

**College Curriculum Committee Meeting Agenda**  
**Tuesday, January 19, 2016**  
**2:00 p.m. - 3:30 p.m.**  
**President's Conference Room**

Item	Action	Attachment	Presenter
1. Minutes: December 1, 2015	Action	#1/19/16-1	Escoto
2. Announcements a. New Course Proposals b. Notification of Proposed Requisites	Information	#1/19/16-2–11 #1/19/16-12	Escoto
3. Consent Calendar a. Stand Alone Forms	Action	#1/19/16-13–25	Escoto
4. Upper Division GE Criteria for Approval	1st Read/ Action	#1/19/16-26.1	Escoto
5. Upper Division GE Courses for Approval	1st Read/ Action	#1/19/16-27–29	Escoto
6. Dental Hygiene Baccalaureate Program for Approval	1st Read/ Action	#1/19/16-30–31	Escoto
7. Course Numbering System Proposal for Approval	1st Read/ Action	#1/19/16-32	Escoto
8. Review of Lower Division GE	Discussion		Escoto
9. Report Out from Division Reps	Discussion		All
10. Good of the Order			Escoto
11. Adjournment			Escoto

**Consent Calendar:**

**Stand Alone Forms** (attachments #13-25): LINC 75A, 75B, 75C, 82A, 82B, 82C, 91A, 91B, 91C, 92; PHT 101, 102, 103

**Attachment List:**

#1/19/16-1 Draft Minutes: December 1, 2016  
#1/19/16-2 New COR Proposal: BUSI 87  
#1/19/16-3 New COR Proposal: HLTH 22  
#1/19/16-4 New COR Proposal: HLTH 23  
#1/19/16-5 New COR Proposal: HORT 91C  
#1/19/16-6 New COR Proposal: HUMN 9  
#1/19/16-7 New COR Proposal: MTEC 62C  
#1/19/16-8 New COR Proposal: MTEC 70G  
#1/19/16-9 New COR Proposal: PHT 101  
#1/19/16-10 New COR Proposal: PHT 102  
#1/19/16-11 New COR Proposal: PHT 103  
#1/19/16-12 CCC Notification of Proposed Requisites  
#1/19/16-26 Upper Division GE Criteria  
#1/19/16-26.1 BDP Handbook Draft  
#1/19/16-27 BIOL 300 COR  
#1/19/16-28 HLTH 300 COR  
#1/19/16-29 IDS 300 COR  
#1/19/16-30 Dental Hygiene BS degree curriculum sheet (draft)  
#1/19/16-31 Dental Hygiene BS completion degree curriculum sheet (draft)  
#1/19/16-32 Course Numbering System Proposal

## **2015 -2016 Curriculum Committee Meetings**

<b>Fall 2015 Quarter:</b>	<b>Winter 2016 Quarter</b>	<b>Spring 2016 Quarter</b>
10/6/15	1/19/16	4/19/16
10/20/15	2/2/16	5/3/16
11/3/15	2/16/16	5/17/16
11/17/15	3/1/16	5/31/16
12/1/15	3/15/16	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: 1/19/16Co-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 type="checkbox"/>	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
<input type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input 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 checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
<input type="checkbox"/>	Konnilyn Feig	7430	BSS	feigkonnilyn@fhda.edu
<input checked="" type="checkbox"/>	Valerie Fong (W & S)	7135	LA	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 checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input type="checkbox"/>	Don MacNeil	6967	KA	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	KA	shewfeltbarbara@fhda.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu
<input type="checkbox"/>	Victor Tam	7472	Dean	tamvictor@foothill.edu
<input checked="" type="checkbox"/>	Kristin Tripp-Caldwell	7562	FA	trippcaldwellkristin@fhda.edu
<input type="checkbox"/>	Suzanne Weller	7262	FA	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:

Owen Flannery (KA), Kurt Hueg, Tiffany Rideaux (BSS)

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

Item	Discussion
1. Minutes: November 17, 2015	Minutes approved as written <b>M/S</b> (Starer, Campbell) <b>Approved</b> , 0 abstentions.
2. Announcements a. Notification of Proposed Requisites  b. New Course Proposals  c. Course Numbering System—Proposal to Change Wording in the Course Catalog	<b>Speaker: Isaac Escoto</b> Please share with your constituents. Suggestion to add column to the document that indicates if a requisite is new or ongoing—Vanatta will update the document to include.  The following proposals were presented: ART 65, C S 71A, C S 71B, C S 71C, C S 71D, PSE 56.  No comments. Please share with your constituents.  As a group, we agreed to use 300s for upper division, and we have been in contact with those who teach current 300s. Will move forward with using those numbers. We will need to update course numbering language for 300s in the catalog and think it is a good opportunity to update the language for the entire numbering system. Current language shared with group. LaManque noted current language indicating 1-99 courses considered “baccalaureate in nature,” which may be confusing when courses for the Dental Hygiene baccalaureate degree are added to the catalog.  Proposal for new course numbering language shared with the group. Escoto pointed out the term “degree-applicable”—that may need to change due to baccalaureate degree offered. Mention that “degree-applicable” in catalog differs from the way that term is used in C3MS and in other curriculum aspects. Suggestion that language be used from Title 5, or we include a link to an explanation. Escoto clarified that “degree-applicable” used for courses that can count toward total 90 units needed for degree but are not necessarily on any program sheet or GE pattern. Question about term being used to differentiate between basic skills and non-basic skills. Comment about it meaning “college level.” Suggestion to check board policy.  Question about the purpose of the catalog language—is it mainly meant to explain and communicate to the students, and are there accreditation concerns with using certain language? Escoto stated that Title 5 often gives minimum standards but we can choose to use different wording; main point of catalog is to serve students. Counseling noted that students often ask if a course “counts”—the answer can vary, as there are different ways a course can “count” (e.g., transferable [UC, CSU], GE applicable, count towards 90 units).  Question as to whether or not the upper division courses will be transferable. Will need to follow up and possibly change language. Escoto will send proposal to the group.

<p>3. Consent Calendar a. Stand Alone Form</p>	<p><b>Speaker: Isaac Escoto</b> The following Stand Alone form was presented: EMR 400.</p> <p>Motion to approve <b>M/S</b> (Francisco, Campbell) <b>Approved</b>. No comments.</p>
<p>4. Curriculum Sheet Review</p>	<p><b>Speaker: Isaac Escoto</b> Counseling encounters situations in which a student needs to take a course that is not being offered on a regular basis; becoming more problematic with ADTs. Escoto wanted to bring up topic to discuss how often Divisions review curriculum (program) sheets. We need to ensure that sheets are being reviewed frequently, so that division may know, on an updated basis, how often a course may need to be offered. Day has been in contact with divisions when students have trouble finding required courses for ADTs. Though CCC approved a course deactivation policy last year, we try to follow process of offering each course in our catalog at least once every two years.</p> <p>Escoto presented a sheet to use as an example. Suggested that divisions review their sheets and consider whether there are any courses listed that may be tough to offer in the near future. Question as to how often divisions include notes regarding how often/when a course is offered—topic has been discussed at CCC in the past but has never taken hold; notation could be useful but would not necessarily be a guarantee that a course will be offered. Mention that new equivalent courses in other divisions not always added when sheets are being reviewed.</p> <p>Question regarding UC/CSU articulation of courses, as it relates to C-ID descriptors. Escoto noted that Academic Senate understands articulation. Will check with Day and follow up at a future meeting. Mention of UC Pathways and ADTs—ADTs are not a guarantee for admission to the UC system. Note that many ADT courses are already UC transferable.</p>
<p>5. Upper Division GE Criteria</p>	<p><b>Speaker: Isaac Escoto</b> Need to determine criteria to use when considering courses for upper division GE. Day shared documents with the group via email. First document is CSU Upper Division General Education Definitions and Practices. Mentions writing intensive, building on lower division GE, research and ending up with work samples, college-level writing, critical thinking, problem solving. Escoto noted that SJSU requires a prerequisite of passing their English Writing Skills test—we could require a similar requisite for English (ENGL 1A). We are following Academic Senate’s resolution to require 9 units of upper division GE outside the major program; many CSU schools have similar requirement. SFSU mentions one Cultural, Ethnic, or Social Diversity course.</p> <p>Escoto shared document with the group, comprised of references from CSU document, including English/writing prerequisite, writing intensive capstone course, building on skills developed in lower division courses. LaManque noted that discussion regarding what our upper division GE patterns should be is larger and should be considered in the future, but the immediate need is to nail down what to look for in general. Campbell noted that GE courses developed for Dental Hygiene baccalaureate were created</p>

	<p>with the program in mind, as opposed to lower division GE, which is much more general in nature.</p> <p>Suggestion to consider the following keywords: integrative, outside discipline, writing component. Assurance by division that the three upper division GE courses proposed are already outside the Dental Hygiene discipline, even if they are within the same division. Note that GE can be applicable to the students in the program and relevant—does not need to be completely outside the realm of Dental Hygiene. Mention that courses developed outside of a division could still be applicable/relevant to students in a different division. Note by Escoto that the courses written already follow Senate resolution. LaManque noted that GE criteria not necessarily about a course being applicable to the major. Need to determine the lens from which we look at the courses, as a group, to be able to decide if courses meet GE criteria. Conversation will continue in January.</p> <p>Phyllis Spragge shared document from CSU regarding upper division GE. Noted that requirements vary from campus to campus and that GE is, at times, waived for high unit allied health programs.</p>
6. Dental Hygiene Program Overview	<p><b>Speaker: Phyllis Spragge</b></p> <p>Escoto shared documents with the group via email, on behalf of Spragge. First document outlines full baccalaureate degree path, totaling 194 quarter units over four years. Includes upper division GE courses. Program should help prepare students not only for clinical careers but also for Masters degree programs and in public health settings. Question regarding team-taught research methods course—Spragge has been working with faculty to develop course. Library Science portion will be taught by Library faculty; research portion will be taught by faculty outside of major. Second document outlines Bachelors completion degree, for licensed dental hygienists who have already graduated from an accredited two-year program. West LA will also offer a completion program, and Spragge has collaborated with them in developing program. Spragge has heard a lot of interest/demand for this program, as Associates degree limits career options. Students will need to meet prerequisites to enter program, including Registered Dental Hygienist license and GPA requirement. 24 units will need to be completed at Foothill in residency.</p> <p>Question as to how students will be selected for baccalaureate program. Spragge noted that minimum qualifications for students have been outlined, and grades are part of the review process. State working on handbook that will provide guidance as to how students may be selected. Question as to recency requirement regarding completion program—Spragge notes that the licensing requirement will take care of that.</p>
7. Report Out from Division Reps	<p><b>Speaker: All</b></p> <p>FA: ESL department considering adding speaking and listening requirement. Survey was sent out asking for feedback regarding speaking and listening skills for ESL students in classroom.</p> <p>PSME: Starting in winter, any student who is a third time repeater of MATH 105 will be offered one-on-one weekly tutoring (50 minutes) for the whole quarter</p>

*Draft Minutes, December 1, 2015*

	from the STEM center. If successful, may offer to students taking MATH 105 for the second time. Note that students who place into MATH 105 are more successful than those who enter via Math My Way (40% higher success rate).
8. Good of the Order	
9. Adjournment	<b>3:27 PM</b>

**Attendees:** Benjamin Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Brenda Hanning (BH), 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), Kristin Tripp-Caldwell (FA)

**Minutes Recorded by:** M. Vanatta

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

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

**Faculty Author:** Laurence Lew / Jose Nava

**Proposed Number:** BUSI 87

**Proposed Units:** 5

**Proposed Hours:** 5 hours lecture

**Proposed Transferability:** CSU

**Proposed Title:** Human Resources Management

**Proposed Catalog Description & Requisites:**

This course is a comprehensive study of human resource management in organizations, including human resource planning; employment legislation; recruitment and selection; training and development; compensation and benefits; performance appraisal and career management; managing labor relations; safety, health, and well-being; and motivation and enhancing performance. The course will explore topics including values, ethical issues, leadership and communication, conflict, work design, and organizational culture.

**Proposed Discipline:** Business Administration

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

Business Administration AA

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

None. HR Management falls exclusively within the business discipline.

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

Number assigned:



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**Faculty Author:** Shirley Treanor

**Proposed Number:** HLTH 22

**Proposed Units:** 4

**Proposed Hours:** 4 hours lecture

**Proposed Transferability:** UC/CSU, also CSU GE (Area D7 & E) – need to confirm with Bernie Day

**Proposed Title:** Health and Social Justice

**Proposed Catalog Description & Requisites:**

This course provides an introduction to the health inequities in the United States that stem from unequal living conditions. Students will explore how education, socioeconomic status, racism and gender shape health epidemics and policy development. The basic skills necessary for advocating for health and social justice will be theoretically demonstrated.

**Proposed Discipline:** Health

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

TMC – Public Health Science

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

**Comments & Other Relevant Information for Discussion:**

This course may be a requirement for the new TMC in Public Health Science. The COR and description will be based upon the C-ID for the TMC in Public Health Science.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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College Curriculum Committee  
New Course Proposal**

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**Faculty Author:** Shirley Treanor

**Proposed Number:** HLTH 23

**Proposed Units:** 4

**Proposed Hours:** 4 hours lecture

**Proposed Transferability:** UC/CSU, also CSU GE (Area D7 & E) – need to confirm with Bernie Day

**Proposed Title:** Drugs, Health, and Society

**Proposed Catalog Description & Requisites:**

This course provides an overview of the epidemiology and toxicology of substance abuse and its relevance to personal and public health. Students will be introduced to the concept of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain. Political, social and economic factors involved in the supply and demand for drugs will be discussed. Epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies in the U.S. will be covered, as well as risk factors associated with the use and abuse of these substances. Current options for recovery and a survey of local resources will be reviewed.

**Proposed Discipline:** Health

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

TMC – Public Health Science

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

**Comments & Other Relevant Information for Discussion:**

This course may be a requirement for the new TMC in Public Health Science. The COR and description will be based upon the C-ID for the TMC in Public Health Science.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

**Foothill College**  
**College Curriculum Committee**  
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**Faculty Author:** David Sauter

**Proposed Number:** HORT 91C

**Proposed Units:** 1

**Proposed Hours:** 12 hours lecture (total)

**Proposed Transferability:** CSU

**Proposed Title:** Project Cost Estimating

**Proposed Catalog Description & Requisites:**

Evaluation of project designs for the purpose of measuring material quantities, estimating labor requirements to install and calculating overhead and related costs. Techniques for measuring, compiling and interpreting data and generating project cost estimates will be addressed.

**Proposed Discipline:** Environmental Horticulture and Design

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

Elective that will partially satisfy the requirements for the AS or Certificate for Environmental Horticulture and Design

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

No

**Comments & Other Relevant Information for Discussion:**

A course with will help address a growing area of employment with our graduates, cost estimating for landscape designers and contractors. Students receive partial instruction in bidding and construction but lack a comprehensive course focused on material takeoffs and labor estimates.

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**Faculty Author:** Paula Vaughan

**Proposed Number:** HUMN 9

**Proposed Units:** 4

**Proposed Hours:** 4 hours lecture

**Proposed Transferability:** UC/CSU

**Proposed Title:** ONCE UPON A TIME? THE IMMORTAL LURE OF FAIRY TALES

**Proposed Catalog Description & Requisites:**

An interdisciplinary exploration of the origins, structure and function of fairy tales and their enduring influence on contemporary art, film and gaming. The course examines how the fairy tale and its multi-cultural variants dynamically give voice to the universally shared human experience. Interdisciplinary strategies are employed to trace the impact of fairy tales on science fiction, fantasy, dystopias and horror.

**Proposed Discipline:** Humanities

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

Humanities AA, Popular Culture Certificate

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

None

**Comments & Other Relevant Information for Discussion:**

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**Faculty Author:** Eric Kuehnl

**Proposed Number:** MTEC 62C

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours laboratory

**Proposed Transferability:** CSU

**Proposed Title:** Composing & Producing Electronic Music III

**Proposed Catalog Description & Requisites:**

Advanced techniques for electronic music production in a variety of genres. Recording and processing vocals. Advanced analog and digital synthesis and sound design techniques. Field recording of original samples for use in producing drum beats and textures. Mixing and mastering finished compositions for commercial distribution. Remixing existing songs from both stereo mixes and multi-channel stems. Creating dynamic, real-time live performances using a variety of hardware controllers.

**Proposed Discipline:**

Commercial Music

Music

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

AA in Music Technology

Certificate of Achievement in Music Technology

Certificate of Achievement in Game Audio

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

N/A

**Comments & Other Relevant Information for Discussion:**

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**Faculty Author:** Eric Kuehn

**Proposed Number:** MTEC 70G

**Proposed Units:** 4

**Proposed Hours:** 3 hours lecture, 3 hours laboratory

**Proposed Transferability:** CSU

**Proposed Title:** Pro Tools 310P – Avid Certification

**Proposed Catalog Description & Requisites:**

Advanced operation of Pro Tools in a professional post-production environment. Hardware configuration and troubleshooting for synchronization to linear and non-linear video. Foley recording techniques using the Avid PRE. Post-production sound design workflows utilizing plug-in processing and Elastic Audio. Mixing and automation concepts exploring the Pro Tools HD Mix Engine. Synchronizing multiple Pro Tools systems using Satellite Link. Advanced layback concepts for outputting linear and non-linear printmasters. Hands-on experience with examples from film and television. Successful completion prepares students for Avid Pro Tools Expert Level Post Certification.

**Proposed Discipline:**

Commercial Music

Music

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

AA in Music Technology

Certificate of Achievement in Music Technology

Certificate of Achievement in Game Audio

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

N/A

**Comments & Other Relevant Information for Discussion:**

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**Instruction Office:**

Date presented at CCC:

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**Foothill College**  
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**New Course Proposal**

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**Faculty Author:** Angela M. Su

**Proposed Number:** PHT 101

**Proposed Units:** 7

**Proposed Hours:** 3 hours lecture, 12 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Pre-Pharmacy Technology Primer Series Course 1

**Proposed Catalog Description & Requisites:**

This course is the first of three courses to be taken in series and is intended for students enrolled in the CTE Metro Ed Pre-Pharmacy Technician Program. It will provide students foundational knowledge crucial for success in the Foothill College Pharmacy Technician Program. Topics of instruction include will include introduction to pharmacy technology as a career, introduction to pharmaceutical calculations, basic anatomy and physiology, basic medical terminology and pharmaceutical abbreviations.

**Proposed Discipline:** Pharmacy Technology

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

None (Stand Alone)

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

None

**Comments & Other Relevant Information for Discussion:**

The purpose of these 3 courses is to create a career technical education pathway program for CTE students to eventually enter the Foothill College Pharmacy Technician Program. In addition, it would provide an opportunity to offer "dual enrollment" for high school students enrolled in the CTE program. Recent legislation regarding SB 1070 and the passing of AB288 stress the importance of developing and strengthening career technical education pathways between high schools and community colleges to accomplish State-wide objectives to meet the underserved students in California. These courses are aimed to act as a first step in creating career pathways specific to Pharmacy Technology and will be the first program of its kind in the Bay Area. The topics of instruction will provide essential foundational knowledge to ensure students will succeed in the Foothill College Pharmacy Technology program.

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**Instruction Office:**

Date presented at CCC:

Number assigned:

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

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

**Faculty Author:** Angela M. Su

**Proposed Number:** PHT 102

**Proposed Units:** 7

**Proposed Hours:** 3 hours lecture, 12 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Pre-Pharmacy Technology Primer Series Course 2

**Proposed Catalog Description & Requisites:**

This course is the second of three courses to be taken in series and is intended for students enrolled in the CTE Metro Ed Pre-Pharmacy Technician Program. Successful completion of PHT 101 is required take this course. Topics of instruction will include the continuation of skill sets required for pharmacy technology as a career, intermediate level pharmaceutical calculations, a continuation of basic anatomy and physiology, introduction to pharmacology, Federal Pharmacy Law, medical and pharmaceutical abbreviations, terminology, symbols, and introduction to pharmacy computer applications.

Pre-requisite: PHT 101

**Proposed Discipline:** Pharmacy Technology

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

None (Stand Alone)

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

None

**Comments & Other Relevant Information for Discussion:**

The purpose of these 3 courses is to create a career technical education pathway program for CTE students to eventually enter the Foothill College Pharmacy Technician Program. In addition, it would provide an opportunity to offer "dual enrollment" for high school students enrolled in the CTE program. Recent legislation regarding SB 1070 and the passing of AB288 stress the importance of developing and strengthening career technical education pathways between high schools and community colleges to accomplish State-wide objectives to meet the underserved students in California. These courses are aimed to act as a first step in creating career pathways specific to Pharmacy Technology and will be the first program of its kind in the Bay Area. The topics of instruction will provide essential foundational knowledge to ensure students will succeed in the Foothill College Pharmacy Technology program.

---

**Instruction Office:**

Date presented at CCC:

Number assigned:



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

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

**Faculty Author:** Angela M. Su

**Proposed Number:** PHT 103

**Proposed Units:** 7

**Proposed Hours:** 3 hours lecture, 12 hours laboratory

**Proposed Transferability:** None

**Proposed Title:** Pre-Pharmacy Technology Primer Series Course 3

**Proposed Catalog Description & Requisites:**

This course is the third of three courses to be taken in series and is intended for students enrolled in the CTE Metro Ed Pre-Pharmacy Technician Program. Successful completion of PHT 102 is required take this course. Topics of instruction will include the developing and refining skills required for pharmacy technology as a career, advanced level pharmaceutical calculations, a continuation of anatomy and physiology, continuation of pharmacology, California Pharmacy Law, continuation of medical and pharmaceutical abbreviations, terminology, symbols, basic pharmaceutical compounding and preparation, and development of computer application skills. Completion this course (in addition to PHT 101 and 102) will provide students foundational knowledge crucial for success in the Foothill College Pharmacy Technician Program.

Prerequisite: PHT 102

**Proposed Discipline:** Pharmacy Technology

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

None (Stand Alone)

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

None

**Comments & Other Relevant Information for Discussion:**

The purpose of these 3 courses is to create a career technical education pathway program for CTE students to eventually enter the Foothill College Pharmacy Technician Program. In addition, it would provide an opportunity to offer "dual enrollment" for high school students enrolled in the CTE program. Recent legislation regarding SB 1070 and the passing of AB288 stress the importance of developing and strengthening career technical education pathways between high schools and community colleges to accomplish State-wide objectives to meet the underserved students in California. These courses are aimed to act as a first step in creating career pathways specific to Pharmacy Technology and will be

the first program of its kind in the Bay Area. The topics of instruction will provide essential foundational knowledge to ensure students will succeed in the Foothill College Pharmacy Technology program.

---

**Instruction Office:**

Date presented at CCC:

Number assigned:

## CCC Notification of Proposed Prerequisites/Co-Requisites

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

[illegible]

## 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 #:** LINC 75A

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**Course Title:** INSTRUCTIONAL DESIGN & TECHNOLOGY

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#### Catalog Description:

This introductory course in instructional design and technology is for teachers, educators, and trainers at all levels who want to create technology based educational or training materials and re-sources for school, college, or business settings. Foundational topics include: current trends in educational technology; application of instructional design models; knowledge of learning styles; use of different delivery strategies; application of instructional strategies and planning, including Bloom's Taxonomy; and key industry issues, like grade level standards and business standards for training. Skill building includes: integrating technology into the instruction; writing learning objectives; creating instruction for different modes of teaching and learning, such as instructor-led sessions, self-paced sessions, online, or blended combinations. Students demonstrate ability to work on authentic instructional design projects using planning, needs assessment, goal analysis, task analysis, and evaluation processes.

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

○

**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

## FOOTHILL COLLEGE

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)

- SJM** 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)

- SJM** 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

**Division Curriculum Representative:**



Date: 11/18/15

Date of Approval by Division Curriculum Committee:

Date: 11/10/15

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 #:** LINC 75B

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**Course Title:** INSTRUCTIONAL TECHNOLOGY STRATEGIES

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#### Catalog Description:

This instructional design and technology course is for teachers, educators, and trainers who want to enhance their skill with using instructional design models and instructional planning procedures to create technology-based educational or training curriculum for school, college, or business settings. Apply principles of instructional design and technology to create instruction that works for the learner. Understand instructional methods and strategies to create highly effective learning environments. Design instruction for different audiences based on content, process, and product. Apply methods and strategies of instructional technology that meet the needs of English learners, diverse populations, and different learning styles. Compare teaching and learning methods such as direct instruction, hands-on, project-based, inquiry-based, and problem-based learning. Plan for effective use and management of technology for teaching and learning (i.e., laptop carts, mobile devices, classroom audiovisual, online technologies). Manage instructional design projects.

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

○

**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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:



## FOOTHILL COLLEGE

- 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)

SJM 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)

SJM 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

Division Curriculum Representative:



Date: 11/18/15

Date of Approval by Division Curriculum Committee:

Date: 11/10/15

College Curriculum Co-Chairperson:

Date: \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

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

**Course #:** LINC 75C

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**Course Title:** INSTRUCTIONAL DESIGN FOR ONLINE TEACHING

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#### Catalog Description:

This advanced instructional design and technology course is for teachers, educators, and trainers who want to create online courses. It builds upon the concepts presented in the prior courses in this sequence. Understand the key components of online learning and how they differ from face to face learning. Apply the theories and methods of instruction with web-based technologies to design online learning. Examine the differences in design and delivery for learning in blended environments, solely online learning, and self-paced learning modules. Devise methods to incorporate the use of multimedia tools such as screen casting and instructional videos, as well as online communication tools such as video conferencing, threaded discussions shared documents and online collaboration. Pre-requisite: LINC75B or consent of the instructor

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

○

**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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

## FOOTHILL COLLEGE

- 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)

SJM 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)

SJM 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

Division Curriculum Representative: \_\_\_\_\_



Date: 11/18/15

Date of Approval by Division Curriculum Committee: \_\_\_\_\_

Date: 11/10/15

College Curriculum Co-Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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**Course #:** LINC 82A

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**Course Title:** CREATING INSTRUCTIONAL DESIGN PROJECTS

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#### Catalog Description:

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

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

○

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

1. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
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**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.)

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See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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:

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- Employer surveys

## FOOTHILL COLLEGE

- Industry studies
- Regional economic studies
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- 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)

SJM 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)

SJM 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

Division Curriculum Representative: \_\_\_\_\_



Date: 11/18/15

Date of Approval by Division Curriculum Committee: \_\_\_\_\_

Date: 11/10/15

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 #:** LINC 82B

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**Course Title:** CREATING RESOURCES FOR INSTRUCTION

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#### Catalog Description:

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

**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

**XXX** 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:

**Instructional Design & Technology**

- 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?)

In development; anticipated submission date: April 2016

○



**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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

## FOOTHILL COLLEGE

- 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)

SJM 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)

SJM 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

Division Curriculum Representative:



Date: 11/18/15

Date of Approval by Division Curriculum Committee:

Date: 11/10/15

College Curriculum Co-Chairperson: \_\_\_\_\_

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## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** LINC 82C

**Course Title:** CREATING INTERACTIVE MEDIA FOR INSTRUCTION

#### Catalog Description:

This advanced instructional technology and design course is for teachers, educators, and trainers who want to create online interactive instructional media for school, college, or business settings. It builds upon the concepts presented in the prior courses in this sequence. Use web-based tools to create interactive tutorials, activities, games, and assessments. Integrate instructional technology principles into the design of an instructional video and learn how to create blended learning environments. Embed interactive media in websites, collaborative documents, and learning management systems for use in face to face, blended, online, and traditional training environments. Explore game-based learning as an instructional approach in the classroom. Prerequisite: LINC82B or consent of instructor

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

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**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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:

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- Employer surveys

## FOOTHILL COLLEGE

- 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)

SJM 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)

SJM 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

Division Curriculum Representative: \_\_\_\_\_



Date: 11/18/15

Date of Approval by Division Curriculum Committee: \_\_\_\_\_

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College Curriculum Co-Chairperson: \_\_\_\_\_

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## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

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

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

**Course #:** LINC 91A

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**Course Title:** EVALUATING INSTRUCTIONAL DESIGN & TECHNOLOGY

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#### Catalog Description:

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

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

○

**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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

## FOOTHILL COLLEGE

- 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)

SJM 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)

SJM 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

Division Curriculum Representative: \_\_\_\_\_



Date: 11/18/15

Date of Approval by Division Curriculum Committee: \_\_\_\_\_

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College Curriculum Co-Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_



## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

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

**Course #:** LINC 91B

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**Course Title:** EVALUATING LEARNING OUTCOMES

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#### Catalog Description:

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

**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
- XXX** 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:

**Instructional Design & Technology**

- 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?)

In development; anticipated submission date: April 2016

○

**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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

## FOOTHILL COLLEGE

- 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)

SJM 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)

SJM 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)

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

Faculty Requestor: Steven McGriff  
15

Date: 11/11/

Division Curriculum Representative:



Date: 11/18/15

Date of Approval by Division Curriculum Committee:

Date: 11/10/15

College Curriculum Co-Chairperson: \_\_\_\_\_

Date: \_\_\_\_\_

## FOOTHILL COLLEGE

### Stand-Alone Credit Course Approval Request

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

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

**Course #:** LINC 91C

---

**Course Title:** EVALUATING INSTRUCTIONAL PROGRAMS

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#### Catalog Description:

This advanced course in evaluation for instructional technology is for teachers, educators, and trainers who want to evaluate program goals and outcomes in school, college, or business settings. It builds upon the concepts presented in the prior courses in this sequence. Develop a depth of knowledge in evaluation processes and instruments to determine if an instructional technology program was successful. Determine effectiveness of a program in terms of instructor preparation, planning, delivery of instruction, effective use of technology and strategy to adjust and differentiate instruction. Create an evaluation method and strategy to assess learner outcomes in terms of satisfaction with the program, transfer of skills and knowledge beyond the classroom or training environment, and sustained success over time. Course project includes writing and conducting a program evaluation plan. Prerequisites: Completion of LINC75A and LINC75B or LINC75C, LINC91A and LINC91B or consent of the instructor

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

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**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:

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

1. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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,

## FOOTHILL COLLEGE

- 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)**

SJM 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)**

SJM 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)**

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

**Faculty Requestor: Steven McGriff**  
15

**Date: 11/11/**

**Division Curriculum Representative:**



**Date:** 11/18/15

**Date of Approval by Division Curriculum Committee:**

**Date:** 11/10/15

**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 #:** LINC 92

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**Course Title:** INTERNSHIP IN INSTRUCTIONAL DESIGN & TECHNOLOGY

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#### Catalog Description:

This internship course is for teachers, educators, and trainers to apply systematic instructional design models and instructional planning procedures to create educational or training curriculum in a realworld school, college, or business setting. Coordinate a 10week supervised practicum at an educational or business site with guidance of the course instructor. Participants work with the site host to complete an instructional technology and design project and to engage in authentic instructional design work. This course prepares participants to apply their skills and knowledge of instructional design principles and methods. The culminating course project is a portfolio and presentation of the instructional design project completed in the internship. Prerequisites: Completion of LINC75A, LINC75B or LINC75C, LINC 82A, LINC82B or LINC82C, LINC91A, LINC91B or LINC91C

**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

**XXX** 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:

Instructional Design & Technology

- 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?)

In development; anticipated submission date: April 2016

○

**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. Offers academic and vocational instruction for students interested in fields related to education and human resource training and development within any profession or discipline.
2. Advances California's economic growth and global competitiveness by improving occupational skills through education and training for educators (including all teachers and educational professionals), instructional technology practitioners, and talent development specialists (including human resource training and development) within any profession or discipline.

**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.)

Occupational need for this course is primarily demonstrated by the need for educators to apply knowledge of and skill with developing technologically enhanced instructional programs, classes, and materials. Educators need to apply this course content to effectively address the Common Core State Standards. Also any student currently involved in or planning for a career in human resource training and development in any field needs to know this course content.

See the attached Need Justification documents stating the central role of instructional technology for Common Core implementation for teachers (ISTE) and for the field of talent development (ADT) with Labor Market Information of statistical projections of growth in regions surrounding Foothill College.

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



## FOOTHILL COLLEGE

- 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)**

SJM 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)**

SJM 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)**

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

**Faculty Requestor: Steven McGriff**  
15

**Date: 11/11/**

**Division Curriculum Representative:**



**Date: 11/18/15**

**Date of Approval by Division Curriculum Committee:**

**Date: 11/10/15**

**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 #:** PHT 101

**Course Title:** Pre-Pharmacy Technology Primer Series Course 1

#### Catalog Description:

This course is the first of three courses to be taken in series and is intended for students enrolled in the CTE Metro Ed Pre-Pharmacy Technician Program. It will provide students foundational knowledge crucial for success in the Foothill College Pharmacy Technician Program. Topics of instruction include will include introduction to pharmacy technology as a career, introduction to pharmaceutical calculations, basic anatomy and physiology, basic medical terminology and pharmaceutical abbreviations.

#### 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?)

The goal is to complete the curriculum and submission to the State will be by Spring of 2016.

**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 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.)

These courses are 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 Pharmacy Technology as a 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.**

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

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

## FOOTHILL COLLEGE

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

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

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

### Criteria E. – Compliance (please initial as appropriate)

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

Faculty Requestor: Angela Su \_\_\_\_\_ Date:  
11/15/15 \_\_\_\_\_

Division Curriculum Representative: Rachelle Campbell \_\_\_\_\_ Date:  
11/15/15 \_\_\_\_\_

Date of Approval by Division Curriculum Committee: \_\_\_\_\_ Date: 11/20/15

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 #:** PHT 102

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**Course Title:** Pre-Pharmacy Technology Primer Series Course 2

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#### Catalog Description:

This course is the second of three courses to be taken in series and is intended for students enrolled in the CTE Metro Ed Pre-Pharmacy Technician Program. Successful completion of PHT 101 is required take this course. Topics of instruction will include the continuation of skill sets required for pharmacy technology as a career, intermediate level pharmaceutical calculations, a continuation of basic anatomy and physiology, introduction to pharmacology, Federal Pharmacy Law, medical and pharmaceutical abbreviations, terminology, symbols, and introduction to pharmacy computer applications.

#### 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?)

The goal is to complete the curriculum and submission to the State will be by Spring of 2016 .

**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 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.)

These courses are 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 Pharmacy Technology as a 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

## FOOTHILL COLLEGE

**Please attach appropriate evidence to this application form.**

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

- AS The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5.
- AS This is a non-degree applicable credit course (specify which one, below)
- \_\_\_\_\_ 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)
- AS pre-collegiate career technical preparation course to provide foundation skills for students preparing for entry into degree-applicable credit courses.

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

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

### **Criteria E. -- Compliance (please initial as appropriate)**

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

**Faculty Requestor: Angela Su** \_\_\_\_\_ **Date:**  
**11/15/15** \_\_\_\_\_

**Division Curriculum Representative: Rachelle Campbell** \_\_\_\_\_ **Date:**  
**11/15/15** \_\_\_\_\_

**Date of Approval by Division Curriculum Committee:** \_\_\_\_\_ **Date: 11/20/15**

**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 #:** PHT 103

**Course Title:** Pre-Pharmacy Technology Primer Series Course 3

#### Catalog Description:

This course is the third of three courses to be taken in series and is intended for students enrolled in the CTE Metro Ed Pre-Pharmacy Technician Program. Successful completion of PHT 102 is required take this course. Topics of instruction will include the developing and refining skills required for pharmacy technology as a career, advanced level pharmaceutical calculations, a continuation of anatomy and physiology, continuation of pharmacology, California Pharmacy Law, continuation of medical and pharmaceutical abbreviations, terminology, symbols, basic pharmaceutical compounding and preparation, and development of computer application skills. Completion this course (in addition to PHT 101 and 102) will provide students foundational knowledge crucial for success in the Foothill College Pharmacy Technician Program.

Pre-requisite: PHT 102

**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?)

The goal is to complete the curriculum and submission to the State will be by Spring of 2016 .

**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 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.)

These courses are 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 Pharmacy Technology as a career.

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- 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

## FOOTHILL COLLEGE

**Please attach appropriate evidence to this application form.**

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

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

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

\_\_\_\_\_ 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)

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

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

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

### **Criteria E. -- Compliance (please initial as appropriate)**

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

**Faculty Requestor: Angela Su** \_\_\_\_\_ **Date:**  
**11/15/15** \_\_\_\_\_

**Division Curriculum Representative: Rachelle Campbell** \_\_\_\_\_ **Date:**  
**11/15/15** \_\_\_\_\_

**Date of Approval by Division Curriculum Committee:** \_\_\_\_\_ **Date: 11/20/15**

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

## Upper Division GE Criteria Proposal

January 19<sup>th</sup>, 2016

Upper division general education courses shall be integrative, come from at least two disciplines outside the major, and should relate to required lower division coursework.

Upper division general education shall include one course with an emphasis in written communication, oral communication, or computation.

# Foothill College

## Submission Course Outlines

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*For Faculty and Staff use only*

### Biological and Health Sciences

**BIOL 300 HUMAN PATHOPHYSIOLOGY AND PHARMACOLOGY**

**Fall 2016**

**4 hours lecture**

**4 Units**

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**Total Contact Hours: 48** (Total of All Lecture, Lecture/Lab, and Lab hours X 12)

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

**Lecture Hours: 4**

**Lab Hours: 0**

**Lecture/Lab: 0**

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

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#### Repeatability -

**Statement:** Not Repeatable.

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#### Status -

**Course Status:** Active

**Grading:**

Igo

**Degree Status:** Applicable

**Credit Status:**

Credit

**Degree or Certificate Requirement:** AS Degree, Foothill GE

**GE Status:**

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#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** CSU

**Validation:** 11/24/15

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#### Division Dean Information -

**Seat Count:** 26

**Load Factor:** .088

**FOAP Code:** 141xxx

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#### 1. Description -

The basis of human disease and its management relevant to the practice of healthcare professionals. The etiology and pathogenesis of diseases are discussed along with the application of diagnostic procedures and patient care. The pathology and underlying principles of the human systems are presented, along with characteristics of typical drugs, side effects, cautions, and interactions. This is an upper division general education course, under the pilot program (SB 850), allowing for granting the Baccalaureate degree in Dental Hygiene in the community college setting. Intended for students in the Dental Hygiene Baccalaureate program.

Prerequisites: Biology 40A, 40B, 40C, or equivalent anatomy and physiology course with a lab. Students have studied physiology and biochemistry, but this course endeavors to deepen student knowledge of human disease physiology and integrate clinical material into the discussions of all physiological and pharmacological topics.

#### 2. Course Objectives -

The student will be able to:

- A. Analyze the processes that lead to cell injury and describe responses for healing, including inflammation and fever.

- B. Analyze the immune response and evaluate some diseases that affect immunity.
- C. Describe and distinguish the pathophysiology of the cardiac, respiratory, endocrine, gastrointestinal, genitourinary, hematologic and oncologic diseases, neurologic, central nervous system and psychiatric/behavioral disorders.
- D. Assess the pharmacologic agents used to treat various diseases, including the effects, side effects, drug interactions and modifications to care.
- E. Demonstrate a working knowledge of the most commonly prescribed medications and the implications for patient care.

### **3. Special Facilities and/or Equipment -**

Multi-media classroom. Computer with internet access when taught online or as a hybrid course.

### **4. Course Content (Body of knowledge) -**

- A. Concepts of the pathologic process
  - 1. Etiology
  - 2. Resistance and susceptibility
  - 3. Pathogenesis
  - 4. Disease manifestations
  - 5. Reversible cell injury
  - 6. Irreversible cell injury
- B. Inflammation and repair
  - 1. Acute inflammatory response
  - 2. Cellular components of the acute inflammatory response
  - 3. Chemical mediators of inflammation
  - 4. Systemic manifestations of inflammation
  - 5. Drugs used in the management of inflammatory diseases
- C. Immunologic diseases
  - 1. Immune system and response
  - 2. Allergy
  - 3. Rheumatologic and connective tissue disorders
  - 4. AIDS, HIV
  - 5. Autoimmune diseases
  - 6. Drugs used in the management of immunologic diseases
  - 7. Treatment considerations and modifications to patient care
- D. Cardiovascular disease
  - 1. Hypertension
  - 2. Ischemic heart disease
  - 3. Cardiac dysrhythmias
  - 4. Heart defects and disorders
  - 5. Drugs used in the management of cardiac diseases
  - 6. Treatment considerations and modifications to patient care
- E. Pulmonary diseases
  - 1. Upper respiratory diseases
  - 2. Lower respiratory diseases
  - 3. Obstructive pulmonary diseases
  - 4. Drugs used in the management of pulmonary diseases
  - 5. Treatment considerations and modifications to patient care
- F. Endocrine diseases
  - 1. Diabetes mellitus
  - 2. Thyroid diseases
  - 3. Adrenal insufficiency
  - 4. Pregnancy
  - 5. Drugs used in the management of endocrine diseases/disorders
  - 6. Treatment considerations and modifications to patient care
- G. Gastrointestinal diseases
  - 1. Liver disease
  - 2. Gastroesophageal reflux
  - 3. Peptic ulcers
  - 4. Crohn disease
  - 5. Inflammatory bowel disease
  - 6. Drugs used in the management of gastrointestinal diseases
  - 7. Treatment considerations and modifications to patient care

- H. Genitourinary disease
  - 1. Chronic renal failure and dialysis
  - 2. Renal transplant
  - 3. Sexually transmitted diseases
  - 4. Drugs used in the management of genitourinary diseases
  - 5. Treatment considerations and modifications to patient care
- I. Hematologic and oncologic diseases
  - 1. Hematopoietic system
  - 2. Pathogenesis of cancer
    - a. Types of tumors: benign, premalignant, malignant
    - b. Staging of tumors
    - c. Treatments for cancer
  - 3. Disorders of the red blood cells
  - 4. Disorders of the white blood cells
  - 5. Bleeding disorders
  - 6. Drugs used in the management of hematologic and oncologic diseases
  - 7. Treatment considerations and modifications to patient care
- J. Neurologic disorders and central nervous system disorders
  - 1. Epilepsy
  - 2. Parkinson disease
  - 3. Bells palsy
  - 4. Dementia and Alzeheimers
  - 5. Stroke
  - 6. Drugs used in the management of neurologic diseases
  - 7. Treatment considerations and modifications to patient care
- K. Psychiatric and behavioral disorders
  - 1. Anxiety
  - 2. Depression
  - 3. Eating disorders
  - 4. Bipolar disorder
  - 5. Schizophrenia
  - 6. Drugs used in the management of psychiatric and behavioral disorders
  - 7. Treatment considerations and modifications to patient care

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

## **6. Methods of Evaluation -**

The student will demonstrate proficiency through:

- 1. Critical thinking patient case study exercises. The patient case studies will require research, analysis and in depth study of diseases and medications to create an evidence based treatment plan for a given patient.
- 2. Application of Evidence Based Practice (EBP) principles that include: using the highest quality recent research, applying professional knowledge and skills, collaboration to arrive at patient-centered decisions, and evaluating outcomes.
- 3. Critical writing assignments on focused clinical questions.
- 4. Objective examinations.

## **7. Representative Text(s) -**

VanMeter, Karin; Hubert, Robert; Gould's Pathophysiology for the Health Professions, Saunders, 5th edition, 2014.

Lexi-Comp, Drug Information Handbook, USA, 24th edition, Lexi-comp, 2015.

Little, Falace, Miller, Rhodus. Dental Management of the Medically Complex Patient, St Louis, Mosby Elsevier, 8th edition, 2012.

## **8. Disciplines -**

Biology, Health, Nursing, Dental Technology

**9. Method of Instruction -**

- A. Lecture
- B. Online presentation of course material.
- C. Cooperative learning exercises - patient case studies
- D. Electronic discussions/chat

**10. Lab Content -** No content

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

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

- A. Web-based research of diseases and related medications.
- B. Submission of written reports using current evidence based scientific literature.
- C. Weekly critical thinking projects on complex patient case studies with different diseases and pharmacological agents.
- D. Weekly reading assignments in the textbook and current scientific journals of approximately 30 to 50 pages.

**13. Need/Justification -**

Required for the Bachelors of Science Degree in Dental Hygiene, under Senate Bill 850, allowing for baccalaureate degree pilot program in California Community Colleges.

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# Foothill College

## Submission Course Outlines

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*For Faculty and Staff use only*

### Biological and Health Sciences

**HLTH 300 HEALTH ACROSS THE LIFESPAN**

**Fall 2016**

**4 hours lecture**

**4 Units**

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**Total Contact Hours: 48** (Total of All Lecture, Lecture/Lab, and Lab hours X 12)

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

**Lecture Hours: 4**

**Lab Hours:**

**Lecture/Lab:**

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

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#### **Repeatability -**

**Statement:** Not Repeatable.

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#### **Status -**

**Course Status:** Active

**Grading:**

Igo

**Degree Status:** Applicable

**Credit Status:**

Credit

**GE Status:**

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#### **Articulation Office Information -**

**C.I.D. Notation:**

**Transferability:** CSU

**Validation:** 11/24/15

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#### **Division Dean Information -**

**Seat Count:** 50

**Load Factor:** 0.088

**FOAP Code:** 141xxx

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#### **1. Description -**

Examines the basic principles that guide growth, development and the health of individuals across the lifespan, from the prenatal period through senescence. Presents methodological, conceptual and substantive issues necessary for understanding and evaluating empirically based information about growth, development and health at different stages of life and from a public health perspective. Course covers several themes, including contributions of biological and environmental factors to health and human development, measuring the health of individuals in communities, understanding determinants and consequences of health and development across the lifespan, measuring population health and assessing the implications of health disparities. This is an upper division general education course, under the pilot program (SB 850), allowing for granting the Baccalaureate degree in Dental Hygiene in the community college setting. Intended for students in the Dental Hygiene Baccalaureate program.

Course Prerequisite: Health 21, or equivalent health or public health course.

#### **2. Course Objectives -**

The student will be able to:

- A. Analyze how the health status of a population is measured.
- B. Identify and compare the common models of behavior change used in public health for individuals and groups.



- C. Describe what Healthy People program and its goals for the health of the US population.
- D. Evaluate the integration of multiple perspectives to understanding human health and disease, including demographic, human development, lifespan, family and community contexts.
- E. Describe how a longitudinal and lifespan approach leads to an expanded understanding of the determinants of health.

### **3. Special Facilities and/or Equipment -**

Multi-media classroom. Computer with internet access when taught online or as a hybrid course. Library resources for current, evidence based public health research.

### **4. Course Content (Body of knowledge) -**

- A. Measuring health
  - 1. overview of health status measures
  - 2. life expectancy indicators
  - 3. mortality, morbidity and disability
  - 4. infectious disease control
  - 5. comparison of global vs USA mortality, morbidity and disability
  - 6. multiple determinants of health: gender, ethnicity, socio-economic status
- B. Behavior change theories
  - 1. Health Belief Model
  - 2. Theory of Planned Behavior
  - 3. Human Needs Theory
  - 4. Stages of Change Model
  - 5. Internal and external motivation
  - 6. Motivational interviewing
  - 7. Self-efficacy Model
  - 8. Attribution Theory
  - 9. Social Cognitive Theory
  - 10. Community Organization Theory
  - 11. Community Development Model
  - 12. Diffusion of Innovation Model
- C. Healthy People 2020
  - 1. Adolescent health
  - 2. Early and middle childhood genomics
  - 3. Global health
  - 4. Health related quality of life, including LGBT health
  - 5. Older adults, including dementia
  - 6. Preparedness
  - 7. Sleep health
  - 8. Social determinants of health
- D. Health across the life span
  - 1. Infants & small children
    - a. infant and child mortality
    - b. disease prevention and immunization
    - c. integrated management of childhood diseases
    - d. nutrition and deficiencies
    - e. health child development
    - f. public health priorities
  - 2. Adolescents
    - a. mortality
    - b. disease prevention and immunization
    - c. integrated management of diseases affecting adolescents
    - d. nutrition: obesity, eating disorders, deficiencies
    - e. disorders of secondary sexual development
    - f. public health priorities: tobacco, substance abuse, mental health, sexually transmitted diseases
  - 3. Adults
    - a. mortality
    - b. lifestyle and disease patterns
    - c. integrated management of diseases or disabilities affecting adults

- d. cancer
  - e. chronic diseases: cardiovascular disease, diabetes, COPD
  - f. family planning and maternal health
  - g. public health priorities: tobacco, substance abuse, mental health, sexually transmitted diseases
- 4. Geriatric adults
  - a. mortality
  - b. lifestyle and disease patterns
  - c. integrated management of diseases or disabilities affecting geriatric adults
  - d. cancer
  - e. chronic diseases: cardiovascular disease, diabetes, COPD
  - f. dementia and Alzheimers disease
  - g. musculoskeletal health
  - h. public health priorities for geriatric health

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

**6. Methods of Evaluation -**

- A. Critical evaluation of a current public health research study in a written report and oral presentation
- B. Critical thinking exercises on health case studies
- C. Objective exams

**7. Representative Text(s) -**

Leifer, G., Growth and Development Across the Lifespan: A Health Promotion Focus, 2e., Saunders, 2012.

Polan, E, Taylor, D, Journey Across the Life Span: Human Development and Health Promotion, 4th edition, FA Davis, 2010.

**8. Disciplines -**

Health

**9. Method of Instruction -**

- A. Lecture presentation, classroom or online discussion and case study analysis
- B. Presentations of major projects followed by discussion and evaluation

**10. Lab Content** - No content

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

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

- A. Web-based research on health and public health issues and studies.
- B. Submission of written report and oral presentation on a public health issue using current evidence based scientific literature.
- C. Weekly critical thinking exercises on public health case studies.
- D. Weekly reading assignments in the textbook and current scientific/public health journals of approximately 30 to 50 pages.

**13. Need/Justification -**

Required for the Bachelors of Science Degree in Dental Hygiene, under Senate Bill 850, allowing for baccalaureate degree pilot program in California Community Colleges.

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# Foothill College

## Submission Course Outlines

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*For Faculty and Staff use only*

### Biological and Health Sciences

**IDS 300 RESEARCH METHODOLOGY FOR HEALTH PROFESSIONALS**

**Summer  
2016**

**5 hours lecture**

**5 Units**

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

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

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

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

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#### Repeatability -

**Statement:** Not Repeatable.

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#### Status -

**Course Status:** Active  
**Degree Status:** Applicable  
**Degree or Certificate Requirement:** Foothill GE  
**GE Status:** Communication & Analytical Thinking

**Grading:** Igo  
**Credit Status:** Credit

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#### Articulation Office Information -

**C.I.D. Notation:**

**Transferability:** CSU  
**Validation:** 1/12/16

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#### Division Dean Information -

**Seat Count:** 40  
**Load Factor:** .111  
**FOAP Code:** 114000141051124020

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#### Instruction Office Information -

**FSA Code:**

**Distance Learning:** no

**Stand Alone Designation:** no

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#### 1. Description -

This course is designed to introduce students to the research process and how it applies to evidence-based patient care. Emphasis on research design and methods, scientific databases and evidence-based resources. Application of research methods and statistical techniques to the critical evaluation of current scientific literature. Evidence-based decision making and development of critical thinking skills will be discussed.

Prerequisite: Statistics: Math 10, PSYC 7, SOC 7, or equivalent.

## **2. Course Objectives -**

By the end of the course, the student will be able to:

- A. Value the purpose of health research and its role in health care
- B. Formulate a research topic
- C. Differentiate the types of information needed
- D. Conduct an effective literature search
- E. Evaluate and analyze information and its sources critically
- F. Demonstrate ethical and legal uses of information, including proper citation of sources
- G. Differentiate between study designs and methodology
- H. Describe the scientific method
- I. Discuss sampling a population and methods to minimize bias
- J. Develop a research problem statement and write a hypothesis
- K. Apply the process of evidence-based decision making to health care
- L. Use the PICO process to develop a good clinical question
- M. Critically analyze a research article using accepted criteria
- N. Interpret health data by using basic statistical tests and principles

## **3. Special Facilities and/or Equipment -**

Online course: ongoing access to computers with email, internet, and other online capabilities

## **4. Course Content (Body of knowledge) -**

- A. Health research and its role in health care
  - 1. Definition of health research
  - 2. Validity and Reliability of research
  - 3. Applying research to health care
  - 4. Ethical principles in health research
- B. Formulate a research topic
  - 1. Identify a research topic
    - a. Explore general information sources to increase familiarity with the topic
    - b. Identify key concepts and terms that describe the information need
    - c. Broaden or narrow search to achieve a manageable focus
- C. Types and formats of information sources in health care
  - 1. Compare and contrast popular sources (trade publications, magazines) vs. scholarly sources (peer-reviewed journals)
    - a. Content
    - b. Author
    - c. Audience
    - d. Language (terminology)
    - e. Graphics
    - f. Layout and organization
    - g. Accountability
    - h. References
  - 2. Differentiate levels of evidence (primary, secondary and tertiary studies)
    - a. Clinical practice guidelines
    - b. Meta-Analysis/Systematic Reviews
    - c. Randomized Controlled Trials
    - d. Cohort Studies
    - e. Case Control Studies
    - f. Narrative Reviews, Expert Opinions, Editorials
- D. Conduct an effective literature search using appropriate information searching tools
  - 1. Reference sources
    - a. Library catalog
    - b. CREDO Reference
  - 2. Books
    - a. Library catalog
    - b. eBook Academic Collection (EBSCOhost)
  - 3. Periodicals (journals, magazines, and newspapers)
    - a. Electronic databases, including PubMed, MEDLINE, and Dentistry & Oral Sciences Source
  - 4. Internet sources (.gov, .edu, .org, .com, etc)
    - a. Search engines

- E. Evaluate health information and its sources critically
  - 1. Analyze the parts of an original research study
    - a. Abstract
    - b. Introduction
    - c. Methods
    - d. Results
    - e. Discussion
    - f. Conclusion
    - g. Tables and figures
  - 2. Critically analyze database and Internet search results
    - a. Authority
    - b. Accuracy
    - c. Bias/Objectivity
    - d. Currency
    - e. Coverage
- F. Demonstrate ethical and legal uses of information
  - 1. Copyright
  - 2. Plagiarism
    - a. Definition
    - b. Appropriate documentation style to cite resources
- G. Study Designs and methodology
  - 1. Descriptive Study Designs
    - a. Cross-sectional
    - b. Qualitative
  - 2. Analytic Study Designs
    - a. Observational: cohort (prospective), case-control (retrospective)
    - b. Experimental: randomized double blind studies
- H. Scientific Method
  - 1. Steps in conducting scientific research
    - a. Ask a question
    - b. State a hypothesis
    - c. Conduct an experiment
    - d. Analyze results
    - e. Draw conclusions
- I. Sampling a Population
  - 1. Types of sampling methods
    - a. Convenience
    - b. Random
    - c. Stratified
    - d. Judgement
    - e. Systematic
  - 2. Methods for minimizing bias
    - a. Sample size
    - b. Sampling method
    - c. Study design
- J. Hypothesis
  - 1. Alternative Hypothesis
  - 2. Null Hypothesis
  - 3. Hypothesis Testing
- K. Evidence Based Decision Making
  - 1. PICO Process
    - a. Problem
    - b. Intervention
    - c. Comparison of Interventions
    - d. Outcome/solution
- L. Critical Evaluation of Research
  - 1. Criteria for evaluating scientific research
- M. Statistical Tests
  - 1. Correlation Coefficients
  - 2. p-value
  - 3. t-Test
  - 4. chi-square test

## **6. Methods of Evaluation -**

- A. Written Critical Evaluation of a current scientific research.
- B. Literature Search based on research problem.
- C. Exams (multiple choice, short answer, essay questions).
- D. Problem solving exercises
- E. Oral presentation on research
- F. Group work

## **7. Representative Text(s) -**

Forrest, Jane L., et al. Evidence-Based Decision Making: A Translational Guide for Dental Professionals. 9th edition. Lippincott, Williams & Wilkins, Philadelphia, PA. 2009.

Patten, Mildred. Understanding Research Methods. 9th edition. Pyczak Publishing, Glendale, CA. 2014.

## **8. Disciplines -**

Interdisciplinary Studies, Math, Health, Psychology, Sociology, Dental technology  
Masters degree in the interdisciplinary area, or master's degree in one of the disciplines included in the interdisciplinary area and upper division or graduate course work in at least one other constituent discipline. (Note: The Interdisciplinary Studies discipline is provided to allow for cases where is locally determined that a course must be taught by someone with qualifications that exceed a single discipline. The constituent disciplines can include any disciplines found in the Master's list.) – source: 2014 Minimum qualifications for Faculty & Administrators in California Community Colleges, page 61.

## **9. Method of Instruction -**

- 1. Lecture presentation, classroom or online discussion and case study analysis
- 2. Presentations of major projects followed by discussion and evaluation

## **10. Lab Content - No content**

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

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

- 1. Read a 10 page scientific journal article on a contemporary topic in health care and identify the purpose of the study, hypothesis and independent and dependent variables.
- 2. Conduct a literature search on a health related topic and compile a list of 10-15 articles from current, peer-reviewed journals. Citations will be written in the NML format.
- 3. Write a Review of the Literature using 10-15 articles from current, peer-reviewed journals.

## **13. Need/Justification -**

Required for the Bachelors of Science Degree in Dental Hygiene, under Senate Bill 850, allowing for baccalaureate degree pilot program in California Community Colleges.

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## Foothill College Curriculum Sheet Proof Page

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### Dental Hygiene (D H)

#### Academic Year 2016-2017

The Dental Hygiene Program is a Bachelor in Science degree program, under the pilot program (SB 850), authorized by the State Chancellor's Office. The program is highly academic, with an emphasis on evidence based practice and clinical skills to prepare students to assess the medical/dental status of patients, develop a dental hygiene care plan, implement appropriate dental hygiene care, and evaluate outcomes. The Commission on Dental Accreditation accredits the dental hygiene program. Graduates are eligible to take the National Dental Hygiene Board Examination and qualify for the State or Regional Registered Dental Hygiene licensure examination.

#### Program Learning Outcomes

##### I. Professionalism

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

##### II. Health Promotion and Disease Prevention

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

#### Career Opportunities

According to the U.S. Bureau of Labor Statistics employment of dental hygienists is expected to grow 33% through 2022, much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations as there will become an increasing demand for dental care and the greater use of dental hygienists. Opportunities exist for a registered dental hygienist in general or dental specialties such as pediatrics and periodontics. Other career opportunities include public health, sales representative, dental hygiene educator, consultant and continuing education.

#### Units required for Major: 194

*Bachelor*

#### ~~Associate~~ Degree Requirements:

The Bachelor of Science degree in Dental Hygiene (BS-DH) is a 2+2 program: two years of prerequisite courses, including the required general education, science courses and social sciences courses; then following an application and acceptance to the dental hygiene program, there are two years of dental hygiene core courses and upper division general education. The BS-DH degree requires completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC). Completion of the pre-program courses and general education do not guarantee admission to the dental hygiene program. It is strongly recommended that students meet with a counselor to create an education plan.

**NOTE:** All courses pertaining to the major must be taken for a letter grade. In addition, a GPA of 2.0 or higher is required in all core and support courses for the degree. All dental hygiene courses must be taken in sequence and must be completed with a grade "C" or higher.

#### Program Type(s):

~~AS~~ = Associate in Science Degree.

*BS Bachelor's*



**Program Application**

Admittance to this program is through an application process. Program information, admission criteria and application to the program can be found on the Dental Hygiene Program website: <http://www.foothill.edu/bio/programs/dentalh/>

**Program Prerequisites\*:**

- High school diploma or equivalent.
- College GPA of 2.5 or higher.

The courses below are required for the degree in Dental Hygiene and must be completed before starting the core dental hygiene courses.

- CHEM 30A (Inorganic and Organic Chem) and 30B (Organic and Biochem) or equivalent.
  - One of the following: MATH 10 (Statistics), PSYCH 7, or SOC 7 or equivalent.
  - HLTH 21 (Contemporary Health Concerns) or equivalent.
  - PSYC 1 (General Psychology) or equivalent.
  - SOC 1 (Introduction to Sociology) or equivalent.
  - COMM 1 (Public Speaking) or equivalent.
  - Multicultural or ethnic studies course.
  - BIO 40A, 40B, 40C (Anatomy & Physiology) or equivalent.
  - BIO 41 (Microbiology) or equivalent.
  - BIO 45 (Human Nutrition) or equivalent.
  - BIO 58 (Pharmacology) or equivalent.
  - AHS 200 (Orientation to Healthcare Careers)
  - D H 200L (Introduction to Dental Hygiene)
  - One of the following: ENGL 1A, 1AH, 1S & 1T or ESLL 26.
  - One of the following: ENGL 1B or 1BH
  - Completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)
- \*NOTE: All prerequisites must be completed with a grade of "C" or better.

**Core Courses: (102 units)****FIRST YEAR****Summer**

D H 50 Orientation to Dental Hygiene (1 unit)

**Fall**

D H 300A Oral Biology I (3 units)  
D H 302 Assessment Procedures (3 units)  
D H 304 Pre-Clinical Dental Hygiene (5 units)  
D H 305A Dental Radiography I (2 units)  
IDS 300 Research Methods for Health Professionals (5 units)

**Winter**

D H 300B Oral Biology II (3 units)  
D H 305B Dental Radiography II (1 unit)  
D H 308 Clinical Technique (6 units)  
D H 310 Dental Materials (3 units)  
DH 312 Emergency Procedures (2 units)  
D H 314 Dental Health Education (2 units)

**Spring**

D H 316A Periodontics I (3 units)  
D H 318 Introduction to Clinic (5 units)  
D H 305C Dental Radiography III (2 units)  
Bio 300 Human Pathophysiology and Pharmacology (4 units)

**Summer**

D H 320A Clinical Dental Hygiene I (3 units)  
D H 322 Local Anesthesia (2.5 units)

**SECOND YEAR****Fall**

D H 324 Oral Pathology (2 units)  
D H 316B Periodontics II (2 units)  
D H 326A Community Dental Health I (2 units)

D H 320B Clinical Dental Hygiene II (8.5 units)  
D H 328A Clinical Dental Hygiene Theory I (2 units)

**Winter**

D H 326B Community Dental Health III (2 units)  
D H 305D Dental Radiography IV (1 unit)  
D H 320C Clinical Dental Hygiene III (8.5 units)  
D H 330 Nitrous Oxide/Oxygen Analgesia (1 unit)  
D H 328B Clinical Dental Hygiene Theory II (2 units)

**Spring**

D H 326C Community Dental Health II (2 units)  
D H 320D Clinical Dental Hygiene IV (8.5 units)  
D H 332 Ethics, Law & Business Practices (3 units)  
D H 328C Clinical Dental Hygiene Theory III (2 units)

**Academic Year: 2016-2017**

**Current status:** Edit

**Last update:** 2016-01-15 09:36:11

**Last Editor:** [spraggephyllis@foothill.edu](mailto:spraggephyllis@foothill.edu)

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## Curriculum Sheet Proof Page

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## Foothill College Curriculum Sheet Proof Page

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### Dental Hygiene BS Completion Degree (D H)

#### Academic Year 2016-2017

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

#### Program Learning Outcomes

##### I. Professionalism

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

##### II. Health Promotion and Disease Prevention

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

#### Career Opportunities

According to the U.S. Bureau of Labor Statistics employment of dental hygienists is expected to grow 33% through 2022, much faster than the average for all occupations. This projected growth ranks dental hygienists among the fastest growing occupations as there will become an increasing demand for dental care and the greater use of dental hygienists. Opportunities exist for a registered dental hygienist in general or dental specialties such as pediatrics and periodontics. Other career opportunities include public health, sales representative, dental hygiene educator, consultant and continuing education.

#### Units required for Major: 180

*Bachelor*

#### Associate Degree Requirements:

The Bachelor of Science degree in Dental Hygiene completion degree is a one year program presented in a hybrid educational model, with the majority of coursework presented in an online format. Students will be required to attend on campus seminars once or twice each quarter. The program requires research and field work for the capstone project. The completion program spans one academic year with 24 units of dental hygiene core courses and upper division general education. The courses must be taken in sequence and passed with a grade of "C" or higher. The BS-DH completion degree requires one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC) to be completed prior to admission. The Bachelor of Science in Dental Hygiene completion degree will require a minimum of 180 quarter units (120 semester units). Transfer credit for AA or AS degree dental hygiene programs will be evaluated to determine the total units for the Bachelor of Science Degree has been met.

Program Type(s): *Bachelor in Science*

#### Program Application

Admittance to this program is through an application process. Program information, admission criteria and application to the program can be found on the Dental Hygiene Program website: <http://www.foothill.edu/bio/programs/dentalh/>

**Program Prerequisites:**

- Graduation from a Dental Hygiene Program accredited by the Commission on Dental Accreditation
- Passing score on the Dental Hygiene National Board Examination
- Current license as a Registered Dental Hygienist in good standing.
- Completion of one of the following general education patterns: CSU General Education Breadth Requirements or the Intersegmental General Education Transfer Curriculum (IGETC)
- Lower division general education must include courses in psychology, sociology, nutrition, pharmacology, health, anatomy and physiology, microbiology, chemistry, communication, multicultural or ethnic studies, statistics and English, critical writing, thinking and reading.
- College GPA of 2.5 or higher
- Credit for transfer courses from AA or AS dental hygiene degree programs will be assessed to determine the total units for the Bachelor of Science Degree has been met.
- Courses may be in process at the time of application to the Bachelors completion program, but must be completed with a grade of "C" or higher before starting the program.

**Core Courses: (24 units)****Fall**

Interdisciplinary Studies 300, Research Methodology for Health Professionals (5 units) upper division general education

DH 350 A, Dental Hygiene Research and Capstone course I – 3 units

**Winter quarter**

DH 350 B, Dental Hygiene Research and Capstone Project II (3 units)

DH 352: Health Communication & Multicultural Issues (3 units)

**Spring quarter**

DH 350 C, Dental Hygiene Research and Capstone Project III (3 units)

DH 354, DH Healthcare Management (3 units)

Health 300, Health Across the Lifespan (4 units) upper division general education

**Academic Year: 2016-2017****Current status:** Edit

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**Curriculum Sheet Proof Page**

# Course Numbering System Proposal. January 19, 2015

## Course Numbering System

The following course numbering system provides a detailed explanation regarding course number designations. When in doubt about the transferability of a course, always consult a counselor. You are responsible for reviewing prerequisites and repeatability as noted in course descriptions. Where there is a conflict between the catalog statements and published curriculum sheets, the latter will take precedence. New courses and programs may be added throughout the year. For more information, access the online catalog at [foothill.edu](http://foothill.edu).

A degree-applicable credit course is a course that has been designated as appropriate to Foothill College degrees, which has been recommended by the college curriculum committee and approved by the district governing board as a collegiate course meeting the needs of students.

- Courses numbered 1–49 are usually approved for transfer to the University of California (UC). There are some exceptions to this rule; therefore, students should consult with a counselor and/or access ASSIST.org to verify course transferability.
- Courses designated 1–99 are generally transferable to the California State University (CSU).
- Courses numbered 100 and above are not transferable.
- Courses numbered 200–299 are non-degree-applicable and include prerequisites for required courses that lead to the associate degree.
- Courses numbered 300–399 are upper division courses for the Foothill baccalaureate degree program\*.
- Courses numbered 400–499 are non-credit, adaptive learning, or other areas that do not apply to the associate degree.
- Community services courses are fee-based, and are scheduled and publicized separately from the state supported courses identified in this catalog.

*\*Prior to the 2016-17 academic year, courses numbered 300-399 were workshop, review and other courses offered to meet special collegiate needs of a community nature.*