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

Item	Action	Attachment(s)	Presenter
1. Minutes: February 7, 2017	Action	#2/21/17-1	Escoto
2. Announcements a. New Course Proposal b. Notification of Proposed Requisites c. Public Health Science ADT Approval d. COR Review Cycle	Information	#2/21/17-2 #2/21/17-3	Escoto
3. Stand Alone Approval Request: ALCB 400B	1st Read	#2/21/17-4	Escoto
4. Stand Alone Approval Request: ALCB 400D	1st Read	#2/21/17-5	Escoto
5. Stand Alone Approval Request: IDS 406	1st Read	#2/21/17-6	Escoto
6. Non-transcriptable Certificates	Discussion	#2/21/17-7	Escoto
7. ESLL 26	Discussion		Escoto
8. Honors Courses	Discussion		Escoto
9. Report Out from Division Reps	Discussion		All
10. Good of the Order			Escoto
11. Adjournment			Escoto

Attachments:

#2/21/17-1	Draft Minutes: February 7, 2017
#2/21/17-2	New Course Proposal: MATH 19
#2/21/17-3	CCC Notification of Proposed Requisites
#2/21/17-4	Stand Alone Course Approval Request: ALCB 400B
#2/21/17-5	Stand Alone Course Approval Request: ALCB 400D
#2/21/17-6	Stand Alone Course Approval Request: IDS 406
#2/21/17-7	Non-transcriptable Certificates Offered in 2016-17

2016-2017 Curriculum Committee Meetings:

Fall 2016 Quarter	Winter 2017 Quarter	Spring 2017 Quarter
~~10/11/16~~	~~1/24/17~~	4/25/17
~~10/25/16~~	~~2/7/17~~	5/9/17
~~11/8/16~~	2/21/17	5/23/17
~~11/22/16~~	3/7/17	6/6/17
~~12/6/16~~	3/21/17	6/20/17

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

2016-2017 Curriculum Deadlines:

~~12/1/16~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/16~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~2/1/17~~	Curriculum Sheet updates for 2017-18 catalog (Faculty/Divisions).
~~2/15/17~~	Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
6/1/17	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).

6/23/17   COR/Title 5 updates for 2018-19 catalog (Faculty/Divisions).

Ongoing   Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

2016-2017 Professional Development Opportunities & Conferences of Interest:
ASCCC 2017 Curriculum Institute - 7/12-15/17 - Riverside Convention Center

Distribution:
Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), Leticia Delgado (CNSL), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Carolyn Holcroft (AS President), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Don MacNeil (KA), Kent McGee (Evaluations), Tiffany Rideaux (BSS), Katy Ripp (KA), Gillian Schultz (BH), Lety Serna (CNSL), Barbara Shewfelt (KA), Paul Starer (Dean, LA), Lori Silverman (Interim Dean, PSME), Mary Vanatta (Curriculum Coordinator), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2016-17

Meeting Date: 2/21/17

Co-Chairs (2)

√	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only) escotoisaac@fhda.edu
√	Andrew LaManque	7179	Interim Vice President of Instruction and Institutional Research lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

√	Mark Anderson	7156	F A	andersonmark@fhda.edu
√	Benjamin Armerding	7453	L A	armerdingbenjamin@fhda.edu
√	Kathy Armstrong	7487	PSME	armstrongkathy@fhda.edu
√	Rachelle Campbell	7469	BH–CTE	campbellrachelle@fhda.edu
√	Milissa Carey (F & W)	7582	F A	careymilissa@fhda.edu
	Sara Cooper		BH	coopersara@fhda.edu
√	Bernie Day	7225	Articulation	daybernie@fhda.edu
	LeeAnn Emanuel (W & S)	7212	CNSL	emanuelleeann@fhda.edu
√	Brian Evans (F & W)	7575	BSS	evansbrian@fhda.edu
	Valerie Fong	7135	L A	fongvalerie@fhda.edu
√	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
√	Kurt Hueg	7394	Dean–BSS	huegkurt@fhda.edu
√	Kay Jones	7602	LIBR	joneskay@fhda.edu
√	Marc Knobel (W & S)	7049	PSME	knobelmarc@fhda.edu
	Don MacNeil	6967	K A	macneildon@fhda.edu
√	Tiffany Rideaux (W)		BSS	rideauxtiffany@fhda.edu
	Katy Ripp	7355	K A	rippkaty@fhda.edu
	Gillian Schultz	7292	BH	schultzgillian@fhda.edu
√	Lety Serna	7059	CNSL	sernaleticia@fhda.edu
	Paul Starer	7227	Dean–L A	starerpaul@fhda.edu
	Lori Silverman	7455	Dean–PSME	silvermanlori@fhda.edu
	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

√	Basil Farooq	7231	ASFC Rep.	
√	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Beth Morrison – Stanford grad student

College Curriculum Committee
Meeting Minutes
Tuesday, February 7, 2017
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: January 24, 2017	Motion to approve **M/S** (Armstrong, Armerding). **Approved**.
2. Announcements a. Title 5 List Timing	**Speaker: Isaac Escoto** Last year, Vanatta emailed the Title 5 list to reps on April 20th. In an effort to give divisions more time to review and submit CORs ahead of the June deadline, this year's list will be emailed during the week of March 6th. Question regarding local review process vs. Title 5 requirement—Title 5 states courses should be reviewed every six years; locally, we review every five years. Request to change COR review cycle to six years. Escoto will look into reasoning for cycle timing and report back.
b. Courses not Taught in Four Years—clarification	Escoto clarified that the wording in the Policy on Course Currency is "taught" (not "offered"). In response to question at previous meeting regarding need to resubmit for an extension if course was approved to be taught during a term that hasn't yet occurred, for example, spring 2017—in such cases, prior approval still stands; if course not taught it will be on next year's list for review.
c. Baccalaureate Degree Visit	ACCJC visit on Thursday, related to Dental Hygiene BS degree. Escoto thanked group for hard work done last year, during creation of baccalaureate degree—very helpful to have CCC minutes on hand and as reference. LaManque noted verbal comments shared by ACCJC: possible need to update college mission, specifically language around types of programs; potential issue with upper division GE units (quarter units don't quite match semester unit requirement); topic of program learning outcomes and their assessment; request to develop separate institutional standard for bachelor degree (related to program review). Noted level of demand for our program at the highest among the pilot colleges.
3. New Course Families: Acting, Voice, Production-Performance, Production-Technical (Theatre Arts)	**Speaker: Isaac Escoto** Families are categories of courses (active participatory courses, related in content) from which students may take only six courses among the total number listed per family; they were implemented when the CCCCO changed repeatability rules. New families require CCC approval. Escoto shared CCCCO document, Principles for Developing Families of Courses—will forward to the group. Theatre Arts has identified four new families. Most are made up of only THTR courses; Voice family also includes courses that are cross-listed with MUS. Question regarding two separate Production families, related to recollection of discussion during creation of PE families, of not splitting up, for example, dance courses into multiple families. Fine Arts rep explained that the Production-Performance family is for actors, and the Production-Technical family is for those working on things like set production and sound design. Concern expressed related to constraints set by the CCCCO, and not wanting to appear as though we are trying to skirt the rules by creating many families. Fine Arts rep noted

	that the four proposed families are quite distinct; recalled that the state has given the districts local control over course families. LaManque noted that we don't seek CCCCO approval of course families but it is something on which we could be audited. Question regarding potential consequences of an audit—LaManque noted that other colleges have been asked to pay back money, related to an audit of course families. Motion to approve **M/S** (Francisco, Anderson). **Approved.**
4. Addition to Course Family: Individual Sports (Kinesiology)	**Speaker: Isaac Escoto** Kinesiology is adding three new courses, PHED 15A, 15B & 15C, to the Individual Sports family, effective 2017-18. Question regarding if Foothill has the option to offer PE or other courses for community members. Fine Arts rep noted that Performance courses (P A) are offered as non-degree-applicable.
5. Stand Alone Approval Request: NCP 400C	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for NCP 400C. No comments. Motion to approve **M/S** (Armstrong, Serna). **Approved.**
6. Stand Alone Approval Request: NCP 401A	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for NCP 401A. Question regarding potential overlap of this and other new NCP courses with Child Development courses—BSS rep noted that courses have been brought to attention of that department, and they did not have any concerns. **Approved by consensus.**
7. Stand Alone Approval Request: NCP 402A	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for NCP 402A. No comments. **Approved by consensus.**
8. Stand Alone Approval Request: NCP 402B	**Speaker: Isaac Escoto** Second read of Stand Alone Approval Request for NCP 402B. No comments. **Approved by consensus.**
9. Adding a Course Discipline	**Speaker: Isaac Escoto** Draft of update to New Course Proposal form, based on suggestion, at previous meeting, to require a signature when another department/division involved in the selection of course discipline(s), to help ensure that all involved parties will be included in discussion of disciplines. Suggestion to add link to Minimum Qualifications handbook (on CCC webpage)—Vanatta will update form. Discussion to brainstorm ways to ensure that faculty use current version of CCC forms, and how best to enforce. Suggestions: reps send new versions to division faculty as email attachments, perhaps with Division CC meeting agendas; reps create a shared Office 365 folder; add current academic year to the top forms, to better ensure faculty using the current form; add link to CCC webpage at the top of forms, with note requesting faculty to first check the webpage to ensure current version of form being used. Escoto and Vanatta will work together to add wording and link to all CCC forms, and Vanatta will upload new version to CCC webpage.

	Approved by consensus.
10. COR Review Checklist for Curriculum Reps	**Speaker: Isaac Escoto** Checklist was developed in response to recent ongoing discussions related to possibility of shortening curriculum review timeline. CCC Team has spent hours discussing possible solutions, and all brainstorming sessions have come back to the issue of COR quality—Vanatta spends a lot of time working with faculty and reps to finalize CORs, often requiring multiple email conversations. First step to possibly shortening the timeline will be for CORs to be in better shape when submitted to Vanatta. Checklist was created based on frequent COR issues for 2017-18 catalog (list of issues was shared with CCC during fall quarter)—intent is for reps to use checklist when reviewing CORs, before submitting. Comment regarding Content Review form for new requisites—request that checklist also mention requisites that aren't new, as many courses going through Title 5 review do not have form on file. Vanatta will update wording on checklist. Question related to submitting Content Review form during Title 5 review (for courses with established requisite(s), for which form is not on file), and if faculty should list requisite as new or ongoing on form—Vanatta has seen both; in either case, ensure form explains that requisite was previously approved. Day encouraged reps to provide constructive feedback to colleagues when reviewing outlines, as CORs are public documents and represent Foothill and our curriculum; offered to work with reps on developing good CORs, if requested. Question regarding textbook requirement of five years—Escoto and Vanatta recalled that it is a Title 5 requirement, and will check. Suggestion that checklist be made electronic; suggestion to add links to download various forms—top of checklist has link to CCC webpage, to download all forms. Vanatta will upload checklist to CCC webpage.
11. Grade Requirement for Major Courses	**Speaker: Isaac Escoto** Wording on all curriculum sheets states, "...a GPA of 2.0 or higher is required in all core and support courses for the degree or certificate." Counseling has experienced confusion among students, regarding this wording—some take it to mean the GPA for all courses as a group; however, the requirement actually applies to each course individually. Question regarding scenario in which a student receives a D in a support course but then uses a different support course for the program and receives a C or better—should wording clarify this? Counseling rep noted that a counselor would likely encourage the student to repeat the course for a better grade. Escoto stated that the wording needs to reflect the minimum requirements for the major. Question regarding courses taken Pass/No Pass—current wording states, "All courses pertaining to the major must be taken for a letter grade." Bio Health rep mentioned separate requirements for program prerequisites on some curriculum sheets. Day noted that ADTs allow students to take courses Pass/No Pass—ADT sheets do use different language and do not state that courses must be taken for a letter grade. Group developed new language: "A grade of C or better is

	required for all core and support courses used for the degree or certificate." Vanatta will update language on all curriculum sheets (non-ADTs), and course catalog for 2017-18 will be updated to reflect this new language.
12. Report Out from Division Reps	**Speaker: All** Vanatta reminded the group of the Feb. 15th GE deadline. PSME: Chemistry department trying to market Chemistry of Cooking class (CHEM 9). CHEM 25 currently has two different audiences: those using it for GE and those using it for major prep. Hoping to get CHEM 9 & 20 (Green Chemistry) on more curriculum sheets, to encourage students to take different Chemistry course than CHEM 25. Bio Health reps will share with departments. Articulation: Question regarding new Bio Health course in Cannabis Production. Bio Health rep noted that Foothill receives federal funding, so unsure if division will approve the course. BSS: Recent discussion regarding non-transcriptable certificates—faculty want to keep them, but impression is that college administration does not seem as interested. Hoping for wider discussion regarding the usefulness of non-transcriptable certificates. Escoto suggested adding topic to a future CCC agenda. PSME rep noted that topic has recently been discussed in division and agrees that a wider discussion is useful; could be tied with discussion of moving non-transcriptable certificates to transcriptable. Hueg expressed his concerns, related to the actual printing of the non-transcriptable certificate, usually by the division assistant—no standardization and does not best represent the college. Also expressed concern with offering programs for which financial aid is not offered, and conferring an academic credential that is not listed on the transcript. Counseling rep stated that they are helpful for students who are trying to improve their resume. Hueg noted problems related to tracking and verification. LaManque agreed with problems related to tracking and verification but noted that administration is not precluding departments from offering. Escoto will schedule a wider discussion at a future meeting.
13. Good of the Order	
14. Adjournment	**3:31 PM**

Attendees: Mark Anderson (FA), Ben Armerding (LA), Kathy Armstrong (PSME), Rachelle Campbell (BH), Milissa Carey (FA), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Basil Farooq (ASFC), Valerie Fong (LA), Marnie Francisco (PSME), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Andrew LaManque (Interim VP Instruction, Administrator Co-Chair), Katy Ripp (KA), Lety Serna (CNSL), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Rachel Mudge

Proposed Number: MATH 19   **Proposed Units:** 10
Proposed Hours: 10 hours lecture
Proposed Transferability: UC/CSU
Proposed Title: Statway – Integrated Statistics

Proposed Catalog Description & Requisites:
Statway covers concepts and methods of statistics with an emphasis on data analysis. Topics include methods for collecting data, graphical and numerical descriptive statistics, correlation, simple linear regression, basic concepts of probability, confidence intervals and hypothesis tests for means and proportions, chi-square tests, and ANOVA. Application problems will be taken from the fields of business, economics, medicine, engineering, education, psychology, and sociology and from culturally diverse situations. This sequence is recommended for students with majors that require no mathematics beyond freshman-level statistics.

Proposed Discipline:
Mathematics

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

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
Psychology and Sociology departments both offer a single-quarter STATS course (PSYC 7 and SOC 7).

Comments & Other Relevant Information for Discussion:
This is a condensed version of existing STATWAY two quarter sequence: MATH 217 and MATH 17. Topics will be removed to accommodate reduction in units.

Instruction Office:
Date presented at CCC:
Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor	Requisite Course Number & Title	New/Ongoing
ACTG 51A: Intermediate Accounting I	J. Nava	Prereq: ACTG 1B (Financial Accounting II)	Ongoing
ACTG 51B: Intermediate Accounting II	J. Nava	Prereq: ACTG 1B (Financial Accounting II)	Ongoing
ACTG 51C: Intermediate Accounting III	J. Nava	Prereq: ACTG 1B (Financial Accounting II)	Ongoing
ACTG 58: Auditing	S. Seyedin	Prereq: ACTG 51A (Intermediate Accounting I)	Ongoing
ACTG 59: Fraud Examination	S. Seyedin	Prereq: ACTG 51A (Intermediate Accounting I)	Ongoing
ACTG 65: Payroll & Business Tax Accounting	S. Seyedin	Prereq: ACTG 1A (Financial Accounting I)	Ongoing
ACTG 66: Cost Accounting	S. Seyedin	Prereq: ACTG 1C (Managerial Accounting)	Ongoing
ACTG 68A: Advanced Tax Accounting I	S. Seyedin	Prereq: ACTG 67 (Tax Accounting)	Ongoing
ACTG 68B: Advanced Tax Accounting II	S. Seyedin	Prereq: ACTG 67 (Tax Accounting)	Ongoing
ACTG 75: Accounting for Government & Not-for-Profit	S. Seyedin	Prereq: ACTG 1B (Financial Accounting II)	Ongoing
THTR 32A: Advanced CAD Drafting for the Theatre, Film & Television	B. McLeod	Prereq: THTR 32 (CAD Drawing for the Theatre, Film & Television)	New course for 2017-18

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 #:   ALCB 400B

Course Title: Lip-Reading: Vowels

Catalog Description:

Designed for adults with acquired, congenital or progressive hearing impairment and/or difficulty processing speech in adverse listening conditions. Includes the most visible vowel sounds of English language and contrasting the appearance of production of different vowel sounds by the oral and facial structures of the speaker. Aspects of hearing and the auditory range of vowels will be discussed. Small area assistive listening devices will be introduced along with special features of hearing aids (e.g., restaurant programs, t-coils, music programs). Practical experience in lip-reading both in and out of class.

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

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

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

| |
| |

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

| |
| |

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

This course offers academic instruction in lip-reading development for seniors and community based student populations; promotes continued education, lifelong learning and workforce development.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. Developed in response to local resident demand.

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

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

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

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

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

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

    LV_____ 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)

LV_____ 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)

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

Faculty Requestor: <u>Lynette Vega</u>   **Date:** <u>02/08/17</u>

Division Curriculum Representative: <u>Leticia Serna</u>   **Date:** <u>02/08/17</u>

Date of Approval by Division Curriculum Committee: **Date:** <u>02/08/17</u>

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

Adaptive Learning

ALCB 400B   LIP-READING: VOWELS   **Summer 2017**

2 hours lecture.   **0 Units**

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

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

Lecture Hours: 2   **Lab Hours:** 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: Examples of reasons a student may repeat the course: A. Students request opportunities to work on skills for improvement of basic lip-reading skills. 1. Upon returning from long breaks in classroom attendance or not repeating the class after finishing a series lip-reading classes, students often comment that their skills become rusty. a. Once they return to classes, skills return and improve. b. Hearing losses often grow worse over time. This requires an expanded skill set. B. Students often request new information about changing technology in hearing aids, assistive listening devices, medical research, etc. 1. The progressive nature of hearing loss often requires an increase of one's use of personal technology and accommodations. 2. Students are often interested in learning about the progress of ongoing academic research to help ameliorate or eliminate hearing loss. C. Students benefit from time to practice speechreading with a variety real living human models. It is often difficult to find help from friends and family for hours of practice. 1. Real life conversations require attention to the topic under discussion. Failure to attend to an intended message because of a need to think about speechreading is a distraction. Practice is needed to make the visual cues automatically helpful. 2. No two speakers are alike but some of the visible features of speech production are common to many individuals. For example, few people can utter the speech sound /f/ without making contact between the upper teeth and the lower lip yet there are many ways this can be executed. Classroom activities afford opportunities to practice with a variety of speakers and a variety of language samples.

Status -

Course Status: Active	**Grading:**	no-credit
Degree Status: Non-Applicable	**Credit Status:**	Non-Credit
Degree or Certificate Requirement: Stand Alone Course		
GE Status: Non-GE		

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 4-17-14

Division Dean Information -

Seat Count: 20   **Load Factor:** .030   **FOAP Code:** 122010131051493000

Instruction Office Information -

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1. Description -

Designed for adults with acquired, congenital or progressive hearing impairment and/or difficulty processing speech in adverse listening conditions. Includes the most visible vowel sounds of English language and contrasting the appearance of production of different vowel sounds by the oral and facial structures of the speaker. Aspects of hearing and the auditory range of vowels will be discussed. Small area assistive listening devices will be introduced along with special features of hearing aids (e.g., restaurant programs, t-coils, music programs). Practical experience in lip-reading both in and out of class.

2. Course Objectives -

The student will be able to:

A. visibly identify and discriminate vowel sounds in English
B. demonstrate some ability to follow conversations and discussions using auditory and visual cues derived from a speaker's production of vowel sounds
C. demonstrate ability to focus on one person's speech, ignoring background noise
D. communicate receptively using, as part of a message, relatively visible vowels and consonants as verbal/non-verbal cues
E. utilize coping skills and technology for dealing with hearing loss

3. Special Facilities and/or Equipment -

Accessible, mostly quiet classroom with assistive listening devices and/or captioning as needed, adequate lighting, whiteboard or blackboard, electrical outlets and screen or wall for projected or video materials.

4. Course Content (Body of knowledge) -

A. Hearing Loss
    1. Coping skills and adapting the environment to optimize communication, small venue and conversational listening devices
    2. Social problems related to hearing loss
    3. Reasonable expectations for hearing aids and new or advanced features of hearing aids
    4. Descriptions/identifications of visible aspect of speech production
B. Lip-Reading voiced and unvoiced
    1. Words in context, utilizing contextual cues
    2. Words in isolation
    3. Easily visible vowels and discrimination of vowel sounds and the cues related to their production that increase probability of understanding
    4. Verbal and non-verbal cues
    5. Auditory cues

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Instructor observation of ability to reflect course material
B. Participation in all classroom activities
C. Post-test on last day of quarter

7. Representative Text(s) -

Dugan, Marcia B. Hearing Loss. Washington, D.C.: Gallaudet University Press, 2003.
Sisson, Melanie, AU.D. "The Audiogram Explained, At Last!" Hearing Health Foundation.
http://www.drf.org/magazine/39/Spring+2010+Issue/article/318
Jeffers, J. and M. Barley. Speechreading (Lipreading). Springfield, Illinois: Charles C. Thomas Press, 1980.

Although these texts are older than the suggested "5 years or newer standard," these are seminal texts for teaching lip-reading and speechreading.

Selected articles, websites and other reference materials as assigned by instructor.

8. Disciplines -

Deaf and Hearing Impaired: Disabled Students Programs and Services

9. Method of Instruction -

Lecture, discussions, demonstrations. During periods of instruction the student will be participating in discussions, learning and practicing lip-reading techniques, presenting lip-reading materials for others to lip-read, listening to lectures on topics related to hearing loss and lip-reading.

10. Lab Content -

Not applicable.

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

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

Students are expected to write language samples of sentence-length or longer in standard conversational English to illustrate various aspects of lip-reading and lip-reading challenges. They are expected to read various articles and books, and view videos pertaining to subject matter covered in class. Outside of class they are expected to practice speechreading (lip-reading) using materials distributed in class, dedicated practice times with friends and family, as well as using video and online materials.

13. Need/Justification -

This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. Developed in response to local resident demand.

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 #:   ALCB 400D

Course Title: SPEECHREADING CHALLENGE

Catalog Description:

> For adults who have been practicing lip-reading/speechreading techniques and want to maintain performance levels through highly challenging practice sessions that use the variety of skills needed for ease of communication barriers caused by hearing loss. Improve ability to lip-read in real time and complex conversational situations.

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

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

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

>

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

>

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

> This course offers academic instruction in lip-reading/speechreading techniques for seniors and community based student populations; promotes continued education, lifelong learning and workforce development.

NOTE: Courses must address a valid transfer, occupational or basic skills purpose rather than primarily a vocational or recreational purpose. Courses must not provide only an activity or service without instructional content (e.g., assistive or therapeutic activity, use of college facilities or resources without specific instructional objectives, or assessment testing).

Criteria B. – Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area.

If you identified your course as intending to meet the CCC mission of preparation for **transfer**, we must demonstrate that the course is transferable. **Please attach the ASSIST documentation** to this application. (Ask the Articulation Officer for assistance if necessary.)

> This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. The courses were developed in response to site coordinator requests, based upon individual site need and demands from local residents.

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

- Statistical projections of growth in specific jobs by county (or labor market area) from the Employment Development Department's Labor Market Information system,
- Employer surveys
- Industry studies
- Regional economic studies
- Letters from employers
- Minutes of industry advisory committee meetings
- Job advertisements, from newspapers or the Internet
- Newspaper or magazine articles on industry or employment trends
- Studies or data from licensing agencies or professional associations

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

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

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

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

        <u>LV</u>   non-degree applicable basic skills course.

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

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

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

<u>LV</u>   This course will be administered in the same manner as existing courses in terms of funding, faculty, facilities and equipment.

Criteria E. – Compliance (please initial as appropriate)

<u>LV</u>   The design of the course is not in conflict with any law particularly in regard to enrollment restrictions and licensing or accreditation standards.

Faculty Requestor: <u>Lynette Vega</u>   **Date:** <u>02/08/17</u>

Division Curriculum Representative: <u>Leticia Serna</u>   **Date:** <u>02/08/17</u>

Date of Approval by Division Curriculum Committee: **Date:** <u>02/08/17</u>

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

Approved 4/30/13

Adaptive Learning

ALCB 400D   SPEECHREADING CHALLENGE   **Summer 2017**

2 hours lecture.   **0 Units**

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

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

Lecture Hours: 2   **Lab Hours:** 0

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: As requested by student to provide practice in speechreading skills and continued awareness of new technology for hearing loss.

Status -

Course Status: Active   **Grading:**   no-credit

Degree Status: Non-Applicable   **Credit Status:**   Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 4-17-14

Division Dean Information -

Seat Count: 20   **Load Factor:** .030   **FOAP Code:** 122010131051493000

Instruction Office Information -

FSA Code: 3700 - OAS/LIFE LONG LEARNING

Distance Learning: no

Stand Alone Designation: no

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1. Description -

For adults who have been practicing lip-reading/speechreading techniques and want to maintain performance levels through highly challenging practice sessions that use the variety of skills needed for ease of communication barriers caused by hearing loss. Improve ability to lip-read in real time and complex conversational situations.

2. Course Objectives -

The student will be able to:

      A. demonstrate receptive lip-reading - full face and side view.
      B. demonstrate lip-reading - visible sounds.
      C. identify words having visible phonemes in isolation and in context.
      D. discuss coping skills for dealing with hearing loss.
      E. identify visible phonemes and group them as homophenes.
      F. describe appropriate technological innovations for dealing with hearing loss.

3. Special Facilities and/or Equipment -

Accessible classroom with assistive listening devices as needed, adequate lighting, whiteboard or blackboard, electrical outlets and wall or screen for projection.

4. Course Content (Body of knowledge) -

      A. Lip-Reading participation
            1. Receptive lip-reading (Speechreading) - full face and side view
            2. Visible phonemes (visemes), homophene groups
            3. Words in isolation
            4. Words in context
            5. Speechreading from a variety of speakers with a variety of materials
            6. A variety of speechreading challenges including requirements for speechreading whole sentences and whole paragraphs with little or no audible information and with varied amounts of contextual information
      B. Hearing Loss
            1. Coping techniques
            2. Using technology
                  a. Loop systems
                  b. FM and infrared
                  c. Hearing aids
                  d. Bluetooth
                  e. Adapted telephones
                  f. Captel and Web Captel
            3. Understanding the audiogram, questions to ask your audiologist
            4. Understanding the different types of hearing professionals and what they offer
            5. Questions for your audiologist
            6. Assistive devices and when to use

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

      A. Instructor observation of ability to reflect course material
      B. Participation in all classroom activities used to amplify lecture material
      C. Pre-test on the first day of the quarter and post-test on the last day of the quarter, for students to be able to evaluate their own progress

7. Representative Text(s) -

Scharper, Diane and Phillip Scharper. <u>Reading Lips and Other Ways to Overcome a Disability.</u> Baltimore, Maryland: Apprentice House, Loyola University of Maryland, 2009.
Kaplan, H., C. Garretson, and S. Bally. <u>Speechreading: A Way to Improve Understanding.</u> Washington, D.C.: Gallaudet University Press, 1985.

Although these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study.

8. Disciplines -

Speech Language Pathology: Disabled Students Programs and Services OR Deaf and Hearing Impaired:

Disabled Students Programs and Services

9. Method of Instruction -

      A. Lecture, discussion, oral presentations and demonstrations.
      B. Speechreading practice: sentences, paragraphs and other short language samples presented by a variety of speakers/models.
      C. Participating in class discussions about topics related to hearing loss and normal hearing, research in pertinent areas, hearing loss technology and speechreading/lip-reading.

10. Lab Content -

Not applicable.

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

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

      A. Students are encouraged to try using lip-reading/speechreading in a variety of settings (large and small gatherings, meetings, restaurants, watching television and movies).
      B. Luncheon for lip-reading practice organized for all lip-reading students and guests to practice communicating in noise (up to three times per year).
      C. Writing includes samples of spoken English that present particular challenges, descriptions of particular environments that require special adaptations or techniques to maximize communication or to enable students to remain in a conversation.

13. Need/Justification -

This specialized course is one of the Community Based enrichment and lifelong learning options offered in senior centers/residences and other community sites throughout the local area. The courses were developed in response to site coordinator requests, based upon individual site need and demands from local residents.

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 #:   IDS 406

Course Title: Supervised Tutoring

Catalog Description:

This class provides tutoring in various academic subjects through a designated learning center to augment classroom instruction. The course requires a referral from a subject-area instructor, counselor or supplemental instructor.

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

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

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

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

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

This course meets 1. and 2. Tutoring provides supplemental instruction that supports academic and vocational instruction in lower division levels and also remedial tutoring to

support non-native speakers and/or students in remedial courses.

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.)

> According to Title V, Section 58170, "Apportionment may be claimed for individual student tutoring only if all the following conditions are met: ...(d) All students receiving individual tutoring have enrolled in a noncredit course carrying Taxonomy of Programs number 4930.09, which is entitled "Supervised Tutoring." (e) Students enroll in the Supervised Tutoring course, through registration procedures established pursuant to section 58108, after referral by a counselor or an instructor on the basis of an identified learning need." This Supervised Tutoring course will meet the requirements to allow Foothill College to collect apportionment on student tutoring.

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)

   KH   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)

   KH   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)

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

Approved 4/30/13

FOOTHILL COLLEGE

Faculty Requestor: <u>Katie Ha</u>   **Date:** <u>1/23/17</u>

Division Curriculum Representative: <u>Ben Armerding</u>   **Date:** <u>1/23/17</u>

Date of Approval by Division Curriculum Committee: **Date:** <u>2/7/17</u>

College Curriculum Co-Chairperson: <u>   </u>   **Date:** <u>   </u>

Language Arts

IDS 406   SUPERVISED TUTORING   **Summer 2017**

60 to 360 hours total.   **0 Units**

Total Contact Hours: 0   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 0   *(Total of All Lecture, Lab hours and Out of Class X 12)*

Lecture Hours:	**Lab Hours:**

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

Repeatability -

Statement: Unlimited Repeatability.

Criteria: This course is non-credit and has unlimited repeatability.

Status -

Course Status: Active   **Grading:**   no-credit

Degree Status: Non-Applicable   **Credit Status:**   Non-Credit

Degree or Certificate Requirement: Stand Alone Course

GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:** 6/15/16

Division Dean Information -

Seat Count: 999	**Load Factor:** .000	**FOAP Code:** 11400015007161000

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

1. Description -

This course provides tutoring in various academic subjects through a designated learning center to augment classroom instruction. The course requires a referral from a subject-area instructor, counselor or supplemental instructor.

2. Course Objectives -

The student will be able to:

A. Assess and interpret challenging course content from academic classes.
B. Apply study strategies and computer skills toward mastery of academic course material.
C. Apply reading, writing, ESL and/or mathematics skills to specific academic courses.
D. Develop a study plan to succeed in quarter-long academic courses.
E. Explain the importance of self-confidence in the learning process.

3. Special Facilities and/or Equipment -

Internet access and computers.

4. Course Content (Body of knowledge) -

A. Academic course material interpretation
　　1. Specific topics related to academic course content
　　2. Specific materials related to academic course
B. Study and computer-related strategies
　　1. Goal setting
　　2. Textbook studying
　　3. Problem-solving techniques
　　4. Note-taking
　　5. Test-taking techniques
　　6. Websites related to academic course material
　　7. Websites related to studying academic course material
　　8. Research websites related to in-depth study of course material
　　9. Homework assignments created on the computer
C. Reading, writing, ESL and mathematics assignment support
　　1. Active reading strategies
　　2. Strategies for completing writing assignments
　　3. Strategies for interpreting course material for ESL students
　　4. Algebraic equation strategies
D. Elements of a study plan
　　1. Time management plan
　　2. Textbook reading plan
　　3. Test preparation plan
E. Self-confidence
　　1. Importance of success in coursework
　　2. Importance of success in college

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Completion of homework as assigned by parent course instructor.
B. Completion of additional exercises beyond those assigned by parent course instructor.

7. Representative Text(s) -

Straus, Jane. The Blue Book of Grammar and Punctuation: An Easy-to-Use Guide with Clear Rules, Real-World Examples, and Reproducible Quizzes. San Francisco, CA: Wiley, 2014.
Hacker, Diane. A Pocket Style Manual. 7th ed. Bedford/St. Martin's, 2014.
Textbook(s) from the referring course(s).

8. Disciplines -

Student tutors will be supervised by either a faculty member with minimum qualifications in the parent course discipline and/or a faculty member with minimum qualifications in Supplemental Instruction.

9. Method of Instruction -

A. Work in groups
B. Individualized instruction
C. Work on computer

10. Lab Content -

A. Practice and explore multiple strategies for reading and annotating.
B. Practice and explore multiple strategies for writing and organizing essays.
C. Practice and explore multiple strategies for developing study and critical thinking skills.
D. Practice and explore multiple strategies for solving mathematical equations.

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

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

A. Homework assignments:
  1. Topics are assigned by course instructor
  2. Completion of assignments both online and hand-written/word documents
B. Laboratory assignments:
  1. Topics are assigned by course instructor
  2. Completion of assignments both online and hand-written/word documents
C. Additional coursework:
  1. Practice work provided by tutor that showcases basic and more challenging usage and application of needed skills
  2. Reading and annotating assigned articles and texts

13. Need/Justification -

This is a support course to provide supervised tutoring for parent courses across campus with a heavy focus on mathematics, reading, and writing skills.

Non-transcriptable Certificates Offered in 2016-17

Certificate Title (Alpha by Parent Department)	Units	Completion	Career	Proficiency	Specialization	Skills
Bookkeeping Specialist (ACTG)	17			X		
Enrolled Agent Preparation (ACTG)	16			X		
Financial Accounting (ACTG)	22		X			
Payroll Preparation (ACTG)	9			X		
Tax Accounting (ACTG)	25		X			
Tax Specialist (ACTG)	13			X		
Applied Anthropology (ANTH)	20			X		
Cultural Resource Management (ANTH)	23			X		
Forensic Anthropology (ANTH)	22			X		
Medical Anthropology (ANTH)	24			X		
Residential Electrician (Apprenticeship)	18		X			
Sheet Metal Air Conditioning Service Technician (Apprenticeship)	10		X			
Sheet Metal Air Conditioning Specialist (Apprenticeship)	6		X			
Sheet Metal Decking & Siding (Apprenticeship)	18		X			
Sheet Metal Ship Yard Specialist (Apprenticeship)	7.5		X			
Sound & Communication Installer (Apprenticeship)	21		X			
Business Management (BUSI)	16-18		X			
Entrepreneurship (BUSI)	15-19		X			
Financial Literacy (BUSI)	17-18		X			
Marketing (BUSI)	11-13		X			
Small Business & Digital Marketing (BUSI)	17-19		X			
Early Childhood Education (CHLD)	25				X	
Inclusion & Children with Special Needs (CHLD)	24				X	
Infant Toddler Development (CHLD)	23				X	
School-Age Child Care (CHLD)	25				X	
Communication Studies (COMM)	20			X	X	
Communications & IT Support (COMM)	23			X		
Workforce Training (COMM)	17.5			X		
Cisco Academy CCNA (C S)	22.5			X		
Cisco Academy CCNP (C S)	18			X		
Enterprise Security (C S)	18			X		
Microsoft Windows MCSA (C S)	18			X		
Mobile Applications (C S)	23			X		
VMWare (C S)	22.5			X		
Biomedical Devices (ENGR)	24			X		
Rapid Prototyping (ENGR)	23			X		

Certificate Title (Alpha by Parent Department)	Units	Certificate Type				
		Completion	Career	Proficiency	Specialization	Skills
Garment Printing (GID)	12					X
Graphic Design (GID)	12					X
Illustration (GID)	12					X
Web Design & Development (GID)	24		X			
Popular Culture (MDIA)	16			X		
Music History & Literature (MUS)	25			X		
Audio Post-Production (MTEC)	15.5			X		
Electronic Music (MTEC)	16			X		
Game Audio (MTEC)	16			X		
Music Business (MTEC)	20			X		
Songwriting (MTEC)	24			X		
Nanocharacterization (NANO)	15			X		
Nanofabrication (NANO)	15			X		
Nanostructures (NANO)	10			X		
Non-Credit Mathematical Foundations (NCBS)	60 hrs	X				
Non-Credit Geriatric Home Aide (NCSV)	104 hrs	X				
Photo Criticism (PHOT)	12					X
Photographic Laboratory Technician (PHOT)	12					X
Actor Training (THTR)	24		X			
Theatre Production Organization (THTR)	24		X			
Theatre Technology (THTR)	24		X			
Online Veterinary Assisting (V T)	12.5		X			
Subtotals:		**2**	**18**	**29**	**5**	**5**

Total Non-transcriptable Certificates offered in 2016-17: 59