

College Curriculum Committee Meeting Agenda

Tuesday, May 6, 2014

2:00 p.m. - 3:30 p.m.

President's Conference Room

Item	Action	Attachment	Presenter/Time
1. Minutes: April 15, 2014	Action	#5/6/14-1	Escoto - 3 min
2. Announcements: <ul style="list-style-type: none"> a. Introduction b. New Course Proposal c. Justification for Course Changes d. CCC Rep Transitions e. Curriculum Handbook f. Report Out from Divisions 	Information Information Information Information	#5/6/14-2 thru 21	Escoto - 3 min Escoto - 3 min Nuñez - 3 min Escoto - 3 min Escoto - 5 min Curr Reps - 7 min
3. Curriculum Calendar	Information		Escoto - 5 min
4. Content Review Form Modifications	Discussion	#5/6/14-22	Escoto - 15 min
5. Course Outline Check Sheet	Information	#5/6/14-23 & 24	Nuñez - 15 min

Consent Calendar:

None

Attachment List:

#5/6/14-1	Draft Minutes: April 15, 2014
#5/6/14-2	New Course Proposal-BUSI 91M
#5/6/14-3	New Course Proposal-COMM 60
#5/6/14-4	New Course Proposal-ENGR 46
#5/6/14-5	New Course Proposal-HLTH 60
#5/6/14-6	New Course Proposal-HLTH 70
#5/6/14-7	New Course Proposal-HLTH 71A
#5/6/14-8	New Course Proposal- HLTH 71B
#5/6/14-9	New Course Proposal-HLTH 71C
#5/6/14-10	New Course Proposal-HLTH 71D
#5/6/14-11	New Course Proposal-HLTH 71E
#5/6/14-12	New Course Proposal-HLTH 71F
#5/6/14-13	New Course Proposal-HLTH 71G
#5/6/14-14	New Course Proposal-HLTH 71J
#5/6/14-15	New Course Proposal-HLTH 71K
#5/6/14-16	New Course Proposal-HLTH 71L
#5/6/14-17	New Course Proposal-HLTH 71M
#5/6/14-18	New Course Proposal-HLTH 71N
#5/6/14-19	New Course Proposal-HLTH 75
#5/6/14-20	New Course Proposal-LINC 97B
#5/6/14-21	New Course Proposal-MATH 1AHP
#5/6/14-22	Content Review form - Single Form
#5/6/14-23	Course Outline Check Sheet
#5/6/14-24	Courses with Lec/Lab Hours

2013 -2014 Curriculum Committee Meetings

Fall 2013 Quarter:

10/1/13
 10/15/13
 11/5/13
 11/19/13
 12/3/13

Winter 2014 Quarter

1/21/14
 2/4/14
 2/18/14
 3/4/14
 3/18/14

Spring 2014 Quarter

4/15/14
 5/6/14
 5/20/14
 6/3/14
 6/17/14

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

2013-2014 Curriculum Deadlines

~~12/1/13 Deadline to submit courses to CSU for CSU GE approval.~~
~~12/1/13 Deadline to submit courses to UC/CSU for IGETC approval.~~
~~12/6/13 COR/Title 5 Updates for Fall 2013.~~
~~3/3/14 Curriculum Sheet Updates for 2013-14.~~
6/1/14 Deadline to submit new/revised courses to UCOP for UC transferability
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2013-2014 Professional Development Opportunities & Conferences of Interest

~~7/11-13/13 ASCCC Curriculum Institute, Sheraton Park Hotel, Anaheim.~~
~~11/7-9/13 ASCCC Fall Plenary, Irvine Marriott~~
~~11/25/13 Tips for Writing a Great Program Review - Professional Development workshop, 1:00-3:00, Toyon Rm~~
~~12/3/13 Tips for Writing a Great Program Review - Professional Development workshop, 12:00-1:30, Toyon Rm~~
~~4/10-12-14 ASCCC Spring Plenary, Westin San Francisco Airport~~
~~4/11/14 ACCJC Regional SLO/Assessment Workshop, Ohlone College~~
6/12-14/14 ASCCC Faculty Leadership Institute, Paradise Point Hotel, San Diego
7/10-12/14 ASCCC Curriculum Institute, Hayes Mansion, San Jose Ca

Distribution:

Shawna Aced (Instr), Micaela Agyare (LIBR), Kathy Armstrong (PSME), Rachelle Campbell (BH), Bea Cashmore (ALD), Jerry Cellilo (CNSL), Dolores Davison (AS President), Bernie Day (Articulation Officer), Teresa de la Cruz (Articulation), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Marnie Francisco (PSME), Stephanie Franco (Evaluations), Konnilyn Fieg (BSS), Hilary Gomes (FA), Susan Gutkind (Dean, KA), Brenda Hanning (BH), Robert Hartwell (FA), Carolyn Holcroft (BH), Kay Jones (LIBR), Marc Knobel (PSME), Allison Lenkeit Meezan (BSS), Don MacNeil (KA), Kimberlee Messina (VP, Instruction, Administrator co-chair), Peter Murray (Dean, PSME), Simon Pennington (FA), Barbara Shewfelt (P E), Paul Starer (Dean, L A), Kella Svetich (L A)

COLLEGE CURRICULUM COMMITTEE

Committee Members - 2013-14

Meeting Date: 5/6/14Co-Chairs (2)

<input checked="" type="checkbox"/>	Isaac Escoto	7350	Vice President, Academic Senate (tiebreaker vote only)
<input checked="" type="checkbox"/>	Kimberlee Messina	7209	Vice President, Instruction

Voting Membership-12 total; 1 vote per division

<input checked="" type="checkbox"/>	Micaela Agyare	7086	LIBR	agyaremicaela@foothill.edu
<input checked="" type="checkbox"/>	Kathy Armstrong	7487	PSME	armstrongkathy@foothill.edu
<input checked="" type="checkbox"/>	Rachelle Campbell	7469	BH	campbellrachelle@foothill.edu
<input checked="" type="checkbox"/>	Bea Cashmore	7094	ALD	cashmorebeatrix@foothill.edu
<input checked="" type="checkbox"/>	Jerry Cellilo	7224	CNSL	cellilojerry@fhda.edu
<input checked="" type="checkbox"/>	Bernie Day	7225	Articulation	daybernie@foothill.edu
<input checked="" type="checkbox"/>	Brian Evans	7575	BSS	evansbrian@foothill.edu
			CNSL	
<input checked="" type="checkbox"/>	Marnie Francisco	7420	PSME	franciscomarnie@foothill.edu
<input checked="" type="checkbox"/>	Konnilyn Fieg	7430	BSS	feigkonnilyn@foothill.edu
<input checked="" type="checkbox"/>	Hilary Gomes	7585	FA	gomeshilary@foothill.edu
<input checked="" type="checkbox"/>	Brenda Hanning	7466	BH	hanningbrenda@foothill.edu
<input checked="" type="checkbox"/>	Robert Hartwell	7016	FA	hartwellrobert@fhda.edu
<input checked="" type="checkbox"/>	Kay Jones	7602	LIBR	joneskay@foothill.edu
<input checked="" type="checkbox"/>	Marc Knobel	7049	PSME	knobelmarc@foothill.edu
<input checked="" type="checkbox"/>	Allison Lenkeit Meezan	7422	BSS	meezankaren@foothill.edu
<input checked="" type="checkbox"/>	Don MacNeil	6967	K A	macneildon@foothill.edu
<input checked="" type="checkbox"/>	Simon Pennington	7015	F A	penningtonsimon@fhda.edu
<input checked="" type="checkbox"/>	Barbara Shewfelt	7658	K A	shewfeltbarbara@foothill.edu
<input checked="" type="checkbox"/>	Kella Svetich	7924	L A	svetichkella@foothill.edu
<input checked="" type="checkbox"/>	Kurt Hueg	7394	Dean	huegjurt@foothill.edu
<input checked="" type="checkbox"/>	Peter Murray	7472	Dean	murraypeter@foothill.edu
<input checked="" type="checkbox"/>	Paul Starer	7227	Dean	starerpaul@foothill.edu

Non-Voting Members (4)

<input checked="" type="checkbox"/>	Teresa de la Cruz	7638	Articulation Assistant	delacruzteresa@foothill.edu
<input checked="" type="checkbox"/>	Stephanie Franco	7231	Evaluations	francostephanie@foothill.edu
<input checked="" type="checkbox"/>	Shawna Aced	7371	Curr/Schedule Asst.	acedshawna@foothill.edu
<input checked="" type="checkbox"/>	Cori Nuñez	7439	Curr Coordinator	nunezcori@foothill.edu
<input checked="" type="checkbox"/>	Chris Ju		ASFC	

Visitors:

Andrew LaManga (ATP), Ken Horowitz (Btt),

College Curriculum Committee
Meeting Minutes
Tuesday, April 15, 2014
2:01 p.m. - 3:19 p.m.
President's Conference Room

<u>Item</u>	<u>Discussion</u>
1. Minutes: March 18, 2014	Minutes as written. M/S (Starer/Armstrong) 1 abstention Approved.
2. Announcements: <ul style="list-style-type: none"> a. Notification of Proposed Prequisites/Corequisites b. New Course Proposal c. GE Draft for 2014-15 d. IGETC & CSU GE e. Report Out from Divisions 	Speaker: Isaac Escoto <ul style="list-style-type: none"> a. Announced additional/new prerequisites and corequisites for 2014-15. b. New course proposal - for a BH course. c. GE draft for 2014-15 - Please let Nuñez know if there are any changes or errors. d. New courses on the list this year. Day served as a reviewer on the CSU GE review, first time ever community college faculty were invited to participate! e. Report Out: <ul style="list-style-type: none"> PS: CHEM 20, an environmental chemistry course, has been added as a prereq for CHEM 1A as an alternative path to enter the Chemistry sequence. IGETC also retroactively approved the course. FA: The division voted to move their curriculum cycle to a June deadline for all curriculum changes. BH: Are also leaning toward a spring curriculum deadline and they will be having additional discussions at their April division meeting. BSS: Apprenticeship is making headway in their work to make improvements in curriculum.
3. ADT Reciprocity/Course Substitutions	Speaker: Isaac Escoto <p>ASCCC is hoping that in keeping with the spirit of SB 1440, all colleges honor courses from other institutions for an ADT, when it makes sense to do so. If our ADT does not include a particular course or courses as options, but the student in good faith took a course at the other institution for that section on their ADT, we should honor that course for that section. It was mentioned that there might be some unforeseen consequences for students who are following a specific ADT course list but are also looking to prepare for transfer to the UC system, as the UC major course list may be more extensive than the limited units required in the TMC. High unit majors may pose potential issues when students are looking to prepare for ADTs as well as multiple transfer institutions. Discussion about "Areas of Emphasis" TMCs is being worked on.</p>
4. Content Review Form Modifications	Speaker: Isaac Escoto <p>Armstrong, Francisco and Knobel presented their two suggested modifications to the Content Review form. In the first example, they modified the form, calling it version "S", that could be used when the prereq or coreq is within the same discipline. Through the process, they arrived at another version that could possibly replace the three documents with a single document that may be used for all instances. The committee reviewed these documents and liked the idea of a single form. The committee thanked them for all their work. Nuñez offered to rework the document to include the changes and possibly make the document a little easier to navigate. We</p>

	will look at the updated single form at the next meeting.
5. Curricular Calendar	<p>Speaker: Isaac Escoto Some faculty in PSME prefer non-substantial changes in June and substantial changes in October. This idea prompted discussion regarding the benefits of having a single deadline in June. CCC members agreed that with all things considered, a single June deadline would be best practice. It is understood there are situations that might warrant an additional new course be added after June due to the advent of a new trend or innovation in a field substantial enough that it would be considered an exception. Discussion about establishing a petition process to address the exceptions; some appeal process for those courses that miss the deadline and still want/need to be pushed forward. It would be the responsibility of the CCC to look at these petitions. Discussion will continue next meeting to talk about when we would make the change.</p>
6. Certificate Residency Requirement	<p>Speaker: Isaac Escoto The consensus of the committee was that we should require 50% residency for certificates of achievement with the exception of the IGETC and CSU Breadth certificates. We also need to clearly state in the Catalog and website that C-ID courses cannot be required to re-take in order to meet the 50%.</p>
7. Lecture/Lab Activity Category	<p>Speaker: Kimberlee Messina There has been an ongoing discussion within the District regarding load and through these discussions, the subject of the activity we call lecture/lab was identified as a secondary issue that needed to be addressed. A Lecture/lab Task Force was established and after discussions and negotiations, we will be eliminating lec/lab as a category for course activities. From here forward, as new courses are developed, "lec/lab" should not be used as an activity type. Clear definitions of various lab types will be provided. The Instruction Office will provide some direction in the near future as to how we will address the corrections that will need to be made in the current courses.</p>

Attendees: Micaela Agyare (LIBR), Kathy Armstrong (PSME), Jerry Cellilo (CNSL), Bernie Day (Articulation Officer), Escoto (Faculty Co-Chair), Marnie Francisco (PSME), Konnilyn Fieg (BSS), Hilary Gomes (FA), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Kay Jones (LIBR), Marc Knobel (PSME), Kimberlee Messina (VP, Instruction, Administrator co-chair), Simon Pennington (FA), Paul Starer (Dean, L A), Kella Svetich (L A)

Minutes Recorded by: C. Nuñez

Foothill College
College Curriculum Committee
New Course Proposal

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

Date Proposal Given to Division CCC Rep: 3-6-14

Faculty Author: Glenn Violett

Proposed Number: BUSI 91M

Proposed Transferability: CSU

Proposed Title: Excel For Business Management

Proposed Catalog Description:

Extend Excel knowledge from Business 91L, including financial and lookup functions, using advanced sorting and filtering, creating charts, diagrams and templates, creating pivot tables. Preparing students for the use of excel in the business workforce.

Proposed Discipline:

Business

Proposed Need/Justification Statement:

This course is a required as a support course for the AA degree in Business.

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

Business Administration

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
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Date Proposal Given to Division CCC Rep: March 24, 2014

Faculty Author: Preston Ni

Proposed Number: COMM 6 or 60

Proposed Transferability: UC/CSU

Proposed Title: Communication Theory & Practice with Aging Populations

Proposed Catalog Description:

Introduction to communication in family and older adult contexts. Family communication theories, intergenerational communication, communication with older adults, and communication with disoriented older adults. Application of theories and skills through critically evaluated exercises.

Proposed Discipline: Communication Studies

Proposed Need/Justification Statement:

This course will be a support course for the AA degree in Communication Studies and will be a core course in the proposed multi-disciplinary Geriatric Heath certificate. This course will also apply to satisfy Foothill GE Requirement for Area V, Communication and Analytical Thinking.

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

Associate in Arts Degree in Communication Studies
(Geriatric Heath Certificate)

Comments & Other Relevant Information for Discussion:

The course is being developed by the Communication Studies Department at the request of Ken Horowitz, who desires a Communication Studies course focusing on older adults to be used as a core course of the new, multi-disciplinary Geriatric Heath Certificate.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: April 29, 2014

Faculty Author: Sarah Parikh

Proposed Number: ENGR 46

Proposed Transferability: UC/CSU

Proposed Title: Strength of Materials

Proposed Catalog Description:

This course is intended for engineering majors planning to transfer to four-year institutions. This course is a study of stresses, strains, and deformations associated with axial, torsional, and flexural loading of bars, shafts, and beams, as well as pressure loading of thin-walled pressure vessels. The course also covers stress and strain transformation, Mohr's Circle, ductile and brittle failure theories, and the buckling of columns. Statically indeterminate systems may also be studied.

Proposed Discipline: Engineering

Proposed Need/Justification Statement:

This course will be lower division transfer for engineering majors.

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

This course can be added to the AS in Engineering.

Comments & Other Relevant Information for Discussion:

This course is part of the standard lower division curriculum.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
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Date Proposal Given to Division CCC Rep: April 22, 2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 60

Proposed Transferability: CSU

Proposed Title: Health & Aging

Proposed Catalog Description: This course will examine the physiology and pathology of aging. It will review the principles that cause aging and age related diseases. Consideration of the implications of aging and longevity will be addressed

Proposed Discipline: Health

Proposed Need/Justification Statement

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of Achievement for Geriatric Health Care Technicians

Comments & Other Relevant Information for Discussion:

4 unit course (Stand alone temporarily until new certificate program approved)

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: April 22, 2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 70

Proposed Transferability: CSU

Proposed Title: Health & Gerontology for Health Care Professionals

Proposed Catalog Description: This course will examine the health issues in an increasing aging population. Topics will include health literacy and clear health communication, geriatric pharmacotherapy, and ethical issues for older adults. This course is for health care professionals involved in gerontology health care.

Proposed Discipline: Health

Proposed Need/Justification Statement: As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of Achievement as Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

4 units (Stand alone temporarily until new certificate program approved)

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
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Date Proposal Given to Division CCC Rep: 4/17/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71A

Proposed Transferability: CSU

Proposed Title: Healthy Aging & Ethnic Diversity

Proposed Catalog Description: This course is an overview of ethnicity as a factor in the aging process. Emphasis will be placed on how values, beliefs, and culture must be considered in the design and delivery of health care services. Ethnic groups covered will include Vietnamese, Chinese, and Latinos.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will be pass or no pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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New Course Proposal

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Date Proposal Given to Division CCC Rep: 4/23/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71B

Proposed Transferability: CSU

Proposed Title: Healthy Aging & Nutrition

Proposed Catalog Description: This course concentrates on the practical aspects of nutrition and aging. Information will be provided on choosing recipes that provide nutrient dense meals in a cost effective manner. In addition, the impact of nutrition on the aging process will be discussed.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/17/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71C

Proposed Transferability: CSU

Proposed Title: Medical World of the Elderly: Pharmacology

Proposed Catalog Description: This course will examine the possible causes and effects of polypharmacy on the overall health in older adults. Medication related problems, medication management, and drug abuse will be discussed.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 units (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/17/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71D

Proposed Transferability: CSU

Proposed Title: Mental Health & Aging

Proposed Catalog Description: This course is an examination of mental health as it is impacted by the aging process. It will focus on mental illnesses such as depression and dementia. Suicide in older adults will be discussed.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 units (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

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Number assigned:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/17/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71E

Proposed Transferability: CSU

Proposed Title: Alzheimer's Workshop

Proposed Catalog Description: This course is an overview of current information on all aspects of dementia and care giving issues. It will focus on research, legal issues, grief, resources, medication and behavior management.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric caregivers.

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

Certificate of Achievement Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 units (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

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Number assigned:

Date number assigned/notification:

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Date Proposal Given to Division CCC Rep: 4/18/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71F

Proposed Transferability: CSU

Proposed Title: End Stage Life Care

Proposed Catalog Description: This course includes effective strategies for assisting the dying patient and his/her family. Topics include sub-acute care, euthanasia, and physician assisted suicide and their effects on an elderly society.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

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Date Proposal Given to Division CCC Rep: 4/18/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71G

Proposed Transferability: CSU

Proposed Title: Elder Abuse

Proposed Catalog Description: This course is an overview of elder abuse, focusing on occurrence, prevention strategies, and resources. It will describe the signs of elder abuse and issues that place caregivers at risk of becoming abusive.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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

Date Proposal Given to Division CCC Rep: 4/18/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71J

Proposed Transferability: CSU

Proposed Title: Aging & Family Dynamics

Proposed Catalog Description: This course is an overview of how the aging process affects individuals, families, and relationships. The focus is on changing roles and relationship strategies for negotiating these transitions and helping families resolve aging issues.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 4/18/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71K

Proposed Transferability: CSU

Proposed Title: Fitness for Healthy Aging

Proposed Catalog Description: This course will explore how the elements of physical fitness can foster an improved functional life. Topics include how to motivate older adults, the facts and myths of exercise in older adults, and the role of proper fitness.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 4/18/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71L

Proposed Transferability: CSU

Proposed Title: Coping with Death & Dying

Proposed Catalog Description: This course is an exploration of death and dying, and bereavement issues. The focus will be on how societies treat the subject of death, right to die issues, and the stages of death and dying.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 4/18/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71M

Proposed Transferability: CSU

Proposed Title: Body Mechanics & Safety

Proposed Catalog Description: This course focuses on basic methods and techniques of positioning, transfer, and ambulation. Also personal safety, adaptive exercises, and assisted devices will be discussed.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture). This course will be Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep: 4/18/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 71N

Proposed Transferability: CSU

Proposed Title: Policy Issues for Older Adults

Proposed Catalog Description: This course will explore public policy and its impact on older adults. Medicare, Medicaid, social security , and the affordable health care act of 2010 will be addressed. Also advanced directives and living wills will be explored.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of achievement as a Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

This course will be 0.5 unit (the equivalent of 6 hours lecture).This course will be Pass/No Pass.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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

Date Proposal Given to Division CCC Rep: 4/23/2014

Faculty Author: Kenneth Horowitz

Proposed Number: HLTH 75

Proposed Transferability: CSU

Proposed Title: Work Experience in Geriatric Health Care

Proposed Catalog Description: This course provides "hands on" experience for students to explore their interests and capabilities in assessing therapeutic interventions when working with the elderly. Students will be under the supervision of an instructor and a designated professional in the assigned facility which could include nursing homes, elderly health facilities, clinics, and hospitals. This work experience course is designed to provide students with effective job development skills. Course content includes understanding the application of education to the workforce.

Proposed Discipline: Health

Proposed Need/Justification Statement:

As the aging population grows, there is an increased need for health care professionals such as CNAs, LVNs, RNs and other allied health professionals to have the knowledge to manage this population. Currently it is documented in the literature that there is a lack of adequately prepared geriatric care givers.

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

Certificate of Achievement in Geriatric Health Care Technician

Comments & Other Relevant Information for Discussion:

4 units (Stand alone temporarily until new certificate program approved)

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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

Date Proposal Given to Division CCC Rep: April 15, 2014

Faculty Author: Steven McGriff

Proposed Number: LINC 97B

Proposed Transferability: CSU

Proposed Title: Tablet Computers & Media Creation

Proposed Catalog Description:

Participants create and publish a wide variety of media using tablet computers (iPads or Android devices) and compatible hardware accessories. Focus on free or low-cost software for video, audio, animation, screen capture, and multimedia creation. Participants explore digital resources and create a media project.

Proposed Discipline: Instructional Design and Technology

Proposed Need/Justification Statement:

This Workforce Education course provides specialized training for strategic partners in college vocational programs, high schools, economic development initiatives, ROP, and capacity development projects for stakeholders in grades 7-12.

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

Certificate of Achievement in Instructional Design and Technology

Comments & Other Relevant Information for Discussion:

This 1 unit course is third in a sequence of iPad/tablet computing courses following LINC 97 iPads in Education (approved) and LINC 97A iPads for Teaching and Learning (1 unit, in CMS review). These courses will be situated in the proposed Instructional Design & Technology Certificate of Achievement, designed to prepare students for careers in education, instructional design, or training with the requisite knowledge and skills of instructional design to effectively analyze, design, develop, utilize, manage, and evaluate instructional and technological solutions to improve teaching, training, and learning in all education environments and corporate or organization training settings.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
College Curriculum Committee
New Course Proposal

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Date Proposal Given to Division CCC Rep:

Faculty Author: Zach Cembellin & Jeff Anderson

Proposed Number: MATH ??

Proposed Transferability: UC/CSU

Proposed Title: Calculus Honors Seminar

Proposed Catalog Description: An honors seminar for MATH 1AH. In this course, students will explore a multitude of advanced problems from the calculus I honors course, including proofs of limit laws, differentiation rules, and corresponding theorems concerning the behavior of differentiable functions. As the calculus I honors course will require students to submit typed technical solutions to applied problems, this lab will support students in learning how to use mathematical typesetting software. Best practices for mathematical writing will also be discussed.

Proposed Discipline: Mathematics

Proposed Need/Justification Statement: This course will be a required core course for the AS degree in mathematics, a required core course for the ADT in mathematics, and a restricted support course for the AS degree in general studies science.

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

AS Degree in Mathematics, AS Degree in General Studies Science, ADT in Mathematics

Comments & Other Relevant Information for Discussion: This course will be a required 1.0 unit co-requisite for MATH 1AH. By enrolling in this course, students will have the opportunity to further investigate the theory of the concepts from MATH 1AH while collaborating and presenting special projects and proofs.

Instruction Office:

Date presented at CCC:

Number assigned:

Date number assigned/notification:

Foothill College
Content Review Process & Form for Prerequisites and Co-requisites (“Requisites”)

Number & Title of Target Course:**CHEM 1A General Chemistry**

The “Target Course” is the one that has or will have the requisite.

Faculty participants in this content review process*:

Kathleen Armstrong, Richard Daley

*The content review process must include at least two faculty in the target course discipline. In the event that there is only one discipline faculty member at Foothill, the second reviewer(s) may be from another related discipline in the division.

In order to ensure that limitations on enrollment are both appropriate and necessary for student success, Title 5 requires faculty to complete a rigorous content review whenever new pre- or co-requisites (“requisites”) are being considered for a course. Rigorous content review of requisites must also be completed during the regular Title 5 compliance review cycle. It is imperative that discipline faculty work with their college curriculum committee reps during this process. For guidance regarding how to identify a course that may need a requisite review the document, “How to Identify Courses that May Need Pre- or Co-requisites.”

Please Note: Content review is **unnecessary** if the course is part of a closely related lecture and laboratory pairing within a discipline (e.g. anatomy laboratory course is co-requisite with anatomy lecture course).

Number & Title of Requisite Course(s)****CHEM 20 I MATTER: Introduction to Green Chemistry and the Environment**

** This information should be completed after discussions and the remainder of the form has been completed.

Note: If more than one requisite meets this/these criterion, all may be listed.

A. The Content Review requirement may be satisfied by one of the following:

1. Do baccalaureate institutions require a particular requisite(s) for articulation? If so, **please cite** the institution, the requisite course number and title here:

You do NOT need to complete the remainder of the content review form, but you must **attach** documentation. See the Articulation Officer for assistance. The documentation may be one of the following depending on the baccalaureate institution:

- a. The catalog entry from the baccalaureate institution that details the requisite(s).
- b. A letter from the baccalaureate institution validating the requisite(s).
- c. Other (at the discretion of the Articulation Officer).

2. Is a particular requisite required by statute or regulation? If so, please cite the regulatory authority and the **statute number or reference** here:

You do NOT need to complete the remainder of the content review form, **but must attach a copy** of the statute or regulation with the authority's heading.

3. Does De Anza College offer an equivalent course?

- a. If so, what is the De Anza course number?

CHEM 1A

- b. If so, does their equivalent course have a requisite***? What is it?

Introductory Chemistry or equivalent, Intermediate Algebra

***If an appropriate pre- or co-requisite course is identified and supported by institutional research via the content review process outlined below, discipline faculty are strongly encouraged to consult with De Anza discipline faculty, as implementing a prerequisite on a course at one college and not the other may have unintended consequences on enrollment.

4. Is there a C-ID descriptor for the target course?

a. If yes, what's the C-ID number?

Chemistry 120S

b. If there is a C-ID descriptor, does it require a requisite? If yes, what is it?

Intermediate Algebra

Note: If the C-ID descriptor requires a requisite, faculty should consider possible ramifications of adding the requisite to the equivalent Foothill course. In addition, the presence of a requisite on a C-ID descriptor does not remove the requirement for content review.

B. Establishing New Requisites

1. Identify the skills and knowledge students must have prior to enrolling in the target course and list them here (these may be contained in Section 2 of the requisite course's COR):

- A. understand the scientific method and distinguish between hypotheses and scientific laws.
- B. use dimensional analysis to set up and solve numerical problems.
- C. classify matter and describe the properties of matter.
- D. understand the fundamental assumptions of atomic theory and describe the structure of the atom.
- E. use the periodic table to explain and predict properties of elements.
- F. interpret chemical formulas, write simple compound names and recognize classes of compounds based on their formulas.
- G. write, balance, and classify chemical equations and recognize patterns of chemical reactivity to predict the products of a chemical reaction.
- H. understand the meaning and uses of the mole and of Avogadro's number.
- I. describe the properties of solutions and define and use molarity in calculations.
- J. describe the properties of acids and bases and understand the basis of the pH scale.

2. Contact your Division Curriculum Rep to ensure they announce the proposal to implement the requisite at the next CCC meeting. This is to ensure faculty in other divisions/departments are made aware of the proposed requisite and have time to register feedback/concerns BEFORE the requisite is fully adopted. Document the date of the CCC meeting here:

3. Is the requisite a new course? If so, please state this below and then skip to the signature section, Section D. If not, please Contact the Institutional Researcher to gather and analyze data comparing success rates for students who have completed versus those that have not yet completed the identified prerequisite and document here.

The requisite course is a new course and so data is not currently available

C. Previously Implemented Requisites

1. Contact the Institutional Researcher to gather and analyze student success data disaggregated according to race, ethnicity, gender, age, economic circumstances and disability. Document methodology and findings here:

2. Review course syllabi (at least one from each faculty who taught a section in the previous year) and artifacts such as exams, assignments and grading criteria. Use the following space to document which of these provides explicit evidence that the identified requisite skills are necessary in ALL sections being offered.

Note: If you cannot find evidence that the requisite skills are necessary **in every section** of the course, the requisite cannot be imposed. If the requisite is to remain in place, discipline faculty should collaborate with their CCC reps and their dean to agree on a plan to ensure that all sections are held to the same rigor necessitating the requisite.

D. Signatures and Submission

1. If the Division CC determines that the identified requisite is necessary and appropriate for student success, the Division Curriculum Committee will consult with the Division Dean, Vice President of Instruction and Institutional Researcher to assure that the college is offering sufficient numbers of courses, with or without requisites, to accommodate the educational needs of our students.
2. The Division CCC rep(s) will notify the CCC of the new requisite at the next CCC meeting.

**Submit this completed form and appropriate attachments to your
Division Curriculum Committee for review and approval.**

Target Discipline Faculty Signature:		Date:	
Target Discipline Faculty Signature:		Date	
Requisite Discipline Faculty Signature:		Date	
Division CC Review & Date of Approval:			
Division Dean Signature:		Date	
Division CC Rep Signature:	Kathleen Armstrong	Date	2/11/2014
Articulation Officer Signature:		Date	

Reviewing CORs

1. Is the course to be active or inactive?
 - a. Active, continue.
 - b. Inactive, move directly to next **status level**, as no other action is necessary.
2. The title should be all caps. Use the "&" instead of the word "and".
3. Do the hours and units match? 1 hour lecture per week= 1 unit, 3 hours lab per week= 1 unit. Do not forget to add homework hours: for every lecture hour, there should be 2 hours of homework and we must record that on the outline.
4. The quarter and year should be "**Summer**" and the next year. If not, please correct.
5. Are the "**Units**" and "**Max Units**" correct? Both boxes should be completed.
6. Does the **Hourly** text statement agree with the hourly boxes? The hour amount is written numerically (i.e. 2 hours lecture, 3 hours laboratory).
7. Repeatability? Credit courses can no longer be repeated unless under special circumstances. Use the pull-down for the "repeat" rule. If it's "Not Repeatable", the textbox should be empty.
8. Degree Status: most courses are "**Degree Applicable**". This **does NOT** mean that it's part of a degree but rather refers to the collegiate level of the course.
9. Grading: there are 4 options: Letter grade only, letter grade with a P/NP option, Pass/No Pass and No Credit. If "Pass/No Pass" is selected, there must also be a notation in section #1d of "**Advisory: Pass/No Pass**".
10. Part of a degree/certificate?
 - a. if YES, select all options for this course. Is it also noted in the Need/Justification Statement?
 - b. if NO, check for a STAND ALONE form. Is there a completed form?
11. FHGE course?
 - a. If YES, check the appropriate box(es) for which the course has approval (each course is allowed to be in 2 areas). If it has not been approved as yet but there is an application pending, please select "**Non-GE applicable**". When the application is approved, the Instruction Office will make the correction.
 - b. If it's a FHGE course, is this noted in the Need/Justification Statement? If not, add the appropriate wording.
 - c. If NO, check "**Non-GE applicable**" box.
12. Transferability:
 - a. If it says UC/CSU, the number should be 1-49
 - b. If it says CSU, the number should be 50-99
 - c. If it doesn't follow these guidelines, please go back and make a correction.
13. Distance Learning?
 - a. Is there an **approved** addendum on file with the Instruction Office?
14. Need/Justification Statement: Does the statement explain the course's place in our curriculum? If not, check the N/J spreadsheet and/or the instruction sheet for examples of what is appropriate for this section.
15. Requisites:
 - a. Make sure the word "Prerequisite, Corequisite or Advisory" is in the field. If it's a prerequisite, it needs to read "**Prerequisite:**"

Reviewing CORs

- b. Is there a Content Review form on file for the Prereq or Coreq?
- c. Advisory is singular, not Advisories.

16. If any course is mentioned in the outline proper, it should be written using their four-letter indicator (all caps), a space, and the number. Example: MATH 10. No title please.

17. In section #2, Course Objectives, always begin with: **The student will be able to:**

18. Sections 2, 4, 6, 10 & 12 should all be in outline format which is A., 1., a., 1), a). Sections 3 & 9 may be written in outline format or as a paragraph, author's preference.

19. Section #6, "attendance" cannot be listed as it is not an evaluative measure.

20. Section #7, the text notation is:

- a. Nunez, Corinne, <u>How To Teach</u>, 2nd ed. New York, Delmar Publishing, 2010.
- b. There is no extra return between each textbook reference.
- c. Please use the "Help me" button in C3MS for other examples of notation for various types of references.

21. Section #8 requires a discipline(s) from the approved list only, **nothing else may be used**. There may be multiple disciplines but there are 2 types of notations:

- a. "English, Reading". This means the faculty **must have both**.
- b. "English or Reading." This means that the faculty may have one or the other.

22. If there are lab hours listed in the top, section #10 must be completed. If there's no lab info needed, this should have the following statement: "Not applicable".

23. Section #12 should be EXAMPLES of reading and writing assignments, not a reiteration of the textbook information.

DIV	CRSE #	Title	Lecture	Lab	Lec/Lab
BH	BIOL 10	GENERAL BIOLOGY: BASIC PRINCIPLES	4	2	1
BH	BIOL 13	MARINE BIOLOGY	4	2	1
BH	BIOL 14	HUMAN BIOLOGY	4	2	1
BH	BIOL 15	CALIFORNIA ECOLOGY/NATURAL HISTORY	4	2	1
BH	BIOL 1A	PRINCIPLES OF CELL BIOLOGY	4	4	2
BH	BIOL 1B	FORM & FUNCTION IN PLANTS & ANIMALS	4	4	2
BH	BIOL 1C	EVOLUTION, SYSTEMATICS & ECOLOGY	4	4	2
BH	BIOL 23	INTRODUCTION TO BIOTECHNOLOGY	4	2	1
BH	BIOL 40A	HUMAN ANATOMY & PHYSIOLOGY I	4	2	1
BH	BIOL 40B	HUMAN ANATOMY & PHYSIOLOGY II	4	2	1
BH	BIOL 40C	HUMAN ANATOMY & PHYSIOLOGY III	4	2	1
BH	BIOL 41	MICROBIOLOGY	4	4	2
BH	BIOL 9L	ENVIRONMENTAL BIOLOGY LABORATORY		2	1
BH	D H 200L	INTRODUCTION TO DENTAL HYGIENE			2
BH	D H 50	ORIENTATION TO DENTAL HYGIENE			1.5
BH	D H 52A	ORAL BIOLOGY I	2		2
BH	D H 52B	ORAL BIOLOGY II	2		2
BH	D H 60C	DENTAL RADIOGRAPHY III			1
BH	D H 60D	DENTAL RADIOGRAPHY IV			1
BH	D H 60E	DENTAL RADIOGRAPHY V			1
BH	D H 63C	COMMUNITY DENTAL HEALTH I	2		1.5
BH	D H 63D	COMMUNITY DENTAL HEALTH II	2		1.5
BH	D H 67	NITROUS OXIDE/OXYGEN ANALGESIA			2
BH	EMT 303	EMERGENCY MEDICAL TECHNICIAN: BASIC CONTINUING EDUCATION			3
BH	EMT 304	EMERGENCY MEDICAL TECHNICIAN: BASIC PART A			7
BH	EMT 305	EMERGENCY MEDICAL TECHNICIAN: BASIC PART B	2		7
BH	HORT 80A	ENVIRONMENTAL HORTICULTURE FALL SKILLS			4
BH	HORT 80B	ENVIRONMENTAL HORTICULTURE WINTER SKILLS			4
BH	HORT 80C	ENVIRONMENTAL HORTICULTURE SPRING SKILLS			4
BH	HORT 80D	ENVIRONMENTAL HORTICULTURE SUMMER SKILLS			4
BH	PCA 62A	BEHAVIORAL MEDICINE I	0.5		0.5
BH	PCA 62B	BEHAVIORAL MEDICINE II	1		1
BH	PCA 62C	BEHAVIORAL MEDICINE III	0.5		0.5
BH	R T 200L	RADIOLOGIC TECHNOLOGY AS A CAREER			2
BH	R T 62C	PROFESSIONAL DEVELOPMENT IN RADIOLOGY	2		2
BH	RSPT 200L	INTRODUCTION TO RESPIRATORY THERAPY			2

BH	RSPT 50C	THERAPEUTICS & INTRODUCTION TO MECHANICAL VENTILATION	2	12	1.5
BH	RSPT 51C	PATIENT ASSESSMENT & PULMONARY DISEASE	4	1	0.5
BH	RSPT 61A	ADULT MECHANICAL VENTILATION	3	3	
BH	VT 50A	CURRENT TOPICS IN VETERINARY TECHNOLOGY I		1	
BH	VT 50B	CURRENT TOPICS IN VETERINARY TECHNOLOGY II		1	
BH	VT 50C	CURRENT TOPICS IN VETERINARY TECHNOLOGY III		1	
BH	VT 50D	CURRENT TOPICS IN VETERINARY TECHNOLOGY IV		1	
BH	VT 50E	CURRENT TOPICS IN VETERINARY TECHNOLOGY V		1	
BH	VT 50F	CURRENT TOPICS IN VETERINARY TECHNOLOGY VI		1	
BH	VT 51	INTRODUCTION TO VETERINARY TECHNOLOGY	1	2	
BH	VT 53A	MEDICAL TERMINOLOGY		2	
BH	VT 53B	MEDICAL CALCULATIONS		2	
BH	VT 53C	INTRODUCTION TO LARGE ANIMAL CARE		2	
BH	VT 53D	INTRODUCTION TO DAIRY CATTLE HEALTH MANAGEMENT	1	2	
BH	VT 53E	INTRODUCTION TO SMALL RUMINANT HEALTH MANAGEMENT	1	2	
BH	VT 53F	INTRODUCTION TO SWINE HEALTH MANAGEMENT	1	2	
BH	VT 54A	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN	4	2	1
BH	VT 54B	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN	4	2	1
BH	VT 61	ANIMAL DISEASES	4	2	
BH	VT 72	PRINCIPLES OF VETERINARY DENTISTRY	1	2	
FA	ART 20A	COLOR I		6	
FA	ART 20B	COLOR II		6	
FA	ART 44	CERAMIC SCULPTURE		6	
FA	ART 45C	ADVANCED CERAMICS		6	
FA	ART 45F	LOW-TEMPERATURE CERAMIC FIRING & GLAZING TECHNIQUES		6	
FA	ART 46B	POTTER'S WHEEL II		6	
FA	ART 6	COLLAGE & COMPOSITION		6	
FA	COMM 54A	FORENSIC SPEECH	2	1	
FA	COMM 54B	FORENSIC DEBATE	2	1	

FA	COMM 54C	FORENSIC ORAL INTERPRETATION	2	1	
FA	MDIA 20	FUNDAMENTALS OF MEDIA PRODUCTION	3	2.5	
FA	MDIA 30	DIGITAL VIDEO EDITING I	3	2.5	
FA	MDIA 31	DIGITAL VIDEO EDITING II	3	2.5	
FA	MDIA 51	WEB VIDEO	3	2.5	
FA	MDIA 52	SCRIPTWRITING FOR FILM & VIDEO	3	2	
FA	MUS 3A	BEGINNING MUSIC THEORY, LITERATURE & COMPOSITION	4	2	
FA	MUS 3B	INTERMEDIATE MUSIC THEORY, LITERATURE & COMPOSITION	4	2	
FA	MUS 3C	ADVANCED MUSIC THEORY, LITERATURE & COMPOSITION	4	2	
FA	MUS 4	COMPOSING & ARRANGING WITH SIBELIUS	3	2	
FA	MUS 51	BASICS OF MUSIC PUBLISHING	2	3	1
FA	MUS 58A	SONGWRITER'S WORKSHOP	2	3	1
FA	MUS 58B	MODERN SONG COMPOSITION	2	3	1
FA	MUS 58C	ADVANCED SONG STRUCTURE	2	3	1
FA	MUS 6	COMPOSING & PRODUCING ELECTRONIC MUSIC	2	3	2
FA	MUS 62	SOUND REINFORCEMENT & LIVE RECORDING	2	3	2
FA	MUS 66A	INTRODUCTION TO DIGITAL AUDIO: PRO TOOLS	2	3	2
FA	MUS 66B	REASON & PRO TOOLS	2	3	2
FA	MUS 66C	PRO TOOLS & VIRTUAL INSTRUMENTS	2	3	2
FA	MUS 80A	RECORDING STUDIO BASICS	2	3	2
FA	MUS 81A	RECORDING STUDIO PRODUCTION TECHNIQUES	2	3	2
FA	MUS 81C	MIXING & MASTERING WITH PRO TOOLS	2	3	2
FA	MUS 81D	PRO TOOLS & PLUG-INS I	2	3	2
FA	MUS 81E	PRO TOOLS & PLUG-INS II	2	3	2
FA	MUS 81F	MUSIC VIDEO PRODUCTION	3		2.5
FA	MUS 81G	ADVANCED MIXING & MASTERING WITH PRO TOOLS	2	3	2
FA	MUS 81J	SURROUND SOUND PRODUCTION	2	3	2
FA	MUS 82A	PRO TOOLS 101: INTRODUCTION TO PRO TOOLS	2	3	2
FA	MUS 82B	PRO TOOLS 110: PRO TOOLS PRODUCTION I	2	3	2
FA	MUS 82C	PRO TOOLS 201: PRO TOOLS PRODUCTION II	2	3	2
FA	MUS 82D	PRO TOOLS 210M: MUSIC PRODUCTION TECHNIQUES	2	3	2
FA	MUS 82E	PRO TOOLS 210P: POST PRODUCTION TECHNIQUES	2	3	2
FA	MUS 82G	PRO TOOLS 310M: ADVANCED MUSIC PRODUCTION TECHNIQUES	2	3	2

FA	MUS 84A	INTRODUCTION TO GAME AUDIO	2	3	2
FA	MUS 84B	ADVANCED SOUND DESIGN FOR GAMES	2	3	2
FA	MUS 84C	MUSIC COMPOSITION FOR GAMES	2	3	2
FA	PHOT 1	BLACK & WHITE PHOTOGRAPHY I	2	1.5	3
FA	PHOT 13	EXPERIMENTAL PHOTOGRAPHY	2	1.5	3
FA	PHOT 2	BLACK & WHITE PHOTOGRAPHY II	2	1.5	3
FA	PHOT 20	INTRODUCTION TO COLOR PHOTOGRAPHY	2	1.5	3
FA	PHOT 22	PHOTOJOURNALISM	2	1.5	3
FA	PHOT 3	BLACK & WHITE PHOTOGRAPHY III	2	1.5	3
FA	PHOT 4A	DIGITAL PHOTOGRAPHY I	2	1.5	3
FA	PHOT 4B	DIGITAL PHOTOGRAPHY II	2	1.5	3
FA	PHOT 4C	DIGITAL PHOTOGRAPHY III	2	1.5	3
FA	PHOT 5	INTRODUCTION TO PHOTOGRAPHY	3		2
FA	PHOT 51	ZONE SYSTEM PHOTOGRAPHY	2	1.5	3
FA	PHOT 68A	DARKROOM TOPICS IN PHOTOGRAPHY			2
FA	PHOT 68B	DIGITAL TOPICS IN PHOTOGRAPHY			2
FA	PHOT 68C	STUDIO LIGHTING TOPICS IN PHOTOGRAPHY			2
FA	PHOT 68E	LECTURE TOPICS IN PHOTOGRAPHY			2
FA	PHOT 68F	EXHIBITION TOPICS IN PHOTOGRAPHY			2
FA	PHOT 71	THE PHOTOGRAPHIC BOOK	2	1.5	3
FA	PHOT 74	STUDIO PHOTOGRAPHY TECHNIQUES	2	1.5	3
FA	PHOT 78A	LANDSCAPE FIELD STUDY IN PHOTOGRAPHY			2
FA	PHOT 78B	SOCIAL CONCERN FIELD STUDY IN PHOTOGRAPHY			2
FA	PHOT 78C	DOCUMENTARY FIELD STUDY IN PHOTOGRAPHY			2
FA	PHOT 78D	MUSEUM/GALLERY FIELD STUDY IN PHOTOGRAPHY			2
FA	THTR 20A	ACTING I	3		2
FA	THTR 20B	ACTING II	3		2
FA	THTR 20C	ACTING III	3		2
FA	THTR 21A	SCENERY & PROPERTY CONSTRUCTION	1		6
FA	THTR 21B	INTERMEDIATE SCENERY & PROPERTY CONSTRUCTION	1		6
FA	THTR 21C	ADVANCED SCENERY & PROPERTIES CONSTRUCTION	1		6
FA	THTR 25	INTRODUCTION TO FASHION & COSTUME CONSTRUCTION	2		4
FA	THTR 43C	FOUNDATIONS IN CLASSICAL ACTING	4		4
FA	THTR 44A	PRODUCTION PROJECTS I		3	6
FA	THTR 44B	PRODUCTION PROJECTS II		3	6
FA	THTR 46A	THEATRE DEVELOPMENT WORKSHOP I	1	2	1
FA	THTR 46B	THEATRE DEVELOPMENT WORKSHOP II	1	2	1
FA	THTR 46C	THEATRE DEVELOPMENT WORKSHOP III	1	2	1

FA	THTR 46D	THEATRE DEVELOPMENT WORKSHOP IV	1	2	1
FA	THTR 48B	SINGING TECHNIQUE FOR MUSICAL THEATRE	3		2
FA	THTR 48C	MUSICAL THEATRE REPERTOIRE FOR SINGERS		3	2
FA	THTR 49A	PERFORMANCE PRODUCTION I		9	6
FA	THTR 49B	PERFORMANCE PRODUCTION II		9	6
FA	THTR 49C	PERFORMANCE PRODUCTION III		9	6
FA	THTR 49D	PERFORMANCE PRODUCTION IV		9	6
FA	THTR 97	ACTORS' ENSEMBLE		2	1
FA	THTR 97X	ACTORS' ENSEMBLE		3	2
FA	THTR 97Y	ACTORS' ENSEMBLE		7	4
FA	THTR 97Z	ACTORS' ENSEMBLE		10	6
FA	THTR 99A	TECHNICAL THEATRE IN PRODUCTION I		9	2
FA	THTR 99B	TECHNICAL THEATRE IN PRODUCTION II		9	2
FA	THTR 99C	TECHNICAL THEATRE IN PRODUCTION III		9	2
FA	THTR 99D	TECHNICAL THEATRE IN PRODUCTION IV		9	2
FA	THTR 99E	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION		12	4
FA	THTR 99F	TECHNICAL THEATRE MANAGEMENT IN PRODUCTION II		12	4
FA	VART 31	DIGITAL VIDEO EDITING II	3		2.5
FA	VART 4	SCRIPTWRITING FOR VISUAL MEDIA	3		2
GU	ALCB 201	BEGINNING LIP READING			1.5
GU	ALCB 202	INTERMEDIATE LIP READING & MANAGING YOUR HEARING LOSS			1.5
GU	ALCB 203	ADVANCED LIP READING & MANAGING YOUR HEARING LOSS			1.5
GU	ALCB 222	JOB SEARCH SKILLS			6
GU	ALCB 224	EMPLOYMENT ISSUES			2
GU	ALCB 230	INTRODUCTION TO THE COMPUTER			4
GU	ALCB 413	RELAXATION TECHNIQUES			1
GU	ALTW 204	COMMUNICATION SKILLS FOR THE DISABLED STUDENT			2
GU	ALTW 206	BEGINNING WORD PROCESSING FOR THE DISABLED STUDENT			6
GU	ALTW 209	SOCIAL SKILLS FOR THE DISABLED STUDENT			2
GU	ALTW 210	OFFICE APPLICATIONS FOR THE DISABLED STUDENT	1		4
GU	ALTW 211	INTRODUCTION TO EXCEL FOR THE DISABLED STUDENT			6
GU	ALTW 212	JOB SEARCH SKILLS: THE RESUME FOR THE DISABLED STUDENT			2
GU	ALTW 213	WORK ATTITUDES & BEHAVIOR FOR THE DISABLED STUDENT			2

GU	ALTW 214	JOB SEARCH SKILLS: THE INTERVIEW FOR THE DISABLED STUDENT	2
GU	ALTW 217	INTERMEDIATE COMPUTER APPLICATIONS FOR THE DISABLED STUDENT	6
GU	ALTW 218	CURRENT EVENTS FOR THE DISABLED STUDENT	2
GU	ALTW 219	USING THE INTERNET FOR THE DISABLED STUDENT	2
KA	ATHL 32	INTERCOLLEGIATE SWIMMING (MEN & WOMEN)	14.5
KA	DANC 11A	REPERTORY DANCE I	8
KA	DANC 12A	REPERTORY DANCE II	8
KA	DANC 9	MOVEMENT FOR ACTORS	4
KA	KINS 15	FIRST AID & CPR/AED	2
KA	KINS 17	INTRODUCTION TO WELLNESS FOR SPECIAL POPULATIONS	2
PS	ASTR 10L	ASTRONOMY LABORATORY	2
PS	CHEM 12A	ORGANIC CHEMISTRY	4
PS	CHEM 12B	ORGANIC CHEMISTRY	4
PS	CHEM 12C	ORGANIC CHEMISTRY	4
PS	CHEM 1A	GENERAL CHEMISTRY	3
PS	CHEM 1B	GENERAL CHEMISTRY	3
PS	CHEM 1C	GENERAL CHEMISTRY & QUALITATIVE ANALYSIS	3
PS	CHEM 20	I MATTER: INTRODUCTION TO GREEN CHEMISTRY & THE ENVIRONMENT	4
PS	CHEM 25	FUNDAMENTALS OF CHEMISTRY	4
PS	CHEM 30A	SURVEY OF INORGANIC & ORGANIC CHEMISTRY	4
PS	CHEM 30B	SURVEY OF ORGANIC & BIOCHEMISTRY	4
PS	ENGR 37L	CIRCUIT ANALYSIS LABORATORY	
PS	ENGR 45	PROPERTIES OF MATERIALS	4
PS	NANO 10	INTRODUCTION TO NANOTECHNOLOGY	3
PS	PHYS 2A	GENERAL PHYSICS	4
PS	PHYS 2B	GENERAL PHYSICS	4
PS	PHYS 2C	GENERAL PHYSICS	4
PS	PHYS 4A	GENERAL PHYSICS (CALCULUS)	5
PS	PHYS 4B	GENERAL PHYSICS (CALCULUS)	5
PS	PHYS 4C	GENERAL PHYSICS (CALCULUS)	5
PS	PHYS 4D	GENERAL PHYSICS (CALCULUS)	5
PS	PHYS 5A	GENERAL PHYSICS (CALCULUS) EXTENDED	4
PS	PHYS 5B	GENERAL PHYSICS (CALCULUS) EXTENDED	4
PS	PHYS 5C	GENERAL PHYSICS (CALCULUS) EXTENDED	4
SS	ANTH 13L	FORENSIC ANTHROPOLOGY LABORATORY	2
SS	ANTH 1HL	HONORS PHYSICAL ANTHROPOLOGY LABORATORY	2

SS	ANTH 1L	PHYSICAL ANTHROPOLOGY LABORATORY	2	1
SS	GEOG 1	PHYSICAL GEOGRAPHY	4	2
SS	GIST 53	ADVANCED GEOSPATIAL TECHNOLOGY & SPATIAL ANALYSIS	1	6