

College Curriculum Committee Meeting Agenda

Tuesday, February 16, 2016

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

President's Conference Room

Item	Action	Attachment	Presenter
1. Minutes: February 2, 2016	Action	#2/16/16-1	Escoto
2. Announcements <ul style="list-style-type: none"> a. Notification of Proposed Requisites b. New Course Proposals c. Open Educational Resources d. Stand Alone Form e. Courses not Taught in 4 Years 	Information	#2/16/16-2 #2/16/16-3-8 #2/16/16-9 & 10	Escoto
3. Consent Calendar <ul style="list-style-type: none"> a. GE Application b. Stand Alone Forms 	Action	#2/16/16-11 #2/16/16-12 & 13	Escoto
4. Credit for Upper Division Coursework	2nd Read	#2/16/16-14	Escoto
5. Cross-listing Policy	Discussion	#2/16/16-15	Escoto
6. Local General Education	Discussion		Escoto
7. Report Out from Division Reps	Discussion		All
8. Good of the Order			Escoto
9. Adjournment			Escoto

Consent Calendar:

FH General Education (attachment #11)

- *Area VII, Lifelong Learning:* HLTH 20

Stand Alone Forms (attachments #12 & 13): ALTW 219, SPAN 192 (updated from previous submission)

Attachment List:

- #2/16/16-1 Draft Minutes: February 2, 2016
- #2/16/16-2 CCC Notification of Proposed Requisites
- #2/16/16-3 New COR Proposal: CHEM 13A
- #2/16/16-4 New COR Proposal: CHEM 13AH
- #2/16/16-5 New COR Proposal: CHEM 13B
- #2/16/16-6 New COR Proposal: CHEM 13BH
- #2/16/16-7 New COR Proposal: CHEM 13C
- #2/16/16-8 New COR Proposal: CHEM 13CH
- #2/16/16-9 List of Courses not Taught in 4 Years
- #2/16/16-10 Course Deactivation Exemption Request form
- #2/16/16-14 Credit for Upper Division Coursework
- #2/16/16-15 De Anza's Cross-listing Policy

2015 -2016 Curriculum Committee Meetings

Fall 2015 Quarter	Winter 2016 Quarter	Spring 2016 Quarter
10/6/15	1/19/16	4/19/16
10/20/15	2/2/16	5/3/16
11/3/15	2/16/16	5/17/16
11/17/15	3/1/16	5/31/16
12/1/15	3/15/16	6/14/16

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

2015-2016 Curriculum Deadlines

12/1/15 Deadline to submit courses to CSU for CSU GE approval.
12/1/15 Deadline to submit courses to UC/CSU for IGETC approval.
2/1/16 Curriculum Sheet updates for 2016-17.
2/15/16 Deadline to submit local GE applications.
6/1/16 Deadline to submit new/revised courses to UCOP for UC transferability.
6/17/16 COR/Title 5 updates for Summer 2017.
Ongoing Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities.

2015-2016 Professional Development Opportunities & Conferences of Interest

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

Distribution:

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

COLLEGE CURRICULUM COMMITTEE

Committee Members – 2015-16

Meeting Date: 2/16/16Co-Chairs (2)

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

Voting Membership—12 total; 1 vote per division

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

Non-Voting Members (3)

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

Visitors:Tiffany Rideaux, Kurt Hueg

College Curriculum Committee
 Meeting Minutes
 Tuesday, February 2, 2016
 2:00 p.m. - 3:30 p.m.
 President's Conference Room

Item	Discussion
1. Minutes: January 19, 2016	Minutes approved as written M/S (Day, Hanning) Approved.
2. Announcements	<p>Speaker: Isaac Escoto</p> <p>The following proposals were presented: MATH 67, PHED 41D. Please share with your constituents.</p> <p>Question regarding prerequisite for MATH 67—none noted on proposal. Is there a minimum requirement for CSU transfer for Math? Day noted that it could be approved as an elective (non-GE) without requiring a prerequisite.</p>
a. New Course Proposals	
b. Senate & CCC Representation Structure	Moving forward, Academic Senate will be discussing representation, voting structure, and related topics. This includes CCC, as we are a subcommittee of Senate. Please send any feedback to Patrick Morris (secretary of Senate). Escoto will bring any relevant information back to CCC.
c. Division Guidelines for Online Learning	The Senate resolution referring to these guidelines asks for division rep(s) or designee to submit guidelines for their division this month. Division submissions will be discussed at Senate meeting on Feb. 22 nd . Kurt Hueg sent an email in November to clarify that guidelines are not meant to be used as evaluation or to replace anything on J1. Purpose of guidelines is to assist faculty teaching online. Please forward your division's guidelines to your Senator, being mindful of the Feb. 22 nd meeting date.
d. Update on Course Management System	Subcommittee met on Jan. 12 th to discuss progress; still working on decision regarding future of CMS. Webmaster currently working on improvements to current CMS (C3MS), including uploading/attaching required documents to COR (e.g., Content Review forms), and a tool to compare current COR content to edits made when updating COR. As a reminder, these are improvements that CCC agreed were priorities. Going forward, the long-term proposal is to move to a third-party vendor, but much conversation still needs to occur. In the short-term, improvements will be made in C3MS while we continue to explore third-party options.
e. Courses not Taught in 4 Years	<p>Speaker: Mary Vanatta</p> <p>Last year, CCC approved the Policy on Course Currency, which addresses the need to ensure that courses listed in the course catalog are offered on a regular basis. Before the next CCC meeting, Vanatta will send, via email, a list of courses that have not been taught in four years. Per policy, these courses will be deactivated for 2016-17 unless approved by CCC to remain active. The division must file a petition to CCC for each course it wishes to keep active.</p>
3. Consent Calendar	<p>Speaker: Isaac Escoto</p> <p>The following Stand Alone forms were presented: L A 61A, 61B.</p>
a. Stand Alone Forms	Motion to approve M/S (Starer, Evans) Approved. No

	comments.
4. Transfer GE Review—IGETC & CSU GE	<p>Speaker: Bernie Day</p> <p>Before we continue conversation about our local GE pattern, it is important to understand IGETC and CSU GE. Three ways for a student to fulfill GE for transfer: 1. satisfy transfer university's local requirements, 2. complete CSU GE-Breadth (honored at any CSU campus), 3. complete IGETC (honored at any CSU or UC campus). ASSIST.org may be used to see which Foothill courses fulfill GE requirements at universities.</p> <p>Executive Order 1100 outlines CSU GE requirements and is a good resource for faculty when developing course outlines. The IGETC Standards, Policies, and Procedures document is the resource to use for IGETC. Both documents were attached to this meeting's agenda. Day shared examples of requirements for both CSU GE and IGETC, and approved courses at Foothill that meet those requirements.</p> <p>The deadline to submit for CSU GE or IGETC is always December 1st; for IGETC, the course must already have UC transfer approval. When a student applies for transfer, an evaluator certifies each course on the student's transcript; courses taken at other schools are reviewed as "pass-along" (note that International courses cannot be considered for pass-along, unless from a US regionally accredited institution). July 15th is the (strict) deadline for a student to apply for CSU GE/IGETC certification, which can become problematic for Foothill students due to our quarter system calendar.</p> <p>Escoto passed out CSU GE and IGETC worksheets used by Counseling.</p>
5. C-ID Descriptors & Articulation	<p>Speaker: Bernie Day</p> <p>Topic brought up at CCC previously. Day presented the different levels of articulation. Basic level is CSU-transferable; UC-transferable is trickier, as they have specific minimum standards. However, Day noted that our success rate with UC is quite high—some years, every course we submit for articulation is accepted.</p> <p>For C-ID, we submit courses that are reviewed by a panel of CCC and CSU reviewers (note that UC does not currently accept C-ID approval for articulation, and some CSUs do not automatically accept C-ID approved courses). Day noted that every course that we submit for an ADT degree must have C-ID approval (unless the TMC does not specify a specific C-ID course). Day also noted that, although C-ID may guarantee a course will transfer for admissions purposes, that course might not count toward the student's graduation requirements at the university. It's always important to check directly with the intended transfer institution for major course content transfer purposes.</p> <p>Course-to-course articulation is when the articulation office submits a course for review to an individual university. Note that not all universities have this option. There is also the option to articulate a course that is commonly taught as upper division at the receiving</p>

	<p>university; students are able to transfer the lower division course and then make up units to meet upper division coursework.</p> <p>Escoto noted that we must ensure that we're very clear with students when discussing GE, as there are many nuances to consider. Encouraged group to direct students to Counseling with any GE questions.</p>
6. Credit for Upper Division Coursework	<p>Speaker: Isaac Escoto</p> <p>Topic was discussed previously. Currently, nothing precludes Foothill from granting credit for upper division courses taken at other schools. Important to create clear policy; Escoto drafted a resolution, "Credit for Upper Division Coursework," which states that we will use our existing course review process and course substitution process when considering such courses. Question regarding how to handle courses for which Foothill does not have an equivalent or similar course—Escoto noted that this is usually meant for courses with similar content, to meet degree requirements. Question as to whether student would receive units for the course—Escoto noted that one point of the resolution is to clarify this, and has written resolution to state that the student would receive units. Escoto previously discussed topic with VPI Kimberlee Messina and drafted resolution based on that discussion.</p> <p>Will revisit next meeting and possibly move for approval.</p>
7. Cross-listing Policy	<p>Speaker: Isaac Escoto</p> <p>Beginning of larger conversation; this was a topic selected last year for discussion at this year's CCC. Goal is to determine policy regarding cross-listing, while taking into consideration student impact, faculty workload, transfer consideration. Day noted that she has not run into issues with articulation regarding cross-listed courses, as articulation officers generally look at content for each course individually. Escoto will bring conversation to Senate.</p> <p>PSME gave example of Discrete Mathematics class—C S 18 & MATH 22; some universities want to see it taught as MATH and some as C S. Mention that in the past, cross-listing has sometimes been the case of faculty wanting to teach similar courses, but it is important to consider how students are affected most of all. Escoto noted that when discussing cross-listing, we must determine what it means for something to "be helpful to students." Question about who can teach cross-listed course—Disciplines listed on COR and Minimum Quals are a reference. Please share topic with your constituents and bring feedback to CCC for discussion.</p>
8. Report Out from Division Reps	<p>Speaker: All</p> <p>L A: A few course proposals being drafted, one is World Literature to Film, another is Visual Literacy; could benefit from discussions with Fine Arts faculty.</p> <p>Preliminary discussions about developing Journalism program. Working on updating English ADT.</p> <p>BSS: Planning to submit a few GE courses to additional GE areas.</p> <p>Escoto asked the group if it would be helpful for CCC to share prompts or suggested topics for Division Report Out, in case reps are unsure of what topics to share.</p>

	Suggestion that topics come from division minutes. Reminder from Escoto that, when filling out local GE applications, faculty must ensure that all information entered is clearly reflected on COR.
9. Good of the Order	
10. Adjournment	3:22 PM

Attendees: Rachelle Campbell (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (CNSL), Isaac Escoto (Faculty Co-Chair), Brian Evans (BSS), Valerie Fong (LA), Marnie Francisco (PSME), Brenda Hanning (BH), Kurt Hueg (Acting VP, Instruction—guest), Kay Jones (LIBR), Marc Knobel (PSME), Don MacNeil (KA), Teresa Ong (Acting Dean, BSS), Tiffany Rideaux (BSS), Rachel Solvason (Articulation Program Assistant—guest), Paul Starer (Dean, LA), Victor Tam (Dean, PSME), Kristin Tripp-Caldwell (FA)

Minutes Recorded by: M. Vanatta

CCC Notification of Proposed Prerequisites/Co-Requisites

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

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: Kathleen Armstrong

Proposed Number: CHEM 13A

Proposed Units: 1

Proposed Hours: 1 hour lecture

Proposed Transferability: UC/CSU

Proposed Title: Discussion for Organic Chemistry

Proposed Catalog Description & Requisites:

Support course for CHEM 12A: Organic Chemistry. Students will solve problems that apply knowledge gained in CHEM 12A. Focus on deductive reasoning and critical thinking in applying theoretical models to solve problems in Organic Chemistry.

Prerequisite: CHEM 1C

Co-requisite: CHEM 12A

Proposed Discipline: CHEMISTRY

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

AS Chemistry, AS 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:

Students enrolled in Biology, Physics and Mathematics may be affected, as this discussion had previously been integrated with 12A.

Comments & Other Relevant Information for Discussion:

Unit limits for ADT and desire for alternative honors version have necessitated the decoupling of this one hour lecture from the 12A course (which will decrease from 4 lecture hours to three).

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Kathleen Armstrong

Proposed Number: CHEM 13AH

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Honors Discussion for Organic Chemistry

Proposed Catalog Description & Requisites:

Support course for CHEM 12A: Organic Chemistry. Students will solve problems that apply knowledge gained in CHEM 12A. This Honors section will also introduce students to critical review of primary literature. Students will read and discuss peer-reviewed scientific journal articles and will present detailed analyses of these articles to the class. Course will include application of quantitative models and training in technical writing.

Prerequisite: CHEM 1C, Honors Institute Member

Co-requisite: CHEM 12A

Proposed Discipline: CHEMISTRY

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

AS Chemistry, AS 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:

Honors students enrolled in Biology, Physics and Mathematics may be affected. CHEM 12 is an elective in Biology and any honors STEM students would be committing more time to Organic Chemistry if they chose to enroll in this honors version of the course.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Kathleen Armstrong

Proposed Number: CHEM 13B

Proposed Units: 1

Proposed Hours: 1 hour lecture

Proposed Transferability: UC/CSU

Proposed Title: Discussion for Organic Chemistry

Proposed Catalog Description & Requisites:

Support course for CHEM 12B: Organic Chemistry. Students will solve problems that apply knowledge gained in CHEM 12B. Focus on deductive reasoning and critical thinking in proposing novel solutions to problems in Organic Chemistry.

Prerequisite: CHEM 12A

Co-requisite: CHEM 12B

Proposed Discipline: CHEMISTRY

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

AS Chemistry, AS 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:

Students enrolled in Biology, Physics and Mathematics may be affected, as this discussion had previously been integrated with 12B.

Comments & Other Relevant Information for Discussion:

Unit limits for ADT and desire for alternative honors version have necessitated the decoupling of this one hour lecture from the 12B course (which will decrease from 4 lecture hours to three).

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Kathleen Armstrong

Proposed Number: CHEM 13BH

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Honors Discussion for Organic Chemistry

Proposed Catalog Description & Requisites:

Support course for CHEM 12B: Organic Chemistry. Students will solve problems that apply knowledge gained in CHEM 12B. This Honors section will also introduce students to critical review of primary literature. Students will read and discuss peer-reviewed scientific journal articles and will present detailed analyses of these articles to the class. Course will include application of quantitative models and training in technical writing.

Prerequisite: CHEM 12A, Honors Institute Member

Co-requisite: CHEM 12B

Proposed Discipline: CHEMISTRY

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

AS Chemistry, AS 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:

Honors students enrolled in Biology, Physics and Mathematics may be affected. CHEM 12 is an elective in Biology and any honors STEM students would be committing more time to Organic Chemistry if they chose to enroll in this honors version of the course.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Kathleen Armstrong

Proposed Number: CHEM 13C

Proposed Units: 1

Proposed Hours: 1 hour lecture

Proposed Transferability: UC/CSU

Proposed Title: Discussion for Organic Chemistry

Proposed Catalog Description & Requisites:

Support course for CHEM 12C: Organic Chemistry. Students will solve problems that apply knowledge gained in CHEM 12C. Focus on deductive reasoning and critical thinking in proposing novel solutions to problems in Organic Chemistry.

Prerequisite: CHEM 12B

Co-requisite: CHEM 12C

Proposed Discipline: CHEMISTRY

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

AS Chemistry, AS 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:

Students enrolled in Biology, Physics and Mathematics may be affected, as this discussion had previously been integrated with 12C.

Comments & Other Relevant Information for Discussion:

Unit limits for ADT and desire for alternative honors version have necessitated the decoupling of this one hour lecture from the 12C course (which will decrease from 4 lecture hours to three).

Instruction Office:

Date presented at CCC:

Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Kathleen Armstrong

Proposed Number: CHEM 13CH

Proposed Units: 2

Proposed Hours: 2 hours lecture

Proposed Transferability: UC/CSU

Proposed Title: Honors Discussion for Organic Chemistry

Proposed Catalog Description & Requisites:

Support course for CHEM 12C: Organic Chemistry. Students will solve problems that apply knowledge gained in CHEM 12C. This Honors section will also introduce students to critical review of primary literature. Students will read and discuss peer-reviewed scientific journal articles and will present detailed analyses of these articles to the class. Course will include application of quantitative models and training in technical writing.

Prerequisite: CHEM 12B, Honors Institute Member

Co-requisite: CHEM 12C

Proposed Discipline: CHEMISTRY

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

AS Chemistry, AS 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:

Honors students enrolled in Biology, Physics and Mathematics may be affected. CHEM 12 is an elective in Biology and any honors STEM students would be committing more time to Organic Chemistry if they chose to enroll in this honors version of the course.

Comments & Other Relevant Information for Discussion:

Instruction Office:

Date presented at CCC:

Number assigned:

Courses not Taught in 4 Years

Division	Subject	Course Number	Short Title
BSS	APPT	APPTF121.	INTRO TO RESID PLUMB/SAFETY/TO
BSS	APPT	APPTF122.	RESIDENTIAL DRAINAGE SYSTEMS
BSS	APPT	APPTF123.	RESIDENTIAL GAS & WATER INSTAL
BSS	APPT	APPTF124.	MATHEMATICS FOR RESIDENTIAL PL
BSS	APPT	APPTF125.	RESIDENTIAL BLUEPRINT READING
BSS	APPT	APPTF126.	RESID PIPING LAYOUT/INSTALL/FI
BSS	APPT	APPTF127.	RESIDENTIAL PLUMBING CODE
BSS	APPT	APPTF128.	RESIDENTIAL GAS INSTALL;SERV W
BSS	APPT	APPTF181.	STEAM FITTING & RIGGING GEN CO
BSS	APRT	APRTF111.	COMPTR LITRCY/TRADE APPRENTICE
BSS	APRT	APRTF144A	INTRO MARINE SHT MTL TRAINING
BSS	APRT	APRTF144B	INTRO MARINE SHT MTL TRAINING
BSS	APRT	APRTF151A	INTMED MARINE SHT MTS TRAINNG
BSS	APRT	APRTF155A	SAFETY/TOOLS SHT MTL, SID, DK
BSS	APRT	APRTF155B	BLUPRNT RDG/SHT MTL, SID, DK
BSS	APRT	APRTF156A	WELDING/SHT MTL, SIDNG, DECKIN
BSS	APRT	APRTF156B	MEAS/DRWNG/LFTNG SHT MTL,SD,DK
FA	ART	ARTF002D	AFR/OCEANIC/NAT AMER ART
FA	ART	ARTF02CH	HONORS HIST OF WEST ART BARQ
FA	ART	ARTF044L	CERAMICS LABORATORY
BSS	BUSI	BUSIF058.	SURVEY INT'L MARKETING
BSS	C E	C EF101B	ETC REVIEW:TEST INSTRUMENTS
BSS	C E	C EF101C	ETC REVIEW:AC/DC GENERATORS
BSS	C E	C EF101D	ETC REVIEW:PIPE BENDING
BSS	C E	C EF101E	ETC REVIEW:GROUNDING & BONDING
BSS	C E	C EF101F	ETC REVIEW:BLUEPRINT READING
BSS	C E	C EF101G	ETC REVIEW:PROFESSIONAL RELATI
BSS	C E	C EF101H	ETC REVIEW:SPECIALITY SYSTEMS
BSS	C E	C EF101I	ELEC TRAINING CERT REVIEW:NEC
KA	DANC	DANCF009.	MOVEMENT FOR ACTORS
LA	ENGL	ENGLF007.	NATIVE AMERICAN LITERATURE
LA	ENGL	ENGLF022.	WOMEN WRITERS
LA	ESLL	ESLLF225.	DEVLP LISTEN/SPEAK SKILLS
BSS	GEOG	GEOGF009.	CALIFORNIA GEOGRAPHY
FA	GID	GIDF042.	ETCHING & INTAGLIO PRINTING
FA	GID	GIDF044.	RELIEF PRINTING
FA	GID	GIDF064A	GID EXPERIENCIAL INTERNSHIP
BH	HORT	HORTF052F	HORT PRACTICES:INTERIOR SCAPIN
LA	JAPN	JAPNF025A	ADV COMPOSITION & READING I
LA	JAPN	JAPNF025B	ADV COMPOSITION & READING II
BSS	JRYM	JRYMF101A	BASIC ELEC SHT MTL A/C
BSS	JRYM	JRYMF101B	ADV ELEC SHT MTL A/C
BSS	JRYM	JRYMF102B	ADV REFRIG SHT MTL A/C
BSS	JRYM	JRYMF103A	AIR DISTRIB SHT MTL A/C
BSS	JRYM	JRYMF103B	REFRIG THRY SHT MTL A/C

Courses not Taught in 4 Years

BSS	JRYM	JRYMF152A	HVAC BASIC SYS SHT MTL JRNYPRS
BSS	JRYM	JRYMF153B	TEMP MEAS INST/DUCT SYS JRYM
BSS	JRYM	JRYMF154.	RECIPROCATING REFRIGERATION
BSS	JRYM	JRYMF155A	BASIC ELEC SHT MTL A/C JRNYPRS
BSS	JRYM	JRYMF157.	HAZ MAT TRNG/TRADES
BSS	JRYM	JRYMF158.	HAZ MAT RECERT/TRADES
BSS	JRYM	JRYMF165.	PRE-AP INTRO SHEET METAL
BSS	JRYM	JRYMF166A	MARINE SHT METAL TRAIN I
BSS	JRYM	JRYMF166B	MARINE SHT METL TRAIN II
BSS	JRYM	JRYMF168A	JRYMLEVEL DIGITAL SYS I
BSS	JRYM	JRYMF168B	JRYMLEVEL DIGITAL SYS II
BSS	JRYM	JRYMF169A	FIELD MEASURE& LAYOUT I
BSS	JRYM	JRYMF170A	ADV SHT MTL SERVICE I
BSS	JRYM	JRYMF170B	ADV SHT MTL SERVICE II
BSS	JRYM	JRYMF171D	SPECIALED CAD SM JOURNEY IV
BSS	JRYM	JRYMF172A	ELEC SYS OPER CONTRL DEV-JRYM
BSS	JRYM	JRYMF172B	HVAC TEST/BAL PROC-JRYM
BSS	JRYM	JRYMF173A	AIR DIST/MFG SYSTMS-JRYM
FA	LINC	LINCF070B	WEB PAGE DESIGN II
FA	LINC	LINCF080A	MULTIMEDIA IN THE CLASSROOM I
FA	LINC	LINCF085B	ADOBE FLASH II
BSS	MSCI	MSCIF013.	MIL HIST
BSS	MSCI	MSCIF022.	NAT POWER
BSS	MSCI	MSCIF023.	NAT POWER
FA	MUS	MUSF007E	HISTORY OF THE BLUES
FA	MUS	MUSF011C	SALSA & LATIN JAZZ
FA	MUS	MUSF041.	LIVE MUSIC PERFORMANCE WORKSHO
FA	MUS	MUSF062.	SOUND REINFORCEMENT & LIVE REC
PSME	NANO	NANOFO61.	INTRO TO MICRO/NAN FAB TECCHNI
??	OAS	OASF416.	MUSIC & HUMOR
??	OAS	OASF416X	MUSIC & HUMOR
??	OAS	OASF417.	THE SILK ROAD-4000 YRS OF HIST
??	OAS	OASF418.	PROTECTING YOUR HEALTH: HOW SA
??	OAS	OASF418Y	PROTECTING YOUR HEALTH: HOW SA
??	OAS	OASF420.	WHAT'S IN A MOVIE: FILM & AGIN
??	OAS	OASF421.	CREATING NEW POSSIBILITIES
BH	P C	P CF190X	DIRECTED STUDY
KA	PHED	PHEDF023C	MULTI-DAY HIKING
KA	PHED	PHEDF039.	INDOOR SOCCER
BSS	PHIL	PHILF011.	INTRO TO THE PHILOSOPHY OF ART
FA	PHOT	PHOTF051.	ZONE SYSTEM PHOTOGRAPHY
FA	PHOT	PHOTF068C	STUDIO LIGHTING TOPICS IN PHOT
FA	PHOT	PHOTF068F	EXHIBITION TOPCS IN PHOTOGRAPH
PSME	PHYS	PHYSF034H	HONORS INSTITUTE SEMINAR IN PH
BSS	PSYC	PSYCF050.	PSYCHOLOGY OF CRISIS
BH	R T	R TF071.	ADV CLINICAL EXPER:MRI

Courses not Taught in 4 Years

FA	RAD	RADF380X	RADIO STATN OPERATNS ASSISTANC
BH	RTT	RTTF71DS	CLINICAL PRACTICUM
LA	SDLA	SDLAF100.	SKILL DEVELOPMENT
LA	SDLA	SDLAF350.	SKILLS DEVELOPMENT:LANG ARTS
BSS	SOC	SOCF057.	CHILD ADVOCACY
LA	SPAN	SPANF010A	SPANISH FOR HERITAGE SPEAKERS
LA	SPAN	SPANF111.	ELEM SPANISH CONVERSATION II
BSS	T C	T CF079B	TOURISM SEMINAR SERIES: HI TEC
BSS	T C	T CF100X	OPEN COMPUTER LABORATORY
BH	VITI	VITIF090B	VINEYARD ESTABLISHMENT
BSS	WMN	WMNF015.	A HISTORY OF WOMEN IN ART

**Foothill College
College Curriculum Committee
Course Deactivation Exemption Request**

Per the [Policy on Course Currency](#), approved by the College Curriculum Committee on April 21, 2015, courses that have not been taught within the last 4 years will be deactivated and thereby removed from Foothill publications unless there is an exemption request by the Division Curriculum Committee that is approved by the College Curriculum Committee. Courses not approved for continuance will be removed from the catalog for the following academic year.

Division:

Division Curriculum Committee Approval Date:

Course Number:

Course Title:

Justification for retaining the course:

Next quarter(s) in which the course will be scheduled:

Please briefly explain the Division's plan for a regular cycle of offering this course:

Comments & Other Relevant Information for Discussion:

General Education Review Request

AREA VII – LIFELONG LEARNING

Course Number & Title: HLTH 20 Introduction to Public Health

Breadth Criteria:

At Foothill College, the primary objective of the general education requirements is to provide students with the depth and breadth of knowledge and understanding required to be independent, thinking persons who are able to interact successfully with others as educated and productive members of our diverse society. Design and implementation of the general education curriculum ensures that students have exposure to all major disciplines, understand relationships among the various disciplines, and appreciate and evaluate the collective knowledge and experiences that form our cultural and physical heritage. General education courses provide content that is broad in scope and at an introductory depth, and all require critical thinking.

A general education enables students to clarify and present their personal views as well as respect, evaluate, and be informed by the views of others. This academic program is designed to facilitate a process that enables students to reach their fullest potential as individuals, national and global citizens, and lifelong learners for the 21st century.

In order to be successful, students are expected to have achieved minimum proficiency in math (MATH 105) and English (ENGL 1A, 1AH or ESL 26) before enrolling in a GE course.

A completed pattern of general education courses provides students with opportunities to acquire, practice, apply, and become proficient in each of the core competencies listed below.

- B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research).
- B2. Computation (application of mathematical concepts, and/or using principles of data collection and analysis to solve problems).
- B3. Creative, critical, and analytical thinking (reasoning, questioning, problem solving, and consideration of consequence).
- B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).
- B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

Depth Criteria for Area VII – Lifelong Learning:

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

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

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

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

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

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

General Education Review Request
AREA VII – LIFELONG LEARNING

Course Number & Title: HLTH 20 Introduction to Public Health

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

Depth Map: Must include the following:

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

Matching course component(s):

Public Health is by virtue of its nature a cross disciplinary study of behaviors, attitudes, and actions that affect both domestic and global health. Students in this course will explore Epidemiology, Health, Pharmacology, Nutrition, the relationship of Public Health and Social Behavioral Sciences, historical beliefs and practices that influence Public health today, Environmental effects, health care management and practices, Nursing and medicine, and much more. A student must acquire the knowledge, skills and attitudes of the many aspects of Public Health Science and application as it is the integral part of understanding public health and practices. This course is an integrative and multidisciplinary approach to public health. One learning outcome is for students to illustrate the interdisciplinary, cross-cutting or ecological character of public health and the contributions of a range of disciplines and professions to improving health. Students must critically think to best describe the future application of public health policy and practices, of the world now and for the future. Students will explore the epidemiology of infectious and chronic disease with the ultimate outcome of their deep understanding of avenues to the prevent and control disease in the community. This exploration includes the analysis of the social determinants of health and the strategies for eliminating disease, illness and health disparities among various populations.

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

General Education Review Request

AREA VII – LIFELONG LEARNING

Matching course component(s):

Here are some course objectives that match L2:

- Describe the historical development of public health including the most important achievements of public health.
- Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
- Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.
- Define important foundational concepts in community/public health.
- Distinguish the difference between personal and public health.
- Outline the process of community organizing, building and health promotion programming.
- Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
- Explain the impact of the environment and communicable diseases on the health of populations
- Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and control
- Describe the basic organization (and payment mechanisms) of health care and public health systems and the contributions of health professionals in the U.S. healthcare system.
- Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.

Some of the learning outcomes of this course include:

- Explain how public health assesses the options for intervention to improve the health of a population
- Illustrate how public health can utilize health information and health communications to improve the health of populations, based upon case scenarios.
- Analyze how public health can utilize social and behavioral interventions to improve the health of populations
- Problem solve how public health can utilize health policy and law to improve the health of populations
- Explain the impact of the environment and communicable diseases on the health of populations
- Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention and early detection

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

General Education Review Request

AREA VII – LIFELONG LEARNING

Matching course component(s):

Here are some course objectives that match L3:

- Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
- Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.
- Define important foundational concepts in community/public health.
- Distinguish the difference between personal and public health.
- Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
- Outline the process of community organizing, building and health promotion programming.
- Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
- Explain the impact of the environment and communicable diseases on the health of populations
- Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and control
- Describe the basic organization (and payment mechanisms) of health care and public health systems and the contributions of health professionals in the U.S. healthcare system.
- Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
- Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

This course will cover a variety of current issues and concerns that influence health, communication and learning. One of the homework assignments is:

- Find an article in the newspaper or other media that uses components of the evidence-based public health approach e.g. presents the burden of disease, draws conclusions about causation, and presents evidence-based recommendations, and/or discussed implementation and evaluation. Briefly explain which element of the PERIE (Problem, Etiology, Recommendation, Implementation, Evaluation) approach are utilized in the article. The analysis and application of evidence based public Health is the example here.
- Other Examples are: HIV/AIDS Determinants and Control of the Epidemic; Smoking and Adolescents, Decision analysis of various diseases; Changing behavior (application of models); Excessive costs and how to address these as a society ... and much more.

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

General Education Review Request

AREA VII – LIFELONG LEARNING

Matching course component(s):

Here are some course objectives that match L4:

- Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
- Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.
- Define important foundational concepts in community/public health.
- Distinguish the difference between personal and public health.
- Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
- Outline the process of community organizing, building and health promotion programming.
- Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
- Explain the impact of the environment and communicable diseases on the health of populations
- Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and control
- Describe the basic organization (and payment mechanisms) of health care and public health systems and the contributions of health professionals in the U.S. healthcare system.
- Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
- Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

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

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Matching course component(s):

Here are some course objectives that match L5:

- Describe the historical development of public health including the most important achievements of public health.
- Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
- Define important foundational concepts in community/public health.
- Distinguish the difference between personal and public health.
- Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
- Explain the impact of the environment and communicable diseases on the health of populations
- Describe the basic organization (and payment mechanisms) of health care and public health systems and the contributions of health professionals in the U.S. healthcare system.
- Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
- Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

Some content areas include:

Analytical Methods of Public Health

- a. Epidemiology: the basic science of public health
- b. Principles, methods and limitations
- c. Statistics: making sense of uncertainty
- d. The role of data in public health

The Biomedical Basis of Public Health

- a. Getting infectious diseases under control
- b. New and emerging infectious disease
- c. Chronic disease
- d. Genetic disease

Medical Care and Public Health

Through case study analysis students will address: How the public health attempts to balance the rights of individuals and the needs of society and What Bioethical principles are used to address Public Health Issues as well as principles of the ethical practice of public health.

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

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

Matching course component(s):

- Describe the basic organization (and payment mechanisms) of health care and public health systems and the contributions of health professionals in the U.S. healthcare system.

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

Matching course component(s):

- Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
- Identify, assess and utilize credible information resources on community health current issues, such as the Internet,

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social media, media outlets, and libraries.

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

Matching course component(s):

Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

Breadth Mapping: please indicate all that apply (if applicable)

B1. Communication (analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research)

Matching course component(s):

Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and control
Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

- Outline the process of community organizing, building and health promotion programming.
- Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
- Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and control
- Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

Analytical Methods of Public Health

- Epidemiology: the basic science of public health
- Principles, methods and limitations
- Statistics: making sense of uncertainty
- The role of data in public health

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

Matching course component(s):

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

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Matching course component(s):

1. Describe the historical development of public health including the most important achievements of public health.
2. Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
3. Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.
4. Define important foundational concepts in community/public health.
5. Distinguish the difference between personal and public health.
6. Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
7. Outline the process of community organizing, building and health promotion programming.
8. Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.
9. Explain the impact of the environment and communicable diseases on the health of populations
10. Explain the burden of chronic diseases on morbidity and mortality and approaches to prevention, early detection and control
11. Describe the basic organization (and payment mechanisms) of health care and public health systems and the contributions of health professionals in the U.S. healthcare system.
12. Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
13. Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

B4. Community and global consciousness and responsibility (consideration of one's role in society at the local, regional, national, and global level in the context of cultural constructs and historical and contemporary events and issues).

Matching course component(s):

1. Describe the historical development of public health including the most important achievements of public health.
2. Identify different public health disciplines, professions and organizations, and explain how each contributes to the field of public health.
3. Demonstrate the use of basic epidemiological methods, such as the analysis of rates, and the definition of cases, population at risk, risk factors, incidence, prevalence, morbidity and mortality.
4. Define important foundational concepts in community/public health.
5. Distinguish the difference between personal and public health.
6. Distinguish how public health differs from the traditional Western medicine approach to treating disease and illness.
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12. Analyze current public health issues and describe how they affect societal well-being among specific populations of age, sex, ethnicity, minority, education and socioeconomic status.
13. Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.

B5. Information competency (ability to identify an information need, to find, evaluate and use information to meet that need in a legal and ethical way) and digital literacy (to teach and assess basic computer concepts and skills so that people can use computer technology in everyday life to develop new social and economic opportunities for themselves, their families, and their communities).

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AREA VII – LIFELONG LEARNING

Matching course component(s):

- Identify, assess and utilize credible information resources on community health current issues, such as the Internet, social media, media outlets, and libraries.
- Describe the interplay between health determinants, such as environmental conditions, social, behavioral and cultural factors, and biological considerations, and explain the role of each in determining local, national and global health organization and policy.

Requesting Faculty: Shirley Treanor _____ Date: 4/29/15 _____

Division Curr Rep: Rachelle Campbell _____ Date: 5/15/15 _____

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

The Area VII GE Committee unanimously recommends approving this course for the Foothill GE Area VII. 1/29/16

Bernie Day

BRUCE MCLEOD

Leticia Serna

Comments:

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #: ALTW 219

Course Title: Using the Internet for the Disabled Student

Catalog Description:

This is a hands-on introduction to the use of internet tools such as Google Apps and Etudes for students with disabilities.

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

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

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

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

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

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

Criteria A. -- Appropriateness to Mission

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

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

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

1. **Primary:** offer academic and vocational instruction at the lower division level
2. **Primary:** to advance California's economic growth and global competitiveness through education, training, and services that contribute to continuous work force improvement

LTW 219, Using the Internet is a course designed as an introductory courses that teaches students how to utilize academic proprietary electronic applications and platforms to be standard web-based platforms that student will use during their college experience. The student will learn basic internet navigation that will prepare them for employment standards, employer expectations and job search strategies. Research indicates that People with Disabilities are severely under-employed and or long term unemployed (77%) need DOL labor stats).

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.)

TTW stands for Transition To Work. The objectives of this program are to help students with disabilities transition into the workforce. Research indicates that people with disabilities are severely under-employed and or long term unemployed (77%)*Department of Labor, Labor Statistics. Learning how to use the internet is important skill set for many of these students enrolled in TTW.

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)

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

LE _____ This is a non-degree applicable credit course (specify which one, below)
_____ non-degree applicable basic skills course.

LE _____ 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)

LE _____ 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)

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

FOOTHILL COLLEGE

Faculty Requestor: Beckie Urutia-Lopez **Date:** 2/9/16

Division Curriculum Representative: LeeAnn Emanuel **Date:** 2/9/16

Date of Approval by Division Curriculum Committee: **Date:** 2/9/16

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

FOOTHILL COLLEGE

Stand-Alone Credit Course Approval Request

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

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

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

Course #: SPANISH 192

Course Title: TRAINING FOR SPANISH TUTORS

Catalog Description:

Course designed for students who desire training and technical support for tutoring in Spanish language. It will provide the Tutors with basic teaching methodologies and tutoring skills to help students in need of tutorial services, especially in elementary courses. This course is intended for native and/or near-native students.

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

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

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

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

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:

The campus Learning Center has not been able to provide tutorial services in Spanish for several years due to the lack of competent tutors in the field.

The students who complete this training will gain experience in foreign language teaching methodologies. This will further enhance the vocational instruction of those intending to pursue advanced degrees in teaching as well as better prepare them to eventually obtain their credentials and/or licenses at State level.

Furthermore, students wishing to pursue advanced degrees in foreign language teaching, counseling and other allied professions will greatly benefit from this training by understanding the importance of bilingual education in the current job market. Those two reasons meet the primary goals stated on Criteria A – Appropriateness of Mission.

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

Criteria B. – Need

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

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

This course addresses the constant need for trained tutors that can help our students succeed in elementary Spanish courses by training advanced students of Spanish to be effective tutors in the Learning Center. This tutoring service will enhance transfer students' completion of foreign language requirements and also improve students' Spanish skills for workforce preparation and beyond.

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)

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.

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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)

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)

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: Julio C. Rivera-Montanez **Date:** 11/13/14

Division Curriculum Representative: Ben Armerding **Date:** 2/5/16

Date of Approval by Division Curriculum Committee: **Date:** 2/5/16

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

Resolution - Credit for Upper Division Coursework

~~Whereas, in some instances, upper division course content at one college or university, may be similar to lower division content at another college or university;~~

Whereas, in some instances, course content across the curriculum of one college or university may be similar to lower division content at another college or university;

~~Whereas, Title 5 does not preclude course and unit content to be granted for upper division coursework;~~

Whereas, Title 5 does not preclude course and unit content to be granted for specific curriculum category/level;

Whereas, Foothill College has an existing course review process, involving discipline faculty, to aid in reviewing courses from other institutions;

Resolved, that the Foothill College Curriculum Committee assert that course content and units be granted for upper division coursework when deemed appropriate by discipline faculty, through the current established course substitution process.

Updated 2.11.16

Criteria for Cross-Listing and Instructions

Approved by Curriculum Committee on 11/9/10 and De Anza Academic Senate on 1/31/11.

Updated: February 25, 2011

Criteria for cross listing a course

Only those courses that are considered “interdisciplinary/multi-disciplinary” will be approved for cross listing. Courses with this request will provide a **rationale explaining (and make evident in the course outline)**:

1. **The place of the course in the curriculum of each department**
2. **The ways in which the course subject and/or approach lies between two discipline-specific or interdisciplinary fields**
3. **And/or demonstrate how the approach to the subject matter draws on two or more discipline-specific or interdisciplinary fields.**

Initiators and/or departments/divisions should also indicate where applicable:

1. Any necessary minimum qualifications for faculty within each discipline
2. Any teaching responsibilities that will be shared
3. Split of load between the departments/divisions
4. Seat counts that will be shared

Cross-consultation between departments/divisions who are involved in the cross listing must occur and signatures of the deans acknowledging the cross consultation must be received on the course cover sheet paperwork.

General Information

A course may be cross-listed under more than one department and/or discipline in the college. Students may only take one section of a cross-listed course for degree credit. Cross-listed courses are indicated with a statement within a course description of a course in the Course Catalogue and Schedule of Classes (ex. The course description for Intercultural Studies will state, "Also listed as Speech 7. Student may enroll in either department, but not both, for credit."). Cross-listed courses may share the same course number, however this is not always the case (ex. Intercultural Studies 14 is cross-listed with Film/Television 48.). This type of course shares the same course title, units, hours, course description, transfer and degree status, general education status, and is taught at the same time, by the same instructor, and in the same location.

All cross-listed courses have a "primary department", which is the department initiating the course and holding the faculty load (pay calculation). All other cross-listed departments have no faculty load associated with it, however, will carry the budget code of the "primary department". Cross-listed courses share exactly the same course description, with the exception of the department code, possibly the course number, and the "Also listed as..." statement. Divisions and/or departments wishing to cross-list a course should seek guidance from the Curriculum Co-Chairs regarding interdivisional consultation.

- If the course is to be cross-listed, use appropriate prefixes for each sponsoring department.
Examples: ICS 7 cross-listed with SPCH 7.

- On the course outline itself, state "Also listed as (name and number of course): Students may enroll for credit in either department, but not both.

Instructions for existing and new cross listing

- **NEW courses requesting cross listing:**

Complete page 2 of the Curriculum Proposal Coversheet addressing the established criteria for cross listing a course.