D Foundations

Proposed Discipline: Art

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

This course is a restricted support course for the AA and Certificate of Achievement in the ART degree under the subtitle "Illustration Portfolio".

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect: There would be no other departments impacted by this course.

Comments & Other Relevant Information for Discussion: There are similar classes at CSU Long Beach and CSU Northridge. Many of our students transfer to CSU Long Beach. We have a number of students who would like to pursue the major of Illustration. We need a beginning level course to prepare students for this major at these CSUS and also at major art schools in this country.

Instruction Office:

Date presented at CCC:

Number assigned:

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

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Faculty Author: Bitu Mazloom

Proposed Number: C S 71A

Proposed Units: 5

Proposed Hours: 4 hours lecture, 3 hours laboratory

Proposed Transferability: CSU

Proposed Title: DATA ANALYTICS AND MANAGEMENT

Proposed Catalog Description:

Introduction of Big Data ecosystems, tool infrastructure and industrial applications. Overview of the evolution, characteristics and significance of Big Data and the analytics process model. Hands-on exploration of Big Data solutions for specific industries. Concept topics include data management such as acquiring, cleansing and normalizing Big Data; application to log analytics, fraud detection, social media patterns, call centers, etc.; review of traditional SQL based Relational Database Management and issues with scaling when datasets are too big; methodology of NoSQL; big data technology infrastructures, such as the Hadoop framework and ecosystem components including Hadoop Distributed File Systems (HDFS), Hbase, MapReduce, Oozie, Pig and functionality used in Big Data; survey of tools in analytics and data visualization (DVT); survey of deployment patterns used in various industries.

Prerequisites: ELEMENTARY STATISTICS (MATH 10),

Advisory: INTRODUCTION TO DATABASE MANAGEMENT SYSTEMS (C S 31A),
PROGRAMMING IN PYTHON (C S 21A),
or INTERMEDIATE SOFTWARE DESIGN IN JAVA (C S 1B)

Proposed Discipline: Computer Science

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

Big Data Certificate

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

Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Bitia Mazloom

Proposed Number: C S 71B

Proposed Units: 5

Proposed Hours: 4 hours lecture, 3 hours laboratory

Proposed Transferability: CSU

Proposed Title: DATA MINING I

Proposed Catalog Description:

Provides an introduction to data mining and survey of applications in areas such as social networks, e-commerce, medical records and banking. Examines methods that have emerged from fields of statistics and artificial intelligence aimed at recognizing patterns and making predictions from an applications perspective. Hands-on experimentation with algorithms for data mining using easy-to-use software and cases. Concept topics include data pre-processing and preparation, linear and logistic regression, Naïve Bayes, classification trees, random forest, model tuning, cross validation and performance evaluation.

Prerequisites: ELEMENTARY STATISTICS (MATH 10).

Advisory: PROGRAMMING IN PYTHON (C S 21A) or
INTERMEDIATE SOFTWARE DESIGN IN JAVA (C S 1B)

Proposed Discipline: Computer Science

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

Big Data Certificate

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

Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

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

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Faculty Author: Bitia Mazloom

Proposed Number: C S 71C

Proposed Units: 5

Proposed Hours: 4 hours lecture, 3 hours laboratory

Proposed Transferability: CSU

Proposed Title: DATA MINING II

Proposed Catalog Description:

Systematic treatment of strengths and limitations of popular data mining techniques. Discussion of current trends and applications of data mining. Hands-on management and participation in data mining projects. Performing data analysis in Python and/or Java. Concept topics include association rules mining, time series mining, clustering, principle component analysis, recommender systems, data visualization, ethics, privacy and security issues.

Prerequisites: DATA MINING I (C S 71B)

Proposed Discipline: Computer Science

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

Big Data Certificate

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

Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

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

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Faculty Author: Bitia Mazloom

Proposed Number: C S 71D

Proposed Units: 5

Proposed Hours: 4 hours lecture, 3 hours laboratory

Proposed Transferability: CSU

Proposed Title: COMPUTING AT SCALE

Proposed Catalog Description:

Survey of challenges related to large-scale datasets such as cost of computing and scalability of algorithms. Discussion of hard to access bias, errors present in the data and developing a solution at scale on the topic selection. Individual and collaborative development of an event detection solution based on publically available datasets. Concept topics and techniques presented include streaming machine learning techniques; reducing memory requirements using feature hashing and Bloom filters.

Prerequisites: DATA MINING II (C S 71C)

Proposed Discipline: Computer Science

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

Big Data Certificate

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

Computer Science

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Authors: Sumi Sukumar and Marnie Francisco

Proposed Number: PSE 56

Proposed Units: 1

Proposed Hours: 1 hour lecture

Proposed Transferability: CSU

Proposed Title: Seminar in Teaching Pre-collegiate Mathematics

Proposed Catalog Description & Requisites: Strategies to successfully teach topics from pre-collegiate mathematics. Topics include number theory, fraction operations, proportional reasoning, statistics, linear relationships and problem solving. Course is intended as professional development for middle and high-school mathematics teachers.

Advisory: Completion of Math 105 or the equivalent

Advisory: Basic competency in using computers and on-line software

Proposed Discipline: Mathematics

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

This course will be included in the proposed certificate of achievement in instructional design and technology

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

LINC: This course will help them to complete the certificate in instructional design and technology

MATH: The math department is working with faculty in LINC to develop this course.

Comments & Other Relevant Information for Discussion:

None

Instruction Office:

Date presented at CCC:

Number assigned:

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 #: EMR 400

Course Title: EMERGENCY MEDICAL RESPONSE

Catalog Description:

Provides the student with the knowledge and skills necessary to work as an emergency medical responder (EMR) to help sustain life, reduce pain and minimize the consequences of injury or sudden illness until more advanced medical help takes over. The course meets or exceeds the 2008 Emergency Medical Services Educational Standards for Emergency Medical Response and meets Guidelines 2010 for First Aid and 2010 Consensus on Science for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care. Students must successfully pass this course to enter in the EMT 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.

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 EMR 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.

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.

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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:** _____