College Curriculum Committee Meeting Agenda
Tuesday, February 20, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Action	Attachment(s)	Presenter
1. Minutes: February 6, 2018	Action	#2/20/18-1	Campbell
2. Report Out from Division Reps	Discussion		All
3. Announcements 　a. New Course Proposals 　b. Courses not Taught in Four Years 　c. Bridge to College ESL Pathway 　　Noncredit Certificate Approval 　d. Update on New Curriculum System	Information	#2/20/18-2—13 #2/20/18-14	Campbell
4—17. Stand Alone Approval Requests: APAV 50A, 50B, 50C, 51, 53A, 53B, 54A, 54B, 55, 56, 60, 75A, 75B, 81	2nd Read/ Action	#2/20/18-15—28	Campbell
18—23. Stand Alone Approval Requests: APCA 100, 101, 102, 104, 105, 106	2nd Read/ Action	#2/20/18-29—34	Campbell
24. Draft Update to Foothill GE Application	2nd Read/ Action	#2/20/18-35	Campbell
25. Stand Alone Approval Request: JRNL 53A	1st Read	#2/20/18-36	Campbell
26. Stand Alone Approval Request: JRNL 53B	1st Read	#2/20/18-37	Campbell
27. Stand Alone Approval Request: KINS 55	1st Read	#2/20/18-38	Campbell
28. Stand Alone Approval Request: KINS 82	1st Read	#2/20/18-39	Campbell
29. Stand Alone Approval Request: KINS 83	1st Read	#2/20/18-40	Campbell
30. Stand Alone Approval Request: KINS 84	1st Read	#2/20/18-41	Campbell
31. Stand Alone Approval Request: KINS 85	1st Read	#2/20/18-42	Campbell
32. Foothill CLEP Policy	Discussion	#2/20/18-43—48	Day
33. Good of the Order			Campbell
34. Adjournment			Campbell

Attachments:

#2/20/18-1	Draft Minutes: February 6, 2018
#2/20/18-2	New Course Proposal: ACTG 53B
#2/20/18-3	New Course Proposal: ACTG 58B
#2/20/18-4	New Course Proposal: HORT 52M
#2/20/18-5	New Course Proposal: HORT 60L
#2/20/18-6	New Course Proposal: HORT 80E
#2/20/18-7	New Course Proposal: HORT 80F
#2/20/18-8	New Course Proposal: HORT 80G
#2/20/18-9	New Course Proposal: HORT 80H
#2/20/18-10	New Course Proposal: HORT 80I
#2/20/18-11	New Course Proposal: HORT 80J
#2/20/18-12	New Course Proposal: HORT 91E
#2/20/18-13	New Course Proposal: HORT 91F
#2/20/18-14	Courses not Taught in Four Years
#2/20/18-15 　—28	Stand Alone Course Approval Requests: APAV 50A, 50B, 50C, 51, 53A, 53B, 54A, 54B, 55, 56, 60, 75A, 75B, 81

#2/20/18-29 —34	Stand Alone Course Approval Requests: APCA 100, 101, 102, 104, 105, 106
#2/20/18-35	Foothill General Education Review Request, Area I - Humanities form (Draft)
#2/20/18-36	Stand Alone Approval Request: JRNL 53A
#2/20/18-37	Stand Alone Approval Request: JRNL 53B
#2/20/18-38	Stand Alone Approval Request: KINS 55
#2/20/18-39	Stand Alone Approval Request: KINS 82
#2/20/18-40	Stand Alone Approval Request: KINS 83
#2/20/18-41	Stand Alone Approval Request: KINS 84
#2/20/18-42	Stand Alone Approval Request: KINS 85
#2/20/18-43	ASCCC Resolution on CLEP
#2/20/18-44 —48	Examples of CLEP Policies: CSU System; Peralta Community College District; San Jose State University; San Mateo County Community College District; Santa Monica College

2017-2018 Curriculum Committee Meetings:

Fall 2017 Quarter	Winter 2018 Quarter	Spring 2018 Quarter
~~10/3/17~~	~~1/23/18~~	4/24/18
~~10/24/17~~	~~2/6/18~~	5/8/18
~~11/14/17~~	2/20/18	5/22/18
~~11/21/17~~	3/6/18	6/5/18
~~12/5/17~~	3/20/18	6/19/18

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

2017-2018 Curriculum Deadlines:

~~12/1/17~~	Deadline to submit courses to CSU for CSU GE approval (Articulation Office).
~~12/1/17~~	Deadline to submit courses to UC/CSU for IGETC approval (Articulation Office).
~~2/1/18~~	Curriculum Sheet updates for 2018-19 catalog (Faculty/Divisions).
~~2/15/18~~	Deadline to submit local GE applications for 2017-18 catalog (Faculty/Divisions).
6/1/18	Deadline to submit new/revised courses to UCOP for UC transferability (Articulation Office).
6/22/18	COR/Title 5 updates for 2019-20 catalog (Faculty/Divisions).
Ongoing	Submission of courses for C-ID approval and course-to-course articulation with individual colleges and universities (Articulation Office).

Distribution:
Mark Anderson (FA), Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (DRC), Isaac Escoto (AS President), Hilda Fernandez (LA), Marnie Francisco (PSME), Evan Gilstrap (CNSL), Brenda Hanning (BH), Kurt Hueg (Dean, BSS), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Kristy Lisle (VP Instruction), Kent McGee (Evaluations), Bruce McLeod (Apprenticeship), Ronnie Miller (ASFC), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (DRC), Lety Serna (CNSL), Barbara Shewfelt (KA), Nanette Solvason (Dean, BH), Paul Starer (Dean, LA), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

COLLEGE CURRICULUM COMMITTEE
Committee Members – 2017-18

Meeting Date: 2/20/18

Co-Chairs (2)

✓	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only) campbellrachelle @fhda.edu
✓	Andrew LaManque	7179	Assoc. Vice President of Instruction and Institutional Research lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

✓	Mark Anderson	7156	FA	andersonmark@fhda.edu
✓	Benjamin Armerding	7453	LA	armerdingbenjamin@fhda.edu
✓	Zachary Cembellin	7383	PSME	cembellinzachary@fhda.edu
✓	Sara Cooper	7595	BH	coopersara@fhda.edu
✓	Bernie Day	7225	Articulation	daybernie@fhda.edu
✓	Hilda Fernandez	7542	LA	fernandezhilda@fhda.edu
	Marnie Francisco	7420	PSME	franciscomarnie@fhda.edu
	Evan Gilstrap	7675	CNSL	gilstrapevan@fhda.edu
	Brenda Hanning	7466	BH	hanningbrenda@fhda.edu
	Kurt Hueg	7394	Dean—BSS	huegkurt@fhda.edu
✓	Eric Kuehnl	7479	FA	kuehnleric@fhda.edu
✓	Tiffany Rideaux	7412	BSS	rideauxtiffany@fhda.edu
	Katy Ripp (W & S)	7355	KA	rippkaty@fhda.edu
✓	Leticia Serna	7059	CNSL	sernaleticia@fhda.edu
	Barbara Shewfelt (F)	7658	KA	shewfeltbarbara@fhda.edu
	Nanette Solvason	7730	Dean—BH	solvasonnanette@fhda.edu
	Paul Starer	7227	Dean—LA	starerpaul@fhda.edu
✓	Mary Thomas	7522	Library	thomasmary@fhda.edu
✓	Anand Venkataraman	7495	PSME	venkataramananand@fhda.edu
✓	Bill Ziegenhorn	7799	BSS	ziegenhornbill@fhda.edu

Non-Voting Membership (4)

	Ronnie Miller		ASFC Rep.	
✓	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
			SLO Coordinator	

Visitors

Veronica Brand, LeeAnn Emanuel, Nazy Galoyan, Dan MacNeil

College Curriculum Committee
Meeting Minutes
Tuesday, February 6, 2018
2:00 p.m. – 3:30 p.m.
President's Conference Room

Item	Discussion
1. Minutes: January 23, 2018	**Approved by consensus.**
2. Report Out from Division Reps	**Speaker: All** Campbell noted creation of Canvas websites for curriculum rep use, mentioned in agenda email. Please reach out to her for creation of customized site for your division. Language Arts: ENGL dept. changing some prerequisites to meet C-ID requirements. Library: Division CC recently discussed change in how academic librarians think about information literacy; Association of College & Research Libraries recently updated its standards to what they now call a "framework." Librarians considering how framework might be implemented at Foothill. Bio Health: New HORT proposals coming through. HLTH and HORT submitting changes for Feb. 20th deadline. Kinesiology: Working on ideas for new curriculum. PSME: Starting to work on Title 5 updates for 2019-20. MATH dept. starting to work on updates related to AB 705—changes could be significant. Faculty attending conference on Friday; some colleges have already implemented changes. LaManque noted state task force will be meeting to provide guidance. Fine Arts: No update. Counseling: Discussed CLEP at in-service—division is in favor of local CLEP policy. Agreed that each division should determine its own CLEP policy; such policies would be helpful for counselors. BSS: Recent focus mainly on curriculum sheets. Still working on figuring out best way to attract faculty to division CC meetings.
3. Announcements a. New Course Proposal	**Speaker: Rachelle Campbell** The following proposal was presented: NCEL 405. No comments.
b. Notification of Proposed Requisites	New requisites for APAV 54B, 56, 81 (all effective 2018-19); also listed are ongoing requisites, for which a Content Review form was not on file.
c. ESLL 26 Deactivation	Language Arts rep presented memo from division, which outlines rationale for deactivating ESLL 26. Noted data showing 83% of students who complete ESLL 125 & 249 go on to pass ENGL 1A. Beginning summer 2018, students who would have previously placed into ESLL 26 will instead place into ESLL 125 & 249 (and be eligible for ENGL 1A after successful completion of ESLL 125 & 249). Vanatta will remove ESLL 26 from curriculum sheets and any CORs where it is listed as a requisite or Advisory. Campbell noted concern that ESLL 26 is listed on applications for some

	Allied Health programs and asked how its deactivation will affect students who previously completed course—catalog rights will remain in place for students who previously completed.
d. Update on Curriculum Process Redesign	LaManque provided update. Recent third-party vendor demonstration of curriculum and catalog software; at first glance more advanced than what was available when we last looked at third-party offerings, a few years ago. Drafting Request for Proposal (RFP) for vendors to present their products. Note that De Anza also looking for a new system but not quite ready to begin reviewing options. Idea is for district to adopt a new system to be used by both colleges. PSME rep asked if vendors provide guest login for test-driving the system—plan to request such from vendors who respond to RFP. Campbell noted that, from the faculty perspective, system recently demoed is much more transparent than C3MS. Any new system will be a huge shift; will require plan for the roll-out, and reaching out to users for training. Campbell shared Canvas site she created for Bio Health division curriculum use. Site lists detailed steps and instructions for certain tasks (e.g., new course proposal form, COR creation); includes links to CCC website to download forms and will be updated to include examples of completed forms. Site can be customized for each division. Possibility of hosting a general version on Academic Senate website. Campbell brainstormed digital content ideas (e.g., videos) with Judy Baker, Dean of Online Learning.
4. New Subject Code: APAV	**Speaker: Rachelle Campbell** Apprenticeship has approved the creation of a new subject code of APAV (Apprenticeship Veterinary Assisting). This code will go into effect for the 2018-19 catalog. Campbell noted that these courses are not the same as the existing V T courses; APAV courses fall in-between existing Veterinary Assisting and Veterinary Technology programs.
5. Stand Alone Approval Request: ALCB 400A	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for ALCB 400A. No comments. Motion to approve **M/S** (Kuehnl, Armerding). **Approved.**
6. Stand Alone Approval Request: ALCB 400C	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for ALCB 400C. No comments. Motion to approve **M/S** (Armerding, Venkataraman). **Approved.**
7. Stand Alone Approval Request: ALCB 400E	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for ALCB 400E. No comments. Motion to approve **M/S** (Serna, Armerding). **Approved.**
8. Stand Alone Approval Request: JRNL 22A	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 22A. No comments. Motion to approve **M/S** (Venkataraman, Thomas). **Approved.**
9. Stand Alone Approval Request: JRNL 22B	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 22B. No comments. Motion to approve **M/S** (Armerding, Kuehnl). **Approved.**

10. Stand Alone Approval Request: JRNL 60	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 60. No comments. Motion to approve **M/S** (Serna, Kuehnl). **Approved.**
11. Stand Alone Approval Request: JRNL 61	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 61. No comments. Motion to approve **M/S** (Serna, Kuehnl). **Approved.**
12. Stand Alone Approval Request: JRNL 62	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 62. No comments. Motion to approve **M/S** (Serna, Armerding). **Approved.**
13. Stand Alone Approval Request: JRNL 64	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 64. No comments. Motion to approve **M/S** (Kuehnl, Thomas). **Approved.**
14. Stand Alone Approval Request: JRNL 70R series	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for JRNL 70R independent study series (also includes 71R, 72R, 73R). No comments. Motion to approve **M/S** (Armerding, Kuehnl). **Approved.**
15. Stand Alone Approval Request: LINC 77	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for LINC 77. No comments. Motion to approve **M/S** (Serna, Kuehnl). **Approved.**
16. Stand Alone Approval Request: LINC 84A	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for LINC 84A. No comments. Motion to approve **M/S** (Armerding, Hanning). **Approved.**
17. Stand Alone Approval Request: LINC 84B	**Speaker: Rachelle Campbell** Second read of Stand Alone Approval Request for LINC 84B. No comments. Motion to approve **M/S** (Serna, Ziegenhorn). **Approved.**
18. Proposed Exception Process for Starting Courses Prior to Catalog Publication	**Speaker: Rachelle Campbell** Second read of proposed process. Document has been updated since first read, based on suggestions, to expand process instructions. Campbell asked the group for feedback. Apprenticeship rep noted faculty is very much in favor. No additional feedback shared. Motion to approve **M/S** (Serna, Cembellin). **Approved.**
19—32. Stand Alone Approval Requests: APAV 50A, 50B, 50C, 51, 53A, 53B, 54A, 54B, 55, 56, 60, 75A, 75B, 81	**Speaker: Rachelle Campbell** First read of Stand Alone Approval Requests for APAV courses (discussion pertains to group of courses, as they all make up one program). Will be temporarily Stand Alone and included in a forthcoming Apprenticeship Veterinary Assisting program. Campbell spoke with faculty Lisa Eshman to confirm these courses are at a higher level than their existing counterparts in V T. Students who complete APAV versions will have option to join Veterinary Technology AS degree program in second year. Noted

	APAV math course will be taught in second year of apprenticeship program and will provide built-in support for students. Counseling rep requested clarification regarding prerequisites for existing Veterinary Technology program, for APAV students who wish to transition over—plan is for additional prerequisites to be attached to a course that such students would take during their second year. Campbell noted APAV apprenticeship located in San Francisco, so might not be much student interest in transitioning into AS degree program here at Foothill. Apprenticeship rep noted transition plan is still under discussion. PSME rep noted distance between Foothill and San Francisco and asked if regional consortium still exists to discuss such topics—LaManque noted group does exist but apprenticeship not always discussed there. Noted that apprenticeship body is regional and includes such far away locations as Monterey. Language Arts rep noted recent discussion with student who has Veterinary Technology degree from 10 years ago and can no longer afford to live in the area; wondered if APAV apprenticeship addresses need for higher paying jobs. Campbell noted apprenticeship essentially creating a new level of jobs in veterinary offices; LaManque noted apprenticeship students are paid. Second read and possible action will occur at next meeting.
33—38. Stand Alone Approval Requests: APCA 100, 101, 102, 104, 105, 106	**Speaker: Rachelle Campbell** First read of Stand Alone Approval Requests for APCA courses (discussion pertains to group of courses, as they all make up one program). Will be temporarily Stand Alone and included in a forthcoming Apprenticeship Culinary Arts program. Apprenticeship rep noted location in San Jose, through Job Corps Center. Noted curriculum creation has slowed since courses first proposed, due to faculty changes at center. Second read and possible action will occur at next meeting.
39. Draft Update to Foothill GE Application	**Speaker: Rachelle Campbell** First read of updates to current Foothill General Education Application form (draft example is form for Area I - Humanities, but approved updates will apply to forms used for all GE areas). Based on comments at previous meeting, section of form used by GE subcommittee has been edited to add selections for recommended/not recommended, as well as instructions for the comments box. Campbell noted that old versions of forms might still be linked in C3MS; Vanatta will check in with system administrator to address. Second read and possible action will occur at next meeting.
40. Credit by Exam Process	**Speakers: Bernie Day & Nazy Galoyan** Day noted that current process created by CCC in 2011. Title 5 states colleges are allowed to charge a fee up to the cost of enrollment for a course, but the student should not actually register for the course. Title 5 states transcript must clearly note when a student has received credit by exam. Language for catalog drafted by CCC was never incorporated into catalog; current catalog language is outdated. Also at issue is SPAN dept. advertising credit by exam but their courses not on the list published in catalog. ASCCC drafted paper on best practices for awarding credit by exam—Campbell will email link to group. Day noted requirement that a student must have completed 15 units at Foothill to be eligible for credit by exam, and that units received via credit by exam cannot be used to determine residency—both

	stated in district board policy. Galoyan noted our current process violates Title 5—students should not be registering for the actual courses and we should not be receiving apportionment. Need to determine list of courses approved for credit by exam, language to list on student's transcript, fee to charge. Fine Arts rep asked what happens if student has already passed course—not eligible for credit by exam. LaManque asked about benefits to credit by exam. Day noted cases (e.g., in C S) in which the student is more advanced than entry courses used as prerequisites for advanced levels. However, cautioned regarding transferability of credit by exam. Noted that students are looking for ways to save time. Galoyan noted students in Spanish program, who enter at intermediate/advanced level but still need the units for program completion. Noted we cannot grant credit by exam for a course not offered by Foothill; exam used for credit by exam cannot mimic exams used during the course itself and must address all objectives listed on the COR. PSME rep asked what happens if a student receives credit by exam and then cannot transfer units, may they take regular version of course at Foothill—Galoyan needs to do more research but believes that this may be a local decision. Reiterated that the opposite is not allowed. Day noted students may petition Academic Council. Galoyan noted we would not claim apportionment for credit by exam, so not an issue in that sense. BSS rep asked if there is a difference between credit by exam and AP credit—Day stated that AP credit is in many cases aligned with specific course within a major, and a more universal process. Campbell noted need to rewrite current credit by exam policy/process, determine list of courses, determine potential fee, ensure faculty know they will not receive compensation for credit by exam. CCC Team will draft update to policy and bring to a future meeting. Apprenticeship rep asked if each department will be allowed to determine its own list of courses—Day noted current policy states the faculty member and the dean. PSME rep asked what happens if dean cannot find faculty to administer exam when requested—will need to be included in discussion. Campbell noted that a department's decision to include a course is a commitment by the department to administer the exam. LaManque noted will bring topic to VP of Instruction Kristy Lisle and the deans for discussion, as this is a commitment to the student that credit by exam will be offered. Counseling rep asked if De Anza has credit by exam—Day looked but could not find anything. Campbell asked the group to bring topic to their faculty for discussion and feedback to bring to future meeting.
41. Good of the Order	
42. Adjournment	**3:18 PM**

Attendees: Ben Armerding (LA), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Bernie Day (Articulation Officer), Marnie Francisco (PSME), Nazy Galyoan (guest—Dean of Enrollment Services), Evan Gilstrap (CNSL), Brenda Hanning (BH), Joy Holland (guest—F A), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Don MacNeil (guest—K A), Bruce McLeod (Apprenticeship), Tiffany Rideaux (BSS), Katy Ripp (KA), Ben Schwartzman (SRC), Lety Serna (CNSL), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: Alexander Korniakov

Proposed Number: ACTG 53B   **Proposed Units:** 5
Proposed Hours: 5 hours lecture
Proposed Transferability: CSU
Proposed Title: Financial Statement Analysis II

Proposed Catalog Description & Requisites:
Comprehensive study of various methods and techniques aimed at deeper understanding of the financial statement analysis. Topics covered in this course include intercorporate entity transactions, estimating the cost of capital, fundamentals of equity valuation, practical applications of the discounted cash flow techniques in business and financial valuation, and market-based valuation.

Prerequisite: ACTG 53 Financial Statement Analysis

Proposed Discipline: Accounting
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Associate of Arts Degree in Accounting
Certificate of Achievement in Accounting
Certificate of Achievement in CPA Examination Preparation

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: Alexander Korniakov

Proposed Number: ACTG 58B   **Proposed Units:** 5
Proposed Hours: 5 hours lecture
Proposed Transferability: CSU
Proposed Title: Auditing II

Proposed Catalog Description & Requisites:
This advanced auditing course builds on the knowledge base from an introductory auditing course to provide students with an in-depth understanding of professional standards, the audit process, advanced auditing techniques, and the auditor's role in ensuring that financial statements are fairly presented. Students will apply auditing procedures to financial statement transaction cycles, and conduct audit sampling and testing techniques.

Prerequisite: ACTG 58 Auditing

Proposed Discipline: Accounting
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Associate of Arts Degree in Accounting
Certificate of Achievement in Accounting
Certificate of Achievement in CPA Examination Preparation

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 52M   **Proposed Units:** 3
Proposed Hours: 2 hours lecture, 3 hours laboratory
Proposed Transferability: CSU
Proposed Title: Urban Forestry

Proposed Catalog Description & Requisites:
This course will explore the impact, use and maintenance of plant material used in the urban environment. Emphasis will be on proper selection of plants for urban situations, proper installation of urban plants and maintenance of plants. Pruning and maintenance of trees and other large plants will be included.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
AS Horticulture
Certificate Horticulture
Certificate Landscape Technician (pending approval)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:
Course proposed to meet requests of Advisory Board and to complete an articulated certificate proposed by State of California Horticulture programs.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 60L   **Proposed Units:** 3
Proposed Hours: 2 hours lecture, 3 hours laboratory
Proposed Transferability: CSU
Proposed Title: Vectorworks 3-D for Landscaping

Proposed Catalog Description & Requisites:
Overview of 3-dimensional drawing with Vectorworks related to landscape applications. Topics will include importing and constructing topography, drawing 3-D structures, inserting 3-D plants and amenities. Rendering, editing and presentation of 3-D landscape drawings.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
AS Environmental Horticulture and Design (elective)
Certificate Environmental Horticulture and Design (elective)
Certificate Landscape Technician (pending approval) (elective)

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:
This class will replace HORT 60G, Intermediate Computer Applications, with a course that is dedicated to 3-D applications.

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 80E   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Landscape Certification: Common Core

Proposed Catalog Description & Requisites:
This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Common core covers basic landscape skills regarding math, safety, plan reading, plant identification, construction basics and irrigation basics. Course can also be used as an elective for the Environmental Horticulture and Design Certificates.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: David Sauter

Proposed Number: HORT 80F   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Landscape Certification: Softscape Installation

Proposed Catalog Description & Requisites:
This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Softscape Installation covers softscape plan reading, plant identification, plant layout, plant installation and post-planting care, sod installation, irrigation components and tool use. Course can also be used as an elective for the Environmental Horticulture and Design Certificates.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on [the CCC webpage](#).)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 80G   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Landscape Certification: Hardscape Installation

Proposed Catalog Description & Requisites:
This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Hardscape Installation covers hardscape plan reading, hardscape principles, hardscape specific math, grading and drainage, paver installation, construction tool use. Course can also be used as an elective for the Environmental Horticulture and Design Certificates.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 80H   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Landscape Certification: Irrigation

Proposed Catalog Description & Requisites:
This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Irrigation covers irrigation plan reading, advanced irrigation component identification, lateral repair and head adjustment, lateral and mainline installation, advanced program controller, valve repair, valve wiring and irrigation tool use. Course can also be used as an elective for the Environmental Horticulture and Design Certificates.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 80I   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Landscape Certification: Turf Maintenance

Proposed Catalog Description & Requisites:
This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Turf maintenance addresses irrigation principles, turfgrass maintenance principles, turfgrass math, programming controller, adjustment of laterals and heads, and turf maintenance tool use. Course can also be used as an elective for the Environmental Horticulture and Design Certificates.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: David Sauter

Proposed Number: HORT 80J   **Proposed Units:** 2
Proposed Hours: 2 hours lecture
Proposed Transferability: CSU
Proposed Title: Landscape Certification: Ornamental Maintenance

Proposed Catalog Description & Requisites:
This course is intended for students seeking CLCA technician certification. This course is part of the certification series. Ornamental maintenance covers irrigation components, plant id, ornamental maintenance principles, pruning, controller programming, lateral and head adjustment, plant installation and post-planting care, maintenance tool use. Course can also be used as an elective for the Environmental Horticulture and Design Certificates.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ *Date:* _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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Faculty Author: David Sauter

Proposed Number: HORT 91E   **Proposed Units:** 1
Proposed Hours: 1 hour lecture, 2 hours laboratory
Proposed Transferability: CSU
Proposed Title: Community Gardening

Proposed Catalog Description & Requisites:
Standards and techniques for developing community based gardens, including community plots, maintenance of contracted plots and management of garden-oriented non-profit gardens. Topics include site selection, development of planting beds, selection of plant species, cultural management of crops, harvesting and marketing of crops.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Foothill College
College Curriculum Committee
New Course Proposal

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

Faculty Author: David Sauter

Proposed Number: HORT 91F   **Proposed Units:** 1
Proposed Hours: 1 hour lecture, 2 hours laboratory
Proposed Transferability: CSU
Proposed Title: Fine Gardening

Proposed Catalog Description & Requisites:
Techniques and skills necessary to maintain fine gardens, including planting, pruning, pest control, irrigation management and seasonal cultural activities. Development of skills for small and large sites beyond turf management and standard pruning techniques. Targeted at shrubs, annuals, perennials, decorative grasses, cacti/succulents and other small ornamental plants.

Proposed Discipline: Ornamental Horticulture
(For guidance, refer to the Minimum Quals handbook, available on the CCC webpage.)
Note: If any proposed discipline falls within the purview of another division, please verify approval from that division. Division Rep: _____ Date: _____

To which Degree(s) or Certificate(s) would this course potentially be added?
Environmental Horticulture and Design

Are there any other departments that may be impacted from the addition of this course? Please identify those departments and the effect:
No

Comments & Other Relevant Information for Discussion:

Instruction Office:
Date presented at CCC:
Number assigned:

Division	Course Number	Short Title	Note
SRC	ALCBF223.	CAREER RESOURCES	
SRC	ALCBF413.	RELAXATION TECHNIQUES	
BSS	ANTHF067B	CULTURES OF THE WORLD: BELIZE	
APPR	APPRF159.	ADVANCED ARC WELDING	
APPR	APSMF134.	SMQ-34 ADVANCED LAYOUT FABRICA	
APPR	APSMF135.	SMQ-35 PROJECT MGMT/TAKEOFFS/E	
APPR	APSMF137.	SMQ-37 FINAL HVAC PROJECT	
APPR	APSMF138.	SMQ-38 FINAL ARCHITEC/INDUST/O	
KA	ATHLF011C	FUNC FITNESS MEN'S BASKETBALL	
KA	ATHLF012C	FUNC FITNESS WMN'S BASKETBALL	
KA	ATHLF032B	SPORT TECH/COND SWIMMING	
KA	ATHLF032C	FUNCTIONAL FITNESS SWIMMING	
PSME	C SF056A	ENTERPRISE WIRELESS LAN	
PSME	C SF061A	WINDOWS 8 CONFIGURATION	
CNSL	CNSLF008.	TRANSFER READINESS	Formerly CNSL 85A
FA	COMMF054B	FORENSIC DEBATE	
FA	COMMF070R	INDEPENDENT STUDY COMM STUDIES	
KA	DANCF008.	DANCE PRODUCTION:REHEARSAL & P	
KA	DANCF070R	INDEPENDENT STUDY IN DANCE	
LA	ENGLF080.	INTRODUCTION TO TRAVEL WRITING	
PSME	ENGRF039.	ENERGY, SOCIETY & ENVIRONMENT	
BSS	GEOGF011.	INTRO TP MAPPING & SPATIAL REA	
FA	GIDF002.	HISTORY OF THE PRINTED BOOK	
APPR	JRYMF102A	BASIC REFRIG SHT MTL A/C	
APPR	JRYMF104.	SHT MTL JOURNEY LEVEL UPGRADE	
APPR	JRYMF171B	SPECIAL CAD SM JOURNEY II	
APPR	JRYMF174A	ADVANCED WELDING	
KA	KINSF051.	PERF ENHANCING SUBST SPORT/EXE	
KA	KINSF082.	APPLIED PRINC ADAPTIVE FITNESS	
KA	KINSF083.	PHYSICAL DIMENSIONS OF AGING	
KA	KINSF084.	FUNCTION FITNESS & ADAPT MOVEM	
KA	KINSF085.	PRINC THERAPEUTIC WATER EXERC	

BSS	LINCF085C	ADOBE FLASH OVERVIEW	
BSS	LINCF094.	INTRO TO COMPUTER NETWORKS	
PSME	MATHF042.	MATH FOR ELEMENTARY TEACH	
BSS	MSCIF021.	NAT POWER	
FA	MTECF072D	MAKING MUSIC W/APPLE IOS	Formerly MUS 66D
LA	NCELF403B	TRANSTN TO COLLEGE ESL PART II	
KA	PHEDF013A	INTERMEDIATE WATER POLO	
KA	PHEDF024B	SKILLS OF GOLF COURSE PLAY	
KA	PHEDF026E	ADVANCED DOUBLES TENNIS	
KA	PHEDF026F	AEROBIC TENNIS	
KA	PHEDF031D	TOURNAMENT FUTSOL: INDR SOOCER	
KA	PHEDF038D	INTERMEDIATE BASKETBALL	
KA	PHEDF038E	ADVANCED BASKETBALL	
KA	PHEDF040B	ADVANCED VOLLEYBALL	
KA	PHEDF041C	INTRM INDOOR CYCLE:HILLS/SPR	
BSS	PHILF020C	CONTEMP PHILOSOPHY:19TH & 20TH	
FA	PHOTF078A	LANDSCAPE FIELD STUDY IN PHOTO	
BSS	WMNF070R	INDEPENDENT STUDY WMN'S STUDIE	

Division	Course Number	Short Title	Extension granted in 2016	Extension granted last year	Note
APPR	APPTF121.	INTRO TO RESID PLUMB/SAFETY/TO	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPTF122.	RESIDENTIAL DRAINAGE SYSTEMS	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPTF123.	RESIDENTIAL GAS & WATER INSTAL	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPTF124.	MATHEMATICS FOR RESIDENTIAL PL	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPTF125.	RESIDENTIAL BLUEPRINT READING	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPTF126.	RESID PIPING LAYOUT/INSTALL/FI	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPTF127.	RESIDENTIAL PLUMBING CODE	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APPTF128.	RESIDENTIAL GAS INSTALL;SERV W	Yes	Approved 3/21; will be offered winter 2018 or spring 2018	
APPR	APRTF111.	COMPTR LITRCY/TRADE APPRENTICE	Yes	Granted carryover approval from 2016	
APPR	APRTF144A	INTRO MARINE SHT MTL TRAINING	Yes	Granted carryover approval from 2016	
APPR	APRTF144B	INTRO MARINE SHT MTL TRAINING	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRTF151A	INTMED MARINE SHT MTS TRAINNG	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRTF155A	SAFETY/TOOLS SHT MTL, SID, DK	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRTF155B	BLUPRNT RDG/SHT MTL, SID, DK	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRTF156A	WELDING/SHT MTL, SIDNG, DECKIN	Yes	Approved 3/21; will be offered winter 2018	
APPR	APRTF156B	MEAS/DRWNG/LFTNG SHT MTL,SD,DK	Yes	Approved 3/21; will be offered winter 2018	

FA	COMMF054A	FORENSIC SPEECH		Approved 3/21; will be offered spring 2017
BSS	HISTF054H	HONORS INSTITUTE SEMINAR HIST		Approved 3/21; will be offered winter 2018 or spring 2018
APPR	JRYMF101A	BASIC ELEC SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF101B	ADV ELEC SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF102B	ADV REFRIG SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF103A	AIR DISTRIB SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF103B	REFRIG THRY SHT MTL A/C	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF152A	HVAC BASIC SYS SHT MTL JRNYPRS	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF154.	RECIPROCATING REFRIGERATION	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF155A	BASIC ELEC SHT MTL A/C JRNYPRS	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF157.	HAZ MAT TRNG/TRADES	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF158.	HAZ MAT RECERT/TRADES	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF165.	PRE-AP INTRO SHEET METAL	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF166A	MARINE SHT METAL TRAIN I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF166B	MARINE SHT METL TRAIN II	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018
APPR	JRYMF168A	JRYMLEVEL DIGITAL SYS I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018

APPR	JRYMF168B	JRYMLEVEL DIGITAL SYS II	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF169A	FIELD MEASURE& LAYOUT I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF170A	ADV SHT MTL SERVICE I	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF170B	ADV SHT MTL SERVICE II	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF171C	SPECIAL CAD SM JOURNEY III		Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF171D	SPECIALED CAD SM JOURNEY IV	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF172A	ELEC SYS OPER CONTRL DEV-JRYM	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF172B	HVAC TEST/BAL PROC-JRYM	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF173A	AIR DIST/MFG SYSTMS-JRYM	Yes	Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
APPR	JRYMF173B	SYS TNST/TRBLSHOOTNG-JRYM		Approved 3/21; will be offered fall 2017, winter 2018 or spring 2018	
BSS	LINCF085A	ADOBE FLASH I		Approved 3/21; will be offered spring 2017	
BSS	LINCF086.	VIDEO PODCASTING OVERVIEW		Approved 3/21; will be offered fall 2018	
FA	MDIAF081B	SOUND DESIGN FOR FILM/VIDEO		Approved 3/21; will be offered fall 2017	Formerly VART 81B
FA	MUSF007E	HISTORY OF THE BLUES	Yes	Approved 3/21; will be offered fall 2017	
FA	MUSF041.	LIVE MUSIC PERFORMANCE WORKSHO	Yes	Approved 3/21; will be offered TBD	
LA	NCELF402.	VOCATNL ESL FOR AH:GERIATRIC H		Approved 3/21; will be offered summer 2018 at the latest	
FA	PHOTF022.	PHOTOJOURNALISM		Approved 3/21; will be offered spring 2018	
BSS	POLIF054H	HONORS INSTITUTE SEMINAR POLI		Approved 3/21; will be offered winter 2018 or spring 2018	
BHS	R TF071.	ADV CLINICAL EXPER:MRI	Yes	Granted carryover approval from 2016	

| LA | SPANF010A | SPANISH FOR HERITAGE SPEAKERS | Yes | Approved 3/21; will be offered spring 2017 |

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 50A

Course Title: Current Topics in Veterinary Technology I

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

This course is the first in a series of three courses that orient the advanced veterinary assisting apprentice to the workplace. Different aspects of the veterinary health care team will be discussed, as well as the various roles available in the organization. Different departments will present their interests, core values, and structure for integrating veterinary assistants into the team. Students will develop an appreciation of the broad scope of careers within the field. An acculturation process of the student to the facility begins in this course.

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

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

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

> o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)
>
> February 2018

***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 criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.

The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

For authorized use only

View for Printing *(New Window)*   **Run Compare Utility** *(New Window)*

Apprenticeship

APAV 50A   CURRENT TOPICS IN VETERINARY TECHNOLOGY I   Edit Course Outline

APAV 50A	**CURRENT TOPICS IN VETERINARY TECHNOLOGY I**	**Spring 2018**
1 hour lecture.		**1 Unit**

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

Total Student Learning Hours: 36   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1   **Lab Hours:**   **Weekly Out of Class Hours:** 2

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 11-21-17

Division Dean Information -

Seat Count: 50   **Load Factor:**   **FOAP Code:**

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is the first in a series of three courses that orient the advanced veterinary assisting apprentice to the culture of the workplace. The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. The veterinary assisting apprentice, upon completion of the program, may choose to follow a career path to veterinary technology and licensure as a Registered Veterinary Technician.

1. Description -

This course is the first in a series of three courses that orient the advanced veterinary assisting apprentice to the workplace. Different aspects of the veterinary health care team will be discussed, as well as the various roles available in the organization. Different departments will present their interests, core values, and structure for integrating veterinary assistants into the team. Students will develop an appreciation of the broad scope of careers within the field. An acculturation process of the student to the facility begins in this course.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

   A. Investigate a variety of pertinent topics that directly relate to successful socialization to the workplace.
   B. Explain the role of each member of the veterinary health care team.
   C. Evaluate how the information presented may help them broaden their scope of practice as a veterinary nurse.
   D. Describe the role of humane education in promoting animal welfare.
   E. Predict how the philosophy of volunteering can be used to create and support effective volunteer services in a large humane organization.
   F. Examine how dogs and cats learn and apply learning theory to behavior and training.
   G. Describe the rationale for and effectiveness of animal assisted therapy.
   H. Explain the role of veterinary professionals in community outreach for targeted populations and homeless animals.

3. Special Facilities and/or Equipment -

Classroom equipped with multimedia presentation and projection capabilities. Computers with Internet access.

4. Course Content (Body of knowledge) -

   A. Various departments present their role within the workplace
           1. Department presentations
           2. Volunteer Services
   B. Veterinary health care team
           1. Receptionist
           2. Animal care attendant
           3. Veterinary assistants, levels
           4. Veterinary technicians (RVT)
           5. Veterinarian (DVM, VMD)
   C. Practice of veterinary nursing
           1. Self care for the veterinary nurse
   D. The role of humane education in promoting animal welfare
           1. Humane education
           2. Animal welfare
           3. Advocacy
           4. Adoptions philosophy
   E. Volunteer services
           1. Philosophy of volunteering
           2. Working with volunteers
   F. Learning theory
           1. Behavior and training
           2. Different approaches to behavior and training
           3. Training demo: enrichment and/or body language
   G. Animal assisted therapy
           1. Definitions and examples
           2. History of animal assisted therapy – supporting research

3. Current programs in animal assisted therapy
   H. Community outreach
      1. Role of neutering in managing overpopulation of dogs and cats
      2. Vaccine clinics
      3. Feral Cat Program
      4. Other opportunities

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Evaluation methods may include but are not limited to:

   A. Reflection essays
   B. Participation in planned activities
   C. Writing a journal
   D. Group discussions
   E. Surveys or tests

7. Representative Text(s) -

No required textbook. Instructor and presenter materials.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

During periods of instruction the student will be:

   A. Participating in interactive lectures and presentations
   B. Attending small group discussions and activities
   C. Performing hands-on experiences as appropriate for individual topics

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

   A. Handout material and online resources will be provided by the instructor and/or guest presenters, as needed
   B. Reflection papers
   C. Written assignments

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 50B

Course Title: Current Topics in Veterinary Technology II

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Provides enrichment of the core curriculum to the veterinary assisting apprentice student. Presenters will include veterinarians, veterinary technicians, and animal care and management professionals involved in behavior and training of dogs and cats. Course will focus on learning theory, animal welfare, making the veterinary hospital experience less stressful and more pleasurable, decrease learned procedure aversion and fear of veterinary offices, and decrease of injuries to professionals.

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, nor to the Foothill GE pattern
X_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

_____ Transfer
X_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

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Apprenticeship

APAV 50B   CURRENT TOPICS IN VETERINARY TECHNOLOGY II

Edit Course Outline

APAV 50B   **CURRENT TOPICS IN VETERINARY TECHNOLOGY II**   **Summer 2018**
1 hour lecture.   **1 Unit**

Total Contact Hours: 12   *(Total of All Lecture and Lab hours X 12)*
Total Student Learning Hours: 36   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1   **Lab Hours:**   **Weekly Out of Class Hours:** 2
Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -
Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only
Degree Status: Applicable   **Credit Status:** Credit
Degree or Certificate Requirement: Stand Alone Course
Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15   **Load Factor:** 0.022   **FOAP Code:** 11500014222710210

Instruction Office Information -
FSA Code:
Distance Learning: no
Stand Alone Designation: no
Program Title:
Program TOPs Code:
Program Unique Code:
Content Review Date:
Former ID:

Need/Justification -

One of the three reasons animals enter shelters is due to behavior problems. By focusing on proper behavior practices in dogs and cats, the student will demonstrate successful animal handling resulting in a better response to care; this in turn supports human-animal bond. The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. The veterinary assisting apprentice, upon completion of the program, may choose to follow a career path to veterinary technology and licensure as a Registered Veterinary Technician.

1. Description -

Provides enrichment of the core curriculum to the veterinary assisting apprentice student. Presenters will include veterinarians, veterinary technicians, and animal care and management professionals involved in behavior and training of dogs and cats. Course will focus on learning theory, animal welfare, making the veterinary hospital experience less stressful and more pleasurable, decrease learned procedure aversion and fear of veterinary offices, and decrease of injuries to professionals.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Recognize body language in dogs and cats
B. Describe the role of environment in creating fear, anxiety and stress in patients and clients
C. Describe learning theory in dogs and cats
D. Recognize aggressive behavior and describe how to de-escalate that behavior in dogs and cats
E. Demonstrate competence in talking about dog and cat learning and behavior with clients
F. Describe desensitization and counterconditioning as techniques to help manage problems in pets

3. Special Facilities and/or Equipment -

Classroom equipped with multimedia presentation and projection capabilities. Computers with Internet access.

4. Course Content (Body of knowledge) -

A. Body language
    1. Canine development and communication
    2. Canine body language
    3. Preventing problems
    4. Feline development and communication
    5. Feline body language
    6. Preventing problems
B. The veterinary and shelter environment
    1. Feline and canine sensory perception
    2. Stress in pets
    3. Veterinary nurse's role in environmental control
    4. Talking to clients
C. Learning theory in dogs and in cats
    1. Associative learning
    2. Application of learning theory
    3. Reinforcement
    4. Punishment
    5. Habituation
D. Aggressive behavior in dogs and cats
    1. Body language of aggression
    2. Contributing factors
    3. Role of fear
    4. De-escalation techniques in dogs
    5. De-escalation techniques in cats
E. Client education in dog and cat behavior
    1. Pet socialization
    2. Positive training techniques
        a. Lure, reward
    3. Taking a behavior history

4. Role of the technician
F. Desensitization and counter-conditioning
    1. Indications
    2. Terminology
    3. Case examples

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Various methods of evaluation may be used:

    A. Reflection papers for each topic presented
    B. Active participation in planned activities
    C. Team or individual projects
    D. Tests or other assessments

7. Representative Text(s) -

Canine and Feline Behavior for Veterinary Technicians and Nurses. edited by Shaw and Martin. Wiley, 2015.
Yin. Low Stress Handling, Restraint and Behavior Modification of Dogs and Cats. 1st ed. Cattledog Publishing, 2009.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

During periods of instruction, the student will be in:

    A. Interactive lecture/presentations
    B. Small group discussions and activities
    C. Hands-on experiences as appropriate for individual topics
    D. Video presentations

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Assignments may include but are not limited to:

    A. Writing assignments:
        1. Reflection essays
        2. Surveys
        3. Journal
    B. Reading assignments:
        1. Textbook: 15-30 pages per week
        2. Handout and online resources provided by instructor or guest lecturer

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 50C

Course Title: Current Topics in Veterinary Technology III

Credit Status:
X   Credit course
      Noncredit course

Catalog Description:

Provides enrichment of the core curriculum to the advanced veterinary assisting apprentice. Presenters will include veterinarians, veterinary technicians, business professionals, and educators. Lectures, lecture-demonstrations, multimedia presentations, live demonstrations, or hands-on workshops presented by the instructor or professionals in veterinary medicine. Content consists of relevant topics related to the workplace and concurrent coursework in the program curriculum, with an emphasis on clinical pharmacology and client education topics.

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, nor to the Foothill GE pattern

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

> o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, or is it still in development and if so, what is your anticipated submission date?)
>
> February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.

The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

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Apprenticeship

APAV 50C　CURRENT TOPICS IN VETERINARY TECHNOLOGY III

Edit Course Outline

APAV 50C	**CURRENT TOPICS IN VETERINARY TECHNOLOGY III**	**Summer 2018**
1 hour lecture.		**1 Unit**

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

Total Student Learning Hours: 36　　　*(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 1　　**Lab Hours:**　　**Weekly Out of Class Hours:** 2

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

Repeatability -

Statement:　　Not Repeatable.

Status -

Course Status: Active　　　　　　**Grading:** Letter Grade Only

Degree Status: Applicable　　　　**Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU　　　　　　**Validation:** 1-10-17

Division Dean Information -

Seat Count: 15　**Load Factor:** 0.022　**FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code:

Distance Learning:　　no

Stand Alone Designation:　no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. The veterinary assisting apprentice, upon completion of the program, may choose to follow a career path to veterinary technology and licensure as a Registered Veterinary Technician.

1. Description -

Provides enrichment of the core curriculum to the advanced veterinary assisting apprentice. Presenters will include veterinarians, veterinary technicians, business professionals, and educators. Lectures, lecture-demonstrations, multimedia presentations, live demonstrations, or hands-on workshops presented by the instructor or professionals in veterinary medicine. Content consists of relevant topics related to the workplace and concurrent coursework in the program curriculum, with an emphasis on clinical pharmacology and client education topics.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Collect information and experience a variety of pertinent topics not covered elsewhere in the Advanced Veterinary Assisting Apprenticeship that directly relate to the fundamentals in the program.
B. Interpret presentations on various topics and write reflections based on application of topics to fundamentals from courses (continuing education model).
C. Recognize, appraise, and evaluate the various career opportunities available to them in the veterinary field.
D. Practice communication skills in talking with clients about their pets, during triage, intake, and release.
E. Implement the "five rights" in interpreting, filling, and explaining prescriptions to clients.

3. Special Facilities and/or Equipment -

Classroom equipped with multimedia presentation and projection capabilities. Computers with Internet access.

4. Course Content (Body of knowledge) -

A. Fundamentals of veterinary technology (topics relevant to some of the following)
    1. Anatomy and physiology
    2. Behavior
    3. Nursing techniques
    4. Diagnostic skills
    5. Pharmacology
    6. Interprofessional communication
B. Continuing education in veterinary technology (topics relevant to some of the following)
    1. Medical nursing
    2. Surgical nursing
    3. Topics in infectious disease
    4. Shelter medicine
    5. Client communication and triage
C. Various career opportunities in the veterinary field
    1. Veterinary technician specialties
    2. Management
D. Client communication
    1. History
    2. Medical discharge
    3. Surgical discharge
E. Pharmacology
    1. Five rights of pharmacology
    2. Interpreting drug labels
    3. Filling drug labels
    4. Client education and pet medications
        a. Following directions
        b. Side effects
        c. Tips for success
        d. Owner compliance

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Methods may include but are not limited to:

> A. Two-page reflection paper for each topic presented
> B. Active participation in planned activities
> C. Group projects
> D. Tests

7. Representative Text(s) -

Bassert, Joanna M. <u>Clinical Textbook For Veterinary Technicians.</u> 9th ed. W. B. Saunders Co., 2017.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

During periods of instruction the student will be in:

> A. Interactive lecture/presentations
> B. Small group discussions and activities
> C. Hands-on experiences as appropriate for individual topics

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

> A. Reading assignments may include:
> > 1. Weekly reading assignments from text
> > 2. Supplemental reading from web source relevant to content material
> > 3. Supplemental reading from handouts provided by speaker
> B. Writing assignments may include:
> > 1. Weekly reflection paper
> > 2. Analysis

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 51

Course Title: Introduction to Veterinary Technology

Credit Status:
  X   Credit course
  _____ Noncredit course

Catalog Description:

Introduction to the profession of veterinary technology. Orientation to the program requirements and curriculum. Overview of program structure and student services. Review and practice of library skills. Prerequisite course for several courses in veterinary technology program. Survey of the role of the veterinary assistant and registered veterinary technician in the workplace. Survey of employment opportunities and areas of specialization. Ethics and professionalism pertaining to veterinary medicine. Laws and regulations governing veterinary technicians. Introduction to basic animal care skills and clinical procedures.

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, nor to the Foothill GE pattern
  X   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

<u>   </u>   Transfer
<u>X   </u>   Workforce/CTE
<u>   </u>   Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
> The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

Apprenticeship

APAV 51   INTRODUCTION TO VETERINARY TECHNOLOGY

Edit Course Outline

APAV 51	**INTRODUCTION TO VETERINARY TECHNOLOGY**	**Spring 2018**
24 total hours.		**2 Units**

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

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

Lecture Hours: 2   **Lab Hours:**   **Weekly Out of Class Hours:** 4

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only
Degree Status: Applicable   **Credit Status:** Credit
Degree or Certificate Requirement: Stand Alone Course
Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15   **Load Factor:** 0.044   **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code: 0100 - ANIMAL HEALTH
Distance Learning: no
Stand Alone Designation: no
Program Title:
Program TOPs Code:
Program Unique Code:
Content Review Date:
Former ID:

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. Introduction to veterinary technology presents the various aspects of veterinary medicine and orients the student to the career.

1. Description -

Introduction to the profession of veterinary technology. Orientation to the program requirements and curriculum. Overview of program structure and student services. Review and practice of library skills. Survey of the role of the veterinary assistant and registered veterinary technician in the workplace. Survey of employment opportunities and areas of specialization. Ethics and professionalism pertaining to veterinary medicine. Laws and regulations governing veterinary technicians. Introduction to basic animal care skills and clinical procedures.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Explain the program structure and policy guidelines.
B. Discuss the scope of veterinary medical practice.
C. Define program accreditation, licensure and regulations.
D. Describe the roles of the various members of the veterinary team.
E. Describe the basic elements of patient care in a veterinary clinic.
F. Explain the appropriate methods of restraint and handling of companion animals.
G. Explain the basic concepts of preventive medicine for companion animals.
H. Apply introductory concepts in medical terminology.
 I. Read and evaluate examples of the professional periodical literature.
 J. Discuss professional behavior and ethics as it relates to the role of the veterinary technician.
K. List the basic principles of safety in the veterinary workplace.

3. Special Facilities and/or Equipment -

Housing and handling facilities for live animals. Classroom with projection, internet and audiovisual capabilities.

4. Course Content (Body of knowledge) -

A. Orientation to the Foothill Veterinary Technology Program
  1. Prerequisites
  2. Application process
  3. Course requirements
  4. Expectations for student performance
    a. Qualities of a good student
    b. Effective study habits
B. Overview of the scope of veterinary medical practice
  1. Types of practice and career ladder
  2. Variety of employment opportunities and fields of study
  3. Opportunities for professional development and career advancement
C. Laws and regulations
  1. Veterinary Medical Board
  2. CA RVT Examining Committee
  3. The California Veterinary Practice Act and specific regulations governing veterinary technicians
  4. VTNE: veterinary technician national examination
  5. Program accreditation and essential skills
    a. Responsibility of student
D. The Veterinary Medical Team
  1. Role and responsibilities of the Veterinary Assistant
  2. Role and responsibilities of the Veterinary Technician
  3. Role and responsibilities of the Veterinarian
  4. Interrelationships and delegation of tasks
E. The animal patient and client
  1. The responsibilities of the Veterinary Medical Team
  2. Needs and expectations of the client and the practice
  3. Clinical history taking

a. Purpose and format
                        b. Medical record keeping
                4. Physical examination
                        a. Basic technique
                        b. Medical record keeping
        F. Restraint and handling
                1. Dog
                2. Cat
        G. Preventive medicine
                1. Basic immunology and principles of immunization
                        a. Vaccination principles
                        b. Vaccination types and schedules
                2. Parasite control
                3. Regular examination
        H. Basic medical terminology
                1. Word roots
                2. Combining forms
                3. Terms of position and direction
         I. Orientation to the professional periodical literature
                1. Tour of library (when course is offered on campus)
                2. Use of reference materials and databases
                3. Introduction to computer search techniques
        J. Professional ethics
                1. Professional appearance
                2. Professional conduct
                3. Professional communication
                4. Professional ethics, laws and regulations
        K. Hospital safety
                1. OSHA
                2. Workplace hazards
                3. Hazardous chemicals
                4. Medical and animal related hazards

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    Evaluation methods may include but are not limited to:

        A. Field work assignment.
        B. Class participation; for example, group presentations.
        C. Written midterm and written final exam.
        D. Written periodical review assignment.
        E. Research paper or project.

7. Representative Text(s) -

    Bassert, Joanna M. Clinical Textbook For Veterinary Technicians. 9th ed. W. B. Saunders Co., 2017.

8. Disciplines -

    Registered Veterinary Technician

9. Method of Instruction -

        A. Lecture presentations and classroom discussion
        B. Reflection activities
        C. Role playing
        D. Group presentations of major topic areas
        E. Review games

10. Lab Content -

    Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

      A. Weekly reading assignments from text, class handouts, and outside sources of 30 to 60 pages per week.
      B. Written multiple choice, short answer and essay questions.
      C. One or both of the following assignments may be required: written periodical review paper, written research project.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 53A

Course Title: Medical Terminology

Credit Status:
X   Credit course
_____ Noncredit course

Catalog Description:

Focus on basic word parts and rules of word construction to learn the language of medicine. Translation of common medical terms pertaining to the different body systems, with emphasis on those terms particular to veterinary medicine. Application of language to clinical situations.

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

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

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

   February 2018

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
_____ Transfer
X   Workforce/CTE

_____ Basic Skills

Criteria B. Need
A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.   The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

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Apprenticeship

APAV 53A   MEDICAL TERMINOLOGY

Edit Course Outline

APAV 53A	**MEDICAL TERMINOLOGY**	**Summer 2018**
24 hours total.		**2 Units**

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

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

Lecture Hours: 2   **Lab Hours:**   **Weekly Out of Class Hours:** 4

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15 **Load Factor:** 0.044 **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code:	0100 - ANIMAL HEALTH
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	VETERINARY TECHNOLOGY
Program TOPs Code:	010210
Program Unique Code:	6009
Content Review Date:	
Former ID:	

Need/Justification -

Introduction to veterinary technology presents the various aspects of veterinary medicine and orients the student to the career. Medical terminology is the language of medicine. The veterinary nurse must communicate with others on the veterinary team to provide excellent care to patients, perform research, and explain and discuss patient conditions.

1. Description -

Focus on basic word parts and rules of word construction to learn the language of medicine. Translation of common medical terms pertaining to the different body systems, with emphasis on those terms particular to veterinary medicine. Application of language to clinical situations.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: Not open to students with credit in V T 53A.

2. Course Objectives -

The student will be able to:

   A. Identify and recognize the types of word parts that make up a word term.
   B. Define commonly used prefixes, roots, combining forms, and suffixes.
   C. Recognize and apply proper medical terminology to clinical scenarios presented during class and on written quizzes.
   D. Interpret the meaning of unfamiliar medical terms.
   E. Utilize proper medical terminology in classroom discussions of selected areas of veterinary practice.
   F. Discuss the role of medical terminology in record keeping and in communication with other veterinary health professionals.

3. Special Facilities and/or Equipment -

Multimedia equipped classroom, internet access.

4. Course Content (Body of knowledge) -

   A. Word parts in terminology
        1. Word anatomy
        2. Prefixes
        3. Roots
        4. Combining vowels
        5. Combining forms
        6. Suffixes
   B. Common prefixes, roots, combining forms, and suffixes
        1. Positional terms
        2. Musculoskeletal system
        3. Comparative species' terms
        4. Gastrointestinal system
        5. Urinary system
        6. Cardiovascular system
        7. Respiratory system
        8. Integumentary system
        9. Endocrine system
        10. Reproductive system
        11. Nervous system
   C. Clinical application of terminology
        1. Hematologic system and immunology
        2. Physical examination terminology
        3. Application to various species and common conditions
   D. Interpret the meaning of unfamiliar medical terms
        1. Analysis of new words
   E. Application of terminology to various areas of veterinary practice
   F. Medical records and terminology
        1. Problem oriented veterinary medical record system
        2. Clinical applications

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency through some or all of the following:

    A. Weekly written quizzes
    B. Midterm and final
    C. Quizlets
    D. Definitions and decoding of words from peer reviewed journal articles

7. Representative Text(s) -

Romich, Janet A. An Illustrated Guide to Veterinary Medical Terminology. 4th ed. Delmar Cengage Learning, 2015. Blood, Douglas C., Virginia P. Studdert, and Clive C. Gay. Comprehensive Veterinary Dictionary. 4th ed. Saunders Ltd., 2012.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

    A. Lecture presentation
    B. Discussion
    C. Review activities
    D. Case discussion

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Assignments may include some or all of the following:

    A. Reading assignments
        1. Weekly reading assignments from text and class handouts ranging from 30 to 60 pages per week.
        2. Online or other sources as required by instructor.
    B. Writing assignments
        1. Completion of textbook self-study workbook exercises

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: APAV 53B

Course Title: Medical Calculations

Credit Status:
X Credit course
   Noncredit course

Catalog Description:

Applied mathematics as a fundamental communication and technical skill. Review of calculations involving fractions, decimals, ratios and proportions, unit conversions, and algebraic equations. Clinical medical calculations utilized in preparation and administration of drugs, dosage determinations, intravenous fluid infusion, and prescription dispensing.

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

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

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
   Transfer

<u> X </u>   Workforce/CTE
<u>   </u>   Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
> The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

Return to Administration

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Apprenticeship

APAV 53B   MEDICAL CALCULATIONS

Edit Course Outline

APAV 53B	MEDICAL CALCULATIONS	Summer 2018
24 total hours.		2 Units

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

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

Lecture Hours: 2　　**Lab Hours:**　　**Weekly Out of Class Hours:** 4

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

Repeatability -

Statement:　　　Not Repeatable.

Status -

Course Status: Active　　　　　**Grading:** Letter Grade Only

Degree Status: Applicable　　　　**Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU　　　　　**Validation:** 1-10-17

Division Dean Information -

Seat Count: 15　**Load Factor:** 0.044　**FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code:　　　　　　　　　0100 - ANIMAL HEALTH

Distance Learning:　　　　　no

Stand Alone Designation:　　no

Program Title:　　　　　　　VETERINARY TECHNOLOGY

Program TOPs Code:　　　　010210

Program Unique Code:　　　6009

Content Review Date:

Former ID:

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

Applied mathematics as a fundamental communication and technical skill. Review of calculations involving fractions, decimals, ratios and proportions, unit conversions, and algebraic equations. Clinical medical calculations utilized in preparation and administration of drugs, dosage determinations, intravenous fluid infusion, and prescription dispensing.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: MATH 230 or high school pre-algebra at a minimum to increase student success; this course is not open to students with credit in V T 53B.

2. Course Objectives -

The student will be able to:

A. Perform calculations involving ratios, proportions, and ratio fractions.
B. Perform conversions between decimals, fractions, ratios, and percentages.
C. Perform conversions between metric and household systems of measure.
D. Interpret oral and parenteral medication labels involving capsule and tablet strength dosages, oral solution concentrations, international units, milliequivalents, and weight-to-volume percentage concentrations.
E. Perform calculations relating percentage, ratio strength, and concentrations of solutions.
F. Perform calculations of dosages of drugs, and dispensing of drug quantities from dosage calculations.
G. Record drug administration information in medical records, such as patient records, controlled substances logs, anesthesia logs, and prescription labels.
H. Perform calculations involving intravenous preparations, including consideration of isotonicity, milliequivalents, percentage solutions, flow (drip) rates, and constant infusions.

3. Special Facilities and/or Equipment -

Classroom with computer, internet, and visualizer. Software for auto-tutorial and interactive exercises in medical calculations. Various example drug products and dosage forms for demonstration. Fluid infusion equipment for demonstration purposes.

4. Course Content (Body of knowledge) -

A. Review of basic mathematics
1. Mathematics of decimals and fractions
2. Solving simple algebraic equations
3. Ratios and proportions
B. Mathematic conversions
1. Decimals
2. Fractions
3. Ratios
4. Percentages
C. Systems of drug measure and unit conversions
1. Metric international system
2. Household system
3. Apothecary system no longer used, but may mention
D. Interpreting drug labels
1. Reading oral and parenteral medication labels
a. Strength dosage
b. Solution concentration
2. Hypodermic syringe measurement
3. Reconstitution of powdered drugs
E. Calculating solution dosages
1. Ratio and proportion method
2. Formula method
3. Insulin and heparin dosing
4. Solutions and dilutions
F. Following medication administration orders (drug dispensing)

1. Calculating drug dosages
2. Dispensing drugs based on interpretation and calculation of orders

G. Documentation
1. Patient records
2. Inventory
3. Logs
    a. Anesthesia
    b. Controlled substance
4. Prescription labels

H. Intravenous fluid therapy and critical care calculations
1. Intravenous fluid therapy principles and equipment
    a. Tonicity
2. Intravenous flow rate calculations
3. Calculating constant rate infusions and infusion times

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by:

A. Written examinations
B. Completion of self-study exercises
C. Midterm and final examinations

7. Representative Text(s) -

Williams, Lindsey. <u>Clinical Mathematics for Veterinary Technicians.</u> San Bernardino, CA: 2017. ISBN 978-15454-10462.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

During periods of instruction, the student will be in:

A. Lecture
B. Discussion
C. Cooperative learning exercises
D. Demonstration

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Reading assignments
1. Weekly reading assignments from text and class handouts ranging from 30 to 60 pages per week
B. Writing assignments
1. Textbook and instructor created exercises for medical math calculations
2. Written short answer questions

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 54A

Course Title: Comparative Veterinary Anatomy & Physiology For The Veterinary Technician

Credit Status:
  X_____   Credit course
  _____   Noncredit course

Catalog Description:

The first of two courses in comparative veterinary anatomy and physiology for veterinary technicians. Clinically relevant veterinary anatomy and physiology. Discussion of the similarities and differences among the major domestic species. The first course introduces basics of chemistry to help the student interpret the physical and chemical basis of life. Systems included in the first course are: integumentary, muscles, skeletal, and cardiovascular. Emphasis is placed on the normal structure and function of the major organ systems as the foundation for understanding normal physiology and the pathophysiology of disease.

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

  _____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
  X_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

  Apprenticeship in Veterinary Assisting Certificate of Achievement

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

  February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
> The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

Submissions Course Outline Editor

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Apprenticeship

APAV 54A   COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN

Edit Course Outline

APAV 54A	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN	Summer 2018
84 total hours.		**5 Units**

Total Contact Hours: 84   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 180   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 3   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15   **Load Factor:** 0.154   **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code: 0100 - ANIMAL HEALTH

Distance Learning: no

Stand Alone Designation: no

Program Title: VETERINARY TECHNOLOGY

Program TOPs Code: 010210

Program Unique Code: 6009

Content Review

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

The first of two courses in comparative veterinary anatomy and physiology for veterinary technicians. Clinically relevant veterinary anatomy and physiology. Discussion of the similarities and differences among the major domestic species. The first course introduces basics of chemistry to help the student interpret the physical and chemical basis of life. Systems included in the first course are: integumentary, muscles, skeletal, and cardiovascular. Emphasis is placed on the normal structure and function of the major organ systems as the foundation for understanding normal physiology and the pathophysiology of disease.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: Not open to students with credit in V T 54A.

2. Course Objectives -

The student will be able to:

      A. Recognize, compare, and contrast the chemical basis of life, and how these elements combine to form the biochemical molecules that make up the various cells and tissues that comprise organs and body systems.
      B. Apply the scientific method.
      C. Describe the functions of various cells and tissues.
      D. Describe the structure and function of the integumentary system in various species.
      E. Describe the structure and function of the skeletal system in various species.
      F. Describe the structure and function of the muscular system in various species.
      G. Describe the structure and function of the cardiovascular system in various species.

3. Special Facilities and/or Equipment -

Lecture and laboratory facility with high-quality overhead projector, instructor computer with internet access, microscope, visualizer, and DVD. Student computers, bench space, anatomy and physiology models, microscopes, prepared microscope slides, preserved specimens, images and video captured from Anatomage model on Foothill campus.

4. Course Content (Body of knowledge) -

    A. Chemical basis of life
        1. Periodic table of the elements
        2. Atoms
            a. Protons
            b. Electrons
            c. Neutrons
            d. Isotopes
        3. Molecules
            a. Nomenclature
            b. Types of bonding
            c. Biological molecules
            d. Macromolecules
               1. Sugars
               2. Fats
               3. Proteins
                  a. Structural proteins
                  b. Enzymes
                  c. Nucleic acids
            e. Salts
            f. Acids and bases

1. Buffer systems
g. Energy
B. Scientific Method
1. Ask a question
2. Form hypothesis
3. Create an experiment or follow a protocol
a. Variables
4. Make observations
5. Draw conclusions
6. Write the research
C. Cells and tissues
1. Cell structure
2. Life cycle of the cell
3. Cell physiology
a. Control of cell division
b. Protein synthesis
4. Cell differentiation
5. Tissues
a. Epithelial
b. Connective
c. Muscle
d. Nervous
e. Tissue healing and repair
D. Integumentary system
1. Terminology and structure
2. Functions
3. Related structures
4. Applications in clinical setting
a. Physical examination
b. Nursing care
c. Clinical pathology
d. Comparative anatomy and physiology
E. Skeletal system
1. Terminology and structure
2. Functions
a. Axial
b. Appendicular
c. Visceral
d. Joints
3. Applications in clinical setting
a. Physical examination
b. Nursing care
c. Clinical pathology
d. Comparative anatomy and physiology
e. Radiology
F. Muscles
1. Terminology and structure
2. Functions
3. Applications in clinical setting
a. Physical examination
b. Nursing care
c. Clinical pathology
d. Comparative anatomy and physiology
G. Cardiovascular system
1. Terminology and structure
2. Functions
a. Cardiac conduction system
b. Cardiac output
c. Blood vessels
d. Fetal circulation
3. Applications in clinical setting
a. Physical examination
1. Perfusion
2. Arteries vs. veins
b. Nursing care
c. Clinical pathology
d. Comparative anatomy and physiology
e. Radiology

6. Methods of Evaluation -

Methods may include but are not limited to the following:

    A. Two written midterm exams
    B. Written final exam
    C. Laboratory evaluations: quizzes and practical exams
    D. Additional in-class or in-laboratory evaluations

7. Representative Text(s) -

Colville, Thomas, and Joanna M. Bassert. <u>Clinical Anatomy and Physiology for Veterinary Technicians.</u> 3rd ed. MO: Mosby Elsevier Publishers, 2016.
Colville, Thomas, and Joanna M. Bassert. <u>Clinical Anatomy and Physiology Laboratory Manual for Veterinary Technicians.</u> MO: Mosby Elsevier Publishers, 2016.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

During periods of instruction the student will be in:

    1. Lecture
    2. Discussion
    3. Laboratory demonstration using models, slides, Anatomage model or other lab materials
    4. Cooperative learning laboratory exercises

10. Lab Content -

    A. Laboratory topics
        1. Anatomical terminology of systems covered
        2. Applied chemistry: homeostasis
        3. Cell and tissue identification
        4. Bone taxonomy; survey of axial bones, appendicular bones and markings
        5. Muscle taxonomy; survey of major muscles, origins, insertions and actions
        6. Arthrology; survey of joint classification and actions
        7. Cardiovascular system; flow of blood, perfusion, cardiac cycle, clinical applications
    B. Laboratory skills
        1. Identification of major cell and tissue types on prepared histology slides of systems covered
        2. Use of laboratory materials such as general laboratory equipment, models and microscopes
        3. Ability to follow a protocol, make experimental observations and draw conclusions for experiments involving topics such as homeostasis of cells
        4. Define and use all directional terms
        5. Identification of three different types of muscles and their characteristics

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Assignments may include:

    A. Reading assignments
        1. Weekly reading assignments in the lecture text and other instructional materials, such as lecture notes, online readings, study guides of approximately 30-60 pages/week
        2. Weekly reading assignments in the lab manual and corresponding instructional materials
    B. Online content and writing assignments
        1. Viewing of DVDs or online movies with written summaries
        2. Self quizzes

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 54B

Course Title: Comparative Veterinary Anatomy & Physiology For The Veterinary Technician

Credit Status:
   X   Credit course
   _____ Noncredit course

Catalog Description:

The second of two courses in comparative veterinary anatomy and physiology for veterinary technicians. Clinically relevant veterinary anatomy and physiology. Discussion of the similarities and differences among the major domestic species. Systems included in this course are: respiratory, gastrointestinal, neurologic, endocrine, reproductive, and urinary. The differences between avian and mammalian anatomy and physiology is discussed. Emphasis is placed on the normal structure and function of the major organ systems as the foundation for understanding normal physiology and the pathophysiology of disease.

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

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

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

   Apprenticeship in Veterinary Assisting Certificate of Achievement

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

   February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.

The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: Lisa Eshman, DVM   **Date:** 1/19/18

Division Curriculum Representative: BFM   **Date:** 1/26/18

Date of Approval by Division Curriculum Committee: 1/26/18

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

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Apprenticeship

APAV 54B   COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN

Edit Course Outline

APAV 54B	COMPARATIVE VETERINARY ANATOMY & PHYSIOLOGY FOR THE VETERINARY TECHNICIAN	Summer 2018
84 total hours.		**5 Units**

Total Contact Hours: 84   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 180   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 3   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15   **Load Factor:** 0.154   **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code: 0100 - ANIMAL HEALTH

Distance Learning: no

Stand Alone Designation: no

Program Title: VETERINARY TECHNOLOGY

Program TOPs Code: 010210

Program Unique Code: 6009

Content Review

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

The second of two courses in comparative veterinary anatomy and physiology for veterinary technicians. Clinically relevant veterinary anatomy and physiology. Discussion of the similarities and differences among the major domestic species. Systems included in this course are: respiratory, gastrointestinal, neurologic, endocrine, reproductive, and urinary. The differences between avian and mammalian anatomy and physiology is discussed. Emphasis is placed on the normal structure and function of the major organ systems as the foundation for understanding normal physiology and the pathophysiology of disease.

Prerequisite: APAV 54A; per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: Not open to students with credit in V T 54B.

2. Course Objectives -

The student will be able to:

    A. Describe the structure and function of the respiratory system in various species
    B. Describe the structure and function of the digestive system in various species
    C. Describe the structure and function of the nervous system in various species
    D. Describe the structure and function of the endocrine system in various species
    E. Describe the structure and function of the urinary system in various species
    F. Describe the structure and function of the reproductive system in various species
    G. Describe the anatomical structure and physiology of avian species
    H. Compare and contrast some of the basic differences between birds and mammals in anatomy and physiology

3. Special Facilities and/or Equipment -

Classroom equipped with multimedia presentation and projection capabilities. Computers with Internet access. Student computers, bench space, anatomy and physiology models, microscopes, microscope slides (cytology and histology), preserved specimens, images from Anatomage model at Foothill.

4. Course Content (Body of knowledge) -

    A. Respiratory system
        1. Terminology
        2. Structure
            a. Upper respiratory tract
                1. Nose
                2. Pharynx
                3. Larynx
                4. Trachea
            b. Lower respiratory tract
                1. Bronchial tree
                2. Alveoli
                3. Lungs
        3. Functions
            a. Inspiration
            b. Expiration
            c. Respiratory volumes
            d. Alveolar gas exchange
            e. Control of breathing
        4. Clinical applications
            a. Physical examination
            b. Nursing care

        c. Clinical pathology
        d. Comparative anatomy and physiology
        e. Radiology
B. Digestive system
    1. Terminology and structure
    2. Oral cavity
    3. Esophagus
    4. Stomach
        a. Monogastric stomach
        b. Ruminant stomachs
            1. Reticulum
            2. Rumen
            3. Omasum
            4. Abomasum
            5. Nursing ruminant
    5. Small intestine
    6. Large intestine
    7. Rectum, anus
    8. Associated organs
        a. Liver
        b. Pancreas
    9. Nutrition
        a. Nutrients
            1. Water
            2. Carbohydrates
            3. Fats
            4. Proteins
            5. Vitamins
            6. Minerals
        b. Metabolism
            1. Control of metabolism
            2. Metabolic pathways
    10. Applications in clinical setting
        a. Physical examination of the gastrointestinal systems of various species
        b. Nursing care
        c. Clinical pathology
        d. Comparative anatomy and physiology
        e. Case studies
C. Nervous system
    1. Terminology and structure
    2. Neurons and supporting cells
    3. Organization
        a. Central and peripheral nervous systems
        b. Afferent and efferent nerves
        c. Autonomic and somatic nerves
    4. Neuron function
    5. Neuron communication
        a. Neurotransmitters
    6. Brain and spinal cord
        a. Structures of the brain
        b. Structures of the spinal cord
    7. Autonomic nervous system
        a. Structure
        b. Function
    8. Reflexes
    9. Sense organs
        a. General senses
            1. Visceral
            2. Touch
                a. Temperature
                b. Pain
                c. Proprioception
        b. Special senses
            1. Taste
            2. Smell
            3. Hearing
            4. Equilibrium
            5. Vision
    10. Applications in clinical setting
        a. Neurological examination

- b. Nursing care and considerations
- c. Comparative anatomy and physiology
- d. Case studies

D. Endocrine system
  1. Terminology and structure
  2. Hormones
     a. Characteristics
     b. Control of secretion
  3. Major endocrine glands
     a. Hypothalamus
     b. Pituitary
     c. Thyroid
     d. Parathyroid
     e. Adrenal
     f. Pancreas
     g. Gonads
     h. Other endocrine organs
        1. Kidney
        2. Stomach
        3. Small intestine
        4. Placenta
        5. Thymus
        6. Pineal
  4. Applications in clinical setting
     a. Physical examination
     b. Nursing care
     c. Clinical pathology
     d. Comparative anatomy and physiology
     e. Case studies

E. Urinary system
  1. Terminology and structure
  2. Kidney
     a. Structure
     b. Function
  3. Ureters
  4. Urinary bladder
     a. Structure
     b. Function
     c. Micturition
  5. Urethra
  6. Applications in clinical setting
     a. Physical examination
     b. Nursing care
     c. Clinical pathology
     d. Comparative anatomy and physiology
     e. Case studies

F. Reproductive system
  1. Terminology and structure
  2. Male reproductive organs
     a. Testes
        1. Structure
        2. Function
     b. Vas deferens
     c. Accessory glands
        1. Seminal vesicles
        2. Prostate
        3. Bulbourethral
     d. Penis
        1. Structure
        2. Function
  3. Female reproductive system
     a. Ovaries
     b. Oviducts
     c. Uterus
     d. Cervix
     e. Vagina
     f. Vulva
     g. Estrous cycle
  4. Pregnancy, development, lactation
     a. Copulation

b. Fertilization
                    c. Implantation
                    d. Placenta
                            1. Structure
                            2. Attachment
                    e. Pregnancy
                     f. Parturition
                    g. Mammary glands and lactation
                            1. Species differences
                            2. Lactation
                            3. Colostrum
                            4. Maintenance of lactation
                5. Applications in clinical setting
                        a. Physical examination
                        b. Nursing care
                        c. Clinical pathology
                        d. Comparative anatomy and physiology
        G. Avian anatomy and physiology
                1. Terminology and comparative structures
                2. Integument
                3. Musculoskeletal
                        a. Flight adaptations
                4. Sense organs
                5. Endocrine system
                6. Digestive system
                7. Circulatory system
                8. Respiratory system
                9. Urogenital system
                10. Bird classifications
        H. Comparison of mammalian and avian species

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    The student will demonstrate proficiency through some or all of the following:

        A. Two written midterm exams
        B. A written final exam
        C. Laboratory evaluations, quizzes, and practical exams

7. Representative Text(s) -

    Colville, Thomas, and Joanna M. Bassert. <u>Clinical Anatomy and Physiology for Veterinary Technicians.</u> 3rd ed. MO:
    Mosby Elsevier Publishers, 2016.
    Colville, Thomas, and Joanna M. Bassert. <u>Clinical Anatomy and Physiology Laboratory Manual for Veterinary
    Technicians.</u> MO: Mosby Elsevier Publishers, 2016.

8. Disciplines -

    Registered Veterinary Technician

9. Method of Instruction -

    During periods of instruction the student will be in:

        A. Lecture
        B. Discussion
        C. Laboratory demonstration using models, slides, Anatomage model or other lab materials
        D. Cooperative and individual laboratory exercises

10. Lab Content -

        A. Anatomical terminology of systems covered
        B. Identification of major cell and tissue types on prepared histology slides of systems covered
        C. Terminology and identification of structures in the following systems
                1. Respiratory system

2. Digestive system
3. Nervous system
4. Sense organs
5. Endocrine system
6. Urinary system
7. Reproductive system
8. Avian anatomy

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Assignments may include:

    A. Reading assignments
        1. Weekly reading assignments in the lecture text and other instructional materials, such as lecture notes, online readings, study guides of approximately 30-60 pages/week
        2. Weekly reading assignments in the lab manual, online, or corresponding instructional materials
    B. Writing assignments
        1. Viewing of DVDs or online movies with written summaries
        2. Self quizzes

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 55

Course Title: Animal Management & Clinical Skills I

Credit Status:
X   Credit course
_____ Noncredit course

Catalog Description:

Intended for the pre-clinical nursing training of advanced veterinary assisting apprenticeship students. The following topics are covered: occupational health and safety, dog and cat handling and restraint, administration of medication, assessing dehydration and basic fluid administration, principles of aseptic technique, sanitation, disinfection and sterilization, introduction to principles of surgical nursing and instrumentation.

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

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

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

February 2018

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

Transfer
X   Workforce/CTE
         Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: Lisa Eshman, DVM   **Date:** 1/19/18

Division Curriculum Representative: BFM   **Date:** 1/26/18

Date of Approval by Division Curriculum Committee: 1/26/18

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

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Apprenticeship

APAV 55   ANIMAL MANAGEMENT & CLINICAL SKILLS I

Edit Course Outline

APAV 55	**ANIMAL MANAGEMENT & CLINICAL SKILLS I**	**Summer 2018**
72 total hours.		**4 Units**

Total Contact Hours: 72   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 144   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3   **Lab Hours:** 3   **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only
Degree Status: Applicable   **Credit Status:** Credit
Degree or Certificate Requirement: Stand Alone Course
Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15 **Load Factor:** 0.132 **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code:	0100 - ANIMAL HEALTH
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	VETERINARY TECHNOLOGY
Program TOPs Code:	010210
Program Unique Code:	6009
Content Review Date:	
Former ID:	

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

Intended for the pre-clinical nursing training of advanced veterinary assisting apprenticeship students. The following topics are covered: occupational health and safety, dog and cat handling and restraint, administration of medication, assessing dehydration and basic fluid administration, principles of aseptic technique, sanitation, disinfection and sterilization, introduction to principles of surgical nursing and instrumentation.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Discuss the state and federal laws that govern safety in the veterinary workplace and describe the requirements for Cal-OSHA compliance.
B. Compare and contrast eukaryotic, bacterial and viral organisms in structure and function.
C. Explain the roles of immunity and microorganisms in the disease process.
D. Identify health and safety hazards in a veterinary clinic or biomedical institution and describe safe practices.
E. Describe the classes of sterilants, disinfectants and antiseptics and explain their clinical application.
F. List and employ the principles of aseptic technique and the universal precautions.
G. Demonstrate safe, humane and proper methods of animal handling and restraint.
H. Demonstrate competence in preparing and administering medication.
I. Describe and assess dehydration in the veterinary patient.
J. Identify, properly handle, and maintain common surgical instruments.
K. Demonstrate or explain proper techniques for the preparation of surgical packs, operation of an autoclave and gas sterilizer.

3. Special Facilities and/or Equipment -

Classroom and laboratory with multimedia presentation and projection capabilities. Laboratory with suitable small animal holding kennels, work tables, supply cabinets and scrub sink. Demonstration equipment and supplies, including fluid administration equipment, medications and administration supplies, autoclave, surgical soft goods and instruments, gowns and gloves.

4. Course Content (Body of knowledge) -

A. Laws governing health and safety in the workplace
  1. Federal laws
  2. State laws, Cal-OSHA
  3. Local laws
  4. Proper disposal of sharps and medical waste
  5. Documentation
      a. Four written components required of most veterinary practices
      b. How to implement a sanitation plan
      c. Documentation and safety in the workplace
B. Basic bacterial cell and viral structure and function
  1. Eukaryotic cells
  2. Prokaryotic cells
      a. Enzyme structure and function
      b. Anaerobic and aerobic respiration, fermentation
  3. Viral structure and replication
      a. Bacteriophage vs. mammalian viruses
      b. Retroviruses, medical significance
C. Microorganisms and disease
  1. Types of microorganism
  2. Immune responses
      a. Humoral and cellular immune responses
      b. Active and passive immunity
      c. Role of vaccination in preventing disease

3. Portals of entry
4. Pathogenicity and virulence
D. Health and safety hazards in the veterinary workplace
1. Chemicals
2. Biohazardous materials
3. Radiation safety
4. Waste anesthetic gas and hazards of compressed gases
5. Electrical equipment
6. Animal bites
7. Zoonotic diseases
8. Ergonomics
9. Health hazards and pregnancy
10. Other safety hazards
E. Sterilants, disinfectants and antiseptics
1. Surface application
2. Surgical instruments
3. How and where to use different chemicals
4. Safety Data Sheets
F. Principles of aseptic technique and universal precautions
1. Surgical preparation of personnel
a. Surgical hand scrub
b. Drying hands
c. Donning sterile gown
d. Gloving techniques
2. Surgical preparation of the patient
a. Aseptic preparation of surgical sites
b. Draping techniques
c. Patient transport
d. Final prep in surgical suite
3. Preparation of sterile surgical packs
a. Instrument
b. Gown
c. Towel
d. Special purpose
4. Comportment in surgical suite
5. Record keeping
6. Universal precautions
a. PPE
b. Proper hand washing
G. Animal handling and restraint
1. Proper lifting technique
2. Canine restraint
a. Canine body language
b. Restraint for medical procedures
3. Feline restraint
a. Feline body language
b. Restraint for medical procedures
H. Preparation and administration of medications
1. Documentation
2. Five rights
3. Capsules, tablets and liquids
4. Syringes and needles
5. Enteral routes of administration
a. Per os
b. Per rectum
6. Parenteral routes of administration
a. Subcutaneous
b. Intramuscular
c. Intravenous
1. Identify parts of an intravenous administration set
d. Intradermal
e. Topical
I. Clinical and laboratory assessment of dehydration in the veterinary patient
1. Physical findings
2. Historical information
3. Laboratory assessment
4. Nursing assessments
J. Surgical instruments
1. Identification of common surgical instruments
2. Handling and use

3. Care and maintenance
        K. Surgical packs
                    1. Selecting instruments
                    2. Preparing packs
                    3. Operation and maintenance of the autoclave
                    4. Principles and method of gas sterilization

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    The student will demonstrate proficiency by some or all of the following:

        A. Written quizzes and examinations.
        B. Written homework assignments may be assigned.
        C. Term project.
        D. Two practical laboratory examinations. Proficiency will be individually assessed in skills appropriate to this
            course, as required by the AVMA. Students practice the required skills during lab classes, and know the criteria
            for demonstration of competency.

7. Representative Text(s) -

    Bassert, Joanna M., and Dennis M. McCurnin. Clinical Textbook For Veterinary Technicians., 9th ed. W. B. Saunders
    Co., 2014.
    Taylor, Susan. Small Animal Clinical Techniques. 2nd ed. Elsevier, 2016.
    Tear, Marianne. Small Animal Surgical Nursing: Skills and Concepts. 2nd ed. Mosby, 2012.

8. Disciplines -

    Registered Veterinary Technician

9. Method of Instruction -

        A. Lecture
        B. Discussion
        C. Cooperative learning exercises
        D. Laboratory: demonstration and practice of skills

10. Lab Content -

        A. General restraint (dogs and cats)
                    1. Sternal recumbency restraint (dogs and cats)
                    2. Lateral recumbency restraint (dogs and cats)
                    3. Cephalic venipuncture restraint (dogs and cats)
                    4. Saphenous venipuncture restraint (dogs and cats)
                    5. Jugular venipuncture restraint (dogs and cats)
                    6. Feline neck scruff
                    7. Feline towel restraint
                    8. Eye/ear medication restraint (dogs and cats)
                    9. Canine nylon/leather muzzle application
                    10. Apply Elizabethan collar
                    11. "Rabies Pole" use (GROUP)
        B. Surgical instrument care, wrapping, and sterilization
                    1. Clean surgical instruments
                    2. Prepare a surgical pack for sterilization
                    3. Sterilize an instrument pack in an Autoclave
        C. Small animal nursing skills
                    1. Administer oral tablet or capsule to a dog or cat
                    2. Administer oral liquid to a dog or cat
                    3. Administer subcutaneous injection to a dog or cat
                    4. Administer intramuscular injection to a dog or cat
                    5. Administer subcutaneous fluids to a dog or cat

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Students may be required to complete some or all of the following assignments:

A. Reading sssignments
1. Weekly reading assignments from text, class handouts and online resources ranging from 50 to 100 pages per week
B. Writing assignments
1. Short answer essay questions
2. Term project
C. "Nerd Book" project

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 56

Course Title: Animal Management & Clinical Skills II

Credit Status:
     X____   Credit course
     _____   Noncredit course

Catalog Description:

Intended for the pre-clinical training of veterinary technology students. Survey of basic responsibilities and technical duties of veterinary technicians. Clinical nutrition and feeding of the dog and cat. Basic principles of wound healing. Basic electrocardiography. Venipuncture for catheter placement, blood collection, and intravenous administration of fluids and medications. Troubleshooting of intravenous catheter set-ups. Bandaging and splinting. Introduction to anesthesia: stages of anesthesia, components of anesthetic equipment. Introduction to basic operating room skills and procedures.

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, nor to the Foothill GE pattern
     X____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

     February 2018

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

        _____ Transfer
        X_____ Workforce/CTE
        _____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
>
> The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: <u>Lisa Eshman, DVM</u>   **Date:** <u>1/19/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/26/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

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Apprenticeship

APAV 56   ANIMAL MANAGEMENT & CLINICAL SKILLS II   Edit Course Outline

APAV 56   **ANIMAL MANAGEMENT & CLINICAL SKILLS II**   **Summer 2018**
72 total hours.   **4 Units**

Total Contact Hours: 72   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 144   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3   **Lab Hours:** 3   **Weekly Out of Class Hours:** 6

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

Repeatability -
Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only
Degree Status: Applicable   **Credit Status:** Credit
Degree or Certificate Requirement: Stand Alone Course
Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15 **Load Factor:** 0.132 **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code: 0100 - ANIMAL HEALTH
Distance Learning: no
Stand Alone Designation: no
Program Title: VETERINARY TECHNOLOGY
Program TOPs Code: 010210
Program Unique Code: 6009
Content Review Date:
Former ID:

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

Intended for the pre-clinical training of veterinary technology students. Survey of basic responsibilities and technical duties of veterinary technicians. Clinical nutrition and feeding of the dog and cat. Basic principles of wound healing. Basic electrocardiography. Venipuncture for catheter placement, blood collection, and intravenous administration of fluids and medications. Troubleshooting of intravenous catheter set-ups. Bandaging and splinting. Introduction to anesthesia: stages of anesthesia, components of anesthetic equipment. Introduction to basic operating room skills and procedures.

Prerequisite: APAV 55; per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. Identify the various components of the ECG machine and record an artifact free diagnostic ECG tracing
    B. Explain the genesis of the electrocardiogram and recognize the components of the ECG
    C. Describe the phases of a typical anesthetic event
    D. Identify the parts, and explain the use of common anesthetic equipment and circuits
    E. Discuss the basic principles of fluid administration
    F. Perform venipuncture and place intravenous catheters
    G. Discuss intravenous catheter maintenance and troubleshooting
    H. Describe the phases of wound healing and exemplary wound care
    I. Identify common bandage material and explain fundamental principles of bandaging and splinting
    J. Demonstrate proper application of bandages
    K. Apply basic principles of nutrition and describe clinical feeding practices in the dog and cat

3. Special Facilities and/or Equipment -

Classroom and laboratory equipped with multimedia presentation and projection capabilities. Laboratory equipped with intravenous catheters, needles, syringes, injectable solutions, bandaging materials and splints, microscopes, clinical pathology supplies, vascular access models. Injection models. Expired medications used for teaching.

4. Course Content (Body of knowledge) -

    A. Electrocardiography
        1. Parts of the ECG machine
        2. Types of ECG machines
        3. Recording an ECG
            a. Artifacts
            b. Troubleshooting
            c. Patient position and tips
    B. Electrocardiogram
        1. Genesis of the ECG
        2. Physiology of each wave
        3. Normal variations
        4. Artifacts
        5. Common abnormalities
    C. Phases of a typical anesthetic event
        1. Stages
        2. Planes
        3. Monitoring
        4. Common surgeries
            a. Neuter
            b. Spay
    D. Anesthetic equipment and circuits
        1. Gas anesthetic machine
        2. Breathing circuits
            a. Rebreathing

b. Non-rebreathing
     E. Fluid administration
          1. Fluid compartments in the animal body
          2. Oncotic pressure
          3. Assessment of dehydration
               a. Clinical signs
               b. Calculation
          4. Fluid selection
          5. Assessment of fluid needs
               a. Maintenance
               b. Ongoing losses
               c. Dehydration
               d. Rate
               e. Fluid pumps, drip rates
     F. Venipuncture
          1. Selection of vein
          2. Selection of syringe and needle
          3. Aseptic technique
          4. Blood collection
          5. Intravenous injections
     G. Intravenous catheter placement, maintenance and troubleshooting
          1. Intravenous catheter placement
               a. Selection of vein
               b. Selection of catheter
               c. Securing the catheter
          2. Aseptic technique
          3. Problems and how to solve them
     H. Wound healing
          1. Phases
          2. Triage
          3. Wound care techniques
     I. Bandages and splints
          1. Bandage materials
          2. Layers
          3. Bandage technique and construction
          4. Splints
     J. Bandage application (lab)
     K. Principles of nutrition
          1. Energy producing nutrients
          2. Non-energy producing nutrients
          3. Dog nutritional needs
          4. Cat nutritional needs
          5. Reading a pet food label
               a. Laws
               b. Marketing
               c. Controversies
          6. Client education
               a. Treatment through nutrition
               b. Obesity

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

     Students will demonstrate proficiency by some or all of the following:

          A. Written quizzes and examinations.
          B. Written homework assignments.
          C. Term project.
          D. Two practical laboratory examinations. Proficiency will be individually assessed in skills appropriate to this
             course, as required by the AVMA. Students practice the required skills during lab classes, and know the criteria
             for demonstration of competency.

7. Representative Text(s) -

     Bassert, Joanna M., and Dennis M. McCurnin. Clinical Textbook For Veterinary Technicians. 8th ed. W. B. Saunders
     Co., 2014.
     Taylor, Susan. Small Animal Clinical Techniques. Elsevier, 2010.
     Tear, Marianne. Small Animal Surgical Nursing: Skills and Concepts. 2nd ed. Mosby, 2012.

Although one or more of these texts is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

A. Lecture
B. Discussion
C. Cooperative learning exercises
D. Oral presentations
E. Laboratory activities: demonstration and skills practice

10. Lab Content -

A. Intravenous techniques
    1. Cephalic vein blood draw (dog and cat)
    2. Saphenous vein blood draw (dog and cat)
    3. Jugular venipuncture (dog and cat)
    4. Intravenous catheterization
    5. Intravenous fluid administration
B. Wound care
    1. Clipping
    2. Cleaning wounds
C. Bandages and splints
    1. Apply a Modified Robert Jones bandage
    2. Mason-Meta splint
    3. Robert Jones bandage
D. Electrocardiography
    1. Produce a Diagnostic ECG Tracing
E. Anesthesia machine parts and flow of oxygen molecule

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

The student may be required to complete some or all of the following assignments:

A. Reading assignments: Weekly reading assignments from text, class handouts, and online sources ranging from 50-100 pages per week.
B. Writing assignments, participation in online forum discussions, short answer essay questions.
C. Research project on nutrition.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 60

Course Title: Veterinary Office Practice

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Principles and practice of veterinary office management for veterinary nursing students. Client relations, telephone techniques, interpersonal skills, and team dynamics. Generation and maintenance of correspondence, medical records, legal forms, and hospital logs. Professional ethics and legal boundaries of the veterinary health care team. Facility management utilizing traditional and electronic media and appropriate veterinary medical terminology and abbreviations. Resume writing and interviewing techniques. Principles of inventory control. Use of practice management software. State and federal laws as they apply to the veterinary practice.

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, nor to the Foothill GE pattern

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

February 2018

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 criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
> The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: Lisa Eshman, DVM   **Date:** 1/19/18

Division Curriculum Representative: BFM   **Date:** 1/26/18

Date of Approval by Division Curriculum Committee: 1/26/18

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

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Apprenticeship

APAV 60   VETERINARY OFFICE PRACTICE   Edit Course Outline

APAV 60	**VETERINARY OFFICE PRACTICE**	**Summer 2018**
24 total hours.		**2 Units**

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

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

Lecture Hours: 2   **Lab Hours:**   **Weekly Out of Class Hours:** 4

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15 **Load Factor:** 0.044 **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code: 0100 - ANIMAL HEALTH

Distance Learning: no

Stand Alone Designation: no

Program Title: VETERINARY TECHNOLOGY

Program TOPs Code: 010210

Program Unique Code: 6009

Content Review Date:

Former ID:

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

Principles and practice of veterinary office management for veterinary nursing students. Client relations, telephone techniques, interpersonal skills, and team dynamics. Generation and maintenance of correspondence, medical records, legal forms, and hospital logs. Professional ethics and legal boundaries of the veterinary health care team. Facility management utilizing traditional and electronic media and appropriate veterinary medical terminology and abbreviations. Resume writing and interviewing techniques. Principles of inventory control. Use of practice management software. State and federal laws as they apply to the veterinary practice.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: Not open to students with credit in V T 60.

2. Course Objectives -

The student will be able to:

A. Discuss how to schedule appointments, admit, discharge and triage according to client, patient, and facility needs through phone and personal contact.
B. Develop and provide client education in a clear and accurate manner at a level the client understands.
C. Create a resume and practice job interviewing skills.
D. List, describe and maintain all appropriate facility records and logs in compliance with regulatory guidelines.
E. Practice proper interpersonal and telephone communication skills and demonstrate ability to maintain appropriate interpersonal and client relations.
F. Demonstrate skill in using practice management software for medical record keeping and practice management.
G. Describe methods involved in inventory management.
H. Describe and demonstrate professionalism and identify ethical issues in relation to technician-veterinarian, technician-client, and technician-patient relationships.
I. Describe the results of stress and the potential for substance abuse by veterinary medical personnel, discuss prevention strategies and identify indications for intervention.
J. Define various forms of workplace bullying, including sexual harassment and describe the process of addressing this issue in the workplace.

3. Special Facilities and/or Equipment -

Classroom with multimedia projection. Veterinary practice software loaded onto computer(s) for student use.

4. Course Content (Body of knowledge) -

A. Roles and responsibility as veterinary receptionist
1. Appointment scheduling based on client, patient, and facility needs
2. Interpersonal and telephone communication techniques
3. Admitting patients
4. Patient discharge procedures
5. Principles of telephone triage
B. Client education
1. Communication styles
2. Proper use of medical terminology
3. Methods of client education
a. Written
b. Verbal
c. Other means of communication
C. Job acquisition skills
1. Resume writing
2. Interviewing techniques
D. Regulatory guideline compliance
1. Legal restrictions and legal liability
2. Common hospital logs
a. Radiography
b. Surgery

           c. Anesthesia
           d. Laboratory
           e. Controlled substance
        3. Legal forms and certificates
        4. Record keeping and filing
    E. Interpersonal communication skills
        1. Principles of personnel management, and skills and personal characteristics of good managers
        2. Procedures for hiring and firing employees: job descriptions, interviews, evaluations
        3. Motivating employees
        4. Employee rights and responsibilities
        5. Teamwork
    F. Medical record keeping
        1. Legal aspects
        2. Application of problem oriented veterinary medical record
        3. Veterinary practice management software
    G. Inventory control
        1. Techniques and theories of inventory control
        2. Managing inventory
    H. Professionalism and ethical issues in interpersonal relationships
        1. Technician-veterinarian
        2. Technician-client
        3. Technician-patient
        4. Technician-technician and/or veterinary assistant
    I. Stress in the veterinary office
        1. Role of stress
        2. Substance abuse
        3. Prevention strategies
        4. Self care
        5. Intervention
    J. Office problems
        1. Bullying
        2. Sexual harassment
        3. Injuries and worker's compensation

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by some or all of the following:

    A. Written quizzes and a written final examination
    B. Written report of interview conducted with a veterinary hospital manager
    C. Client education project
    D. Project using practice management software

7. Representative Text(s) -

Bassert, Joanna M. <u>Clinical Textbook For Veterinary Technicians.</u> 9th ed. W. B. Saunders Co., 2017.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

    A. Lecture
    B. Discussion
    C. Oral presentations
    D. Collaborative exercises

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Assignments may include some or all of the following:

   A. Reading assignments: Weekly reading assignments from text, class handouts, and outside sources ranging from 30 to 60 pages per week.
   B. Five-page written research paper and oral presentation on a client education topic.
   C. Written short answer essay questions.
   D. Reflection paper on personal strengths and weaknesses as it relates to job performance.
   E. Project demonstrating proficiency in using practice management software.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 75A

Course Title: Animal Care Skills I

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Practical application of animal care skills and principles of animal care and management. Opportunity to participate in the health care team involved in the husbandry and management of companion animals in a hospital and shelter environment. Emphasis will be on the basic principles and application of clinical facility management, care and behavior of hospitalized patients, routine maintenance duties, and euthanasia, grief and pet loss support.

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

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

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

   February 2018

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

```
_____   Transfer
X_____  Workforce/CTE
_____   Basic Skills
```

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.

The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: Lisa Eshman, DVM _____   **Date:** 1/19/18

Division Curriculum Representative: BFM _____   **Date:** 1/26/18

Date of Approval by Division Curriculum Committee: 1/26/18 _____

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

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Apprenticeship

APAV 75A   ANIMAL CARE SKILLS I

Edit Course Outline

APAV 75A	**ANIMAL CARE SKILLS I**	**Summer 2018**
36 total hours.		**1 Unit**

Total Contact Hours: 36   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 36   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: **Lab Hours:** 3   **Weekly Out of Class Hours:**

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15   **Load Factor:** .066   **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code:	0100 - ANIMAL HEALTH
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	VETERINARY TECHNOLOGY
Program TOPs Code:	010210
Program Unique Code:	6009
Content Review Date:	
Former ID:	

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

Practical application of animal care skills and principles of animal care and management. Opportunity to participate in the health care team involved in the husbandry and management of companion animals in a hospital and shelter environment. Emphasis will be on the basic principles and application of clinical facility management, care and behavior of hospitalized patients, routine maintenance duties, and euthanasia, grief and pet loss support.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: This course is not open to students with credit in V T 75A.

2. Course Objectives -

The student will be able to:

A. Describe and perform proper husbandry of dogs and cats
B. Describe and perform standard operating procedures for facilities care
C. Exhibit professionalism and perform responsibly in providing for the needs of patients and in working collaboratively with coworkers
D. Describe basic principles of dog and cat behavior
E. Demonstrate low stress handling techniques for dogs and cats
F. Perform basic steps in physical examination of dogs and cats
G. Interpret findings discovered during physical examination of dogs and cats
H. Discuss pet euthanasia: the role of the AVMA, veterinarian, technician, and the pet owner in all aspects of euthanasia and pet loss

3. Special Facilities and/or Equipment -

Dogs and cats. Housing and restraint facilities. Laboratory equipped with examination tables and diagnostic and therapeutic equipment and supplies.

4. Course Content (Body of knowledge) -

A. Dog and cat husbandry protocols
    1. Orientation to facility(ies)
    2. Observation of normal patients in confinement
    3. Routine animal husbandry requirements
        a. Dogs
        b. Cats
B. Standard operating procedures for facility maintenance
    1. Principles of disinfection
        a. Routine cleaning and sanitation
    2. Inventory
    3. Record keeping
    4. Care and safe use of cleaning equipment
C. Working as a professional
    1. Definition of a professional person
    2. Interpersonal communication
    3. Performance of animal care according to hospital protocols
    4. Medical record keeping
    5. Medical communication with peers and superiors
        a. Doctor's orders
        b. Rounds
    6. Teamwork
        a. Assuming personal responsibility
        b. Communications
D. Dog and cat behavior
    1. Role of veterinary technician in animal behavior
    2. Canine behavior and development
        a. Canine sensory perception
        b. Canine communication

3. Canine social structure
4. Canine behavior at different stages of development
   a. Sensitive periods of development
5. Problem prevention in the canine
6. Feline behavior and development
   a. Feline sensory perception
   b. Feline communication
7. Feline social structure
8. Feline behavior at different stages of development
   a. Sensitive periods of development
9. Problem prevention in the feline

E. Low stress handling techniques for dogs and cats
1. Human animal bond
2. Learning and behavior modification
3. Handling techniques in the veterinary clinic
4. Low stress veterinary clinic tips

F. Introduction to physical examination of dogs and cats
1. History
2. TPR
3. Systems approach
4. Nose to tail approach
5. Medical record keeping: using SOAP

G. Interpretation of physical examination findings of dogs and cats
1. Needs pyramid
2. Nursing assessments
3. Normal findings

H. Pet euthanasia
1. Decision process
2. Role of each member of staff
3. Process of euthanasia
4. Disposal of remains
5. Grief as a process
6. Talking to clients

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by some or all of the following:

A. Written evaluations
1. Tests
2. Reflection assignments
3. Peer evaluations
B. Skills evaluations
1. Technical competency
2. Conference with instructor
C. Group projects

7. Representative Text(s) -

Bassert, Joanna M. Clinical Textbook For Veterinary Technicians. 9th ed. W. B. Saunders Co., 2017.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

Discussions, demonstrations, laboratory practice

10. Lab Content -

A. Daily, routine care of feline and canine patients
B. Basic principles and application of clinical facility management, routine maintenance duties
C. Application of dog and cat low stress handing
D. Case studies to illustrate and practice skills
E. Collaborative projects

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

    A. Reading assignments: Weekly reading assignments from text, class handouts, and online or outside sources.
    B. Medical record keeping for program teaching animals.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 75B

Course Title: Animal Care Skills II

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Practical application of animal care skills and principles of animal care and management using techniques and knowledge learned in the veterinary technology classes. Students expand their animal care knowledge, skills, and abilities to include skills needed to be successful applying clinical diagnostics in the workplace. Students are expected to apply knowledge of medical terminology, anatomy and physiology to animal care duties. There is an emphasis on professional behavior, medical record keeping, and clinical procedures with dogs and cats.

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

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

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

  February 2018

***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 criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
> The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: Lisa Eshman, DVM   **Date:** 1/19/18

Division Curriculum Representative: BFM   **Date:** 1/26/18

Date of Approval by Division Curriculum Committee: 1/26/18

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

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Apprenticeship

APAV 75B   ANIMAL CARE SKILLS II

Edit Course Outline

APAV 75B	**ANIMAL CARE SKILLS II**	**Summer 2018**
36 total hours.		**1 Unit**

Total Contact Hours: 36   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 36   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: **Lab Hours:** 3   **Weekly Out of Class Hours:**

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15 **Load Factor:** 0.066 **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code: 0100 - ANIMAL HEALTH

Distance Learning: no

Stand Alone Designation: no

Program Title: VETERINARY TECHNOLOGY

Program TOPs Code: 010210

Program Unique Code: 6009

Content Review Date:

Former ID:

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

Practical application of animal care skills and principles of animal care and management using techniques and knowledge learned in the veterinary technology classes. Students expand their animal care knowledge, skills, and abilities to include skills needed to be successful applying clinical diagnostics in the workplace. Students are expected to apply knowledge of medical terminology, anatomy and physiology to animal care duties. There is an emphasis on professional behavior, medical record keeping, and clinical procedures with dogs and cats.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: Not open to students with credit in V T 75B.

2. Course Objectives -

The student will be able to:

      A. Perform physical examination and patient assessment of dogs and cats
      B. Implement the problem oriented veterinary medical record keeping system
      C. Explain a preventive health plan for the dog and the cat
      D. Demonstrate technical competency in basic diagnostic skills
      E. Demonstrate technical competency in basic therapeutic skills

3. Special Facilities and/or Equipment -

Dogs and cats. Housing and restraint facilities. Laboratory equipped with examination tables and diagnostic and therapeutic equipment and supplies, such as: centrifuge, ophthalmic diagnostic supplies (Tonopen, Schirmer tear tests, Fluorescein ophthalmic dye, ultraviolet light), otoscopes and variety of ear cones, ophthalmoscopes, dog and cat grooming supplies, microscopes, slides, stains and mineral oil, and other veterinary clinic supplies.

4. Course Content (Body of knowledge) -

    A. Physical examination and patient assessment
        1. History taking
            a. Dogs
            b. Cats
        2. Physical examination
            a. Dogs
            b. Cats
        3. Nursing assessments
            a. Differentiation between DVM and RVT assessment
            b. Examples
            c. Priority pyramid
    B. Problem oriented veterinary medical record keeping system
        1. Reading medical records
        2. Entering data into medical records
        3. SOAP system
        4. Common abbreviations
        5. Following directions
    C. Preventive health care plans for the dog and the cat
        1. Principles of vaccination
            a. Core vaccines for dogs
            b. Core vaccines for cats
        2. Deworming
            a. Common nematodes
            b. Tapeworms
        3. External parasite control
        4. Heartworm testing and prevention
        5. FeLV/FIV testing and prevention
        6. Medical communication
            a. Doctor's orders
            b. Explaining preventive care to clients

        D. Basic diagnostic skills
            1. Dermatologic skills
                a. Skin scraping
                b. Ectoparasite exam
                c. Dermatophyte test
                d. Skin cytology
                e. Ear cytology
            2. Ophthalmic skills
                a. Schirmer tear test
                b. Fluorescein stain
                c. Tonopen
        E. Basic therapeutic skills
            1. Ear exam and ear cleaning
            2. Nail trim: dog and cat
            3. Grooming dogs
            4. Grooming cats
            5. Anal sac expression

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

The student will demonstrate proficiency by some or all of the following:

        A. Written evaluations
            1. Tests: midterm and final examinations
            2. Reflection assignments
            3. Peer evaluations
            4. Short research paper
        B. Skills evaluations
            1. Technical competency of essential skills
            2. Conference with instructor
            3. Group projects

7. Representative Text(s) -

Bassert, Joanna M., and Dennis M. McCurnin. <u>Clinical Textbook For Veterinary Technicians.</u> 9th ed. W. B. Saunders Co., 2014.
Rockett, Lattanzio, Christensen. <u>The Veterinary Technician's Guide to Writing SOAPS.</u> Rockett House Publishing, 2013.
Although one or more texts is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

During periods of instruction the student will be:

        A. Observing demonstrations and lectures
        B. Practicing on models and patients if indicated
        C. Participating in collaborative exercises and lab activities

10. Lab Content -

        A. Repetition of physical examination skills until proficient
        B. Practical application of animal care skills and preventive care as discussed in class
        C. Practice the following dermatologic and ophthalmic essential skills under trained instructors as required by the AVMA:
            1. Trim toenails in a dog or cat
            2. Express anal sacs - canine
            3. Perform a skin scraping
            4. Dermatophyte testing
            5. Application of topical medication
            6. Ear swab collection and preparation (dog or cat)

    7. Cleaning ears prior to medication (dog or cat)
    8. Administer ear medication
    9. Administer eye drops or ointment to a dog or cat
10. Perform a Schirmer Tear Test
11. Perform a Fluorescein Stain Test
12. Tonometry

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

    A. Reading assignments: Weekly reading assignments from texts, class handouts, and online and/or outside sources.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APAV 81

Course Title: Clinical Pathology Methods

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Fundamental studies of laboratory techniques and procedures involved in evaluating veterinary clinical samples. Areas of study include hematology, urinalysis, coagulation assessment, blood biochemistry and immunological testing, serology, clinical parasitology, and cytology. The veterinary technician's role in sample collection, sample storage and handling, and performance of analytic procedures will be emphasized. Skills are developed in the use of laboratory equipment, laboratory safety and management, and quality control and quality assurance.

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

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

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

Apprenticeship in Veterinary Assisting Certificate of Achievement

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

  February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course and associated Apprenticeships are intended to provide qualified, trained assistants in veterinary clinics. Students completing the course may be eligible for increased responsibilities and salaries depending on their employer. The Apprenticeship creates an additional pathway to a career as a Registered Veterinary Technician.
> The Bureau of Labor Statistics data states that demand for veterinary technicians and technologists is expected to grow "much faster than average for all occupations." (Bureau of Labor Statistics cited on https://www.bls.gov/OOH/healthcare/veterinary-technologists-and-technicians.htm) Thirty percent growth in this field is expected in California. Despite the need for RVTs and advanced veterinary assistants in San Francisco, there is no such program in the county. This particular apprenticeship targets under-employed populations who have limited college experience but a strong interest in animals and who are dedicated to the mission of the SF SPCA.

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

Faculty Requestor: Lisa Eshman, DVM   **Date:** 1/19/18

Division Curriculum Representative: BFM   **Date:** 1/26/18

Date of Approval by Division Curriculum Committee: 1/26/18

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

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Apprenticeship

APAV 81   CLINICAL PATHOLOGY METHODS

Edit Course Outline

APAV 81	**CLINICAL PATHOLOGY METHODS**	**Summer 2018**
84 total hours.		**5 Units**

Total Contact Hours: 84   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 180   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 3   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 1-10-17

Division Dean Information -

Seat Count: 15   **Load Factor:** 0.154   **FOAP Code:** 11500014222710210

Instruction Office Information -

FSA Code:	0100 - ANIMAL HEALTH
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	VETERINARY TECHNOLOGY
Program TOPs Code:	010210
Program Unique Code:	6009
Content Review Date:	
Former ID:	

Need/Justification -

The apprenticeship program grants certificates upon completion of a series of classes and demonstration of skills, progressing through several levels of veterinary assisting. Each certificate includes higher expectations by the employer and more responsibility. Students completing certificates may be eligible for additional employment opportunities or salary increases depending on their employer. This course will be a required core course for the forthcoming certificate of achievement in Advanced Veterinary Assisting.

1. Description -

Fundamental studies of laboratory techniques and procedures involved in evaluating veterinary clinical samples. Areas of study include hematology, urinalysis, coagulation assessment, blood biochemistry and immunological testing, serology, clinical parasitology, and cytology. The veterinary technician's role in sample collection, sample storage and handling, and performance of analytic procedures will be emphasized. Skills are developed in the use of laboratory equipment, laboratory safety and management, and quality control and quality assurance.

Prerequisite: APAV 55; per California Code of Regulations, this course is limited to students admitted to the Advanced Veterinary Assisting Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Recognize and discuss the responsibilities of the veterinary technician in a clinical laboratory setting as it relates to the veterinarian, other veterinary health care team members, and the patient.
B. Discuss, evaluate and perform basic procedures in veterinary hematology, including preparation and staining of blood smears; blood cell identification and enumeration; and determination of blood parameters and indices.
C. Discuss, evaluate and perform basic procedures in veterinary urinalysis, including sample preparation; determination of physical and biochemical properties; and microscopic sediment examination.
D. Discuss, evaluate, and perform basic procedures in veterinary coagulation assessment, including sample handling and common coagulation tests.
E. Discuss, evaluate, and perform basic procedures in veterinary serum biochemistry including organ function tests and health profiles utilizing automated blood analyzers.
F. Discuss, evaluate, and perform basic procedures in veterinary serology, including comparing and contrasting the methodologies employed in serological and immunologic testing.
G. Discuss, evaluate, and perform basic procedures in veterinary cytology, including sample collection and preparation, and cell identification.
H. Discuss, evaluate, and perform basic procedures in veterinary clinical parasitology including identification of hemoparasites, and common internal and external parasites.

3. Special Facilities and/or Equipment -

Classroom equipped with multimedia presentation and projection capabilities. Computers with Internet access. Laboratory equipped with microscopes, centrifuges, slides, tubes. Clinical laboratory equipment: manual and automated cell counters, biochemistry analyzers, dry chemistry tests, stains and accessories. Access to clinical samples from dogs and cats.

4. Course Content (Body of knowledge) -

A. Role of the veterinary technician in the clinical laboratory
   1. Definition of clinical pathology
   2. Roles of veterinary technician in the clinical pathology laboratory
   3. Responsibility of the veterinary technician to the veterinarian, other members of the health care teams and patient
   4. Quality control and quality assurance
   5. Laboratory safety and management
   6. Introduction to manual and automated laboratory equipment
B. Veterinary hematology
   1. Characteristics of blood and formation of blood elements
   2. Sample collection, storage, and preparation
   3. The complete blood count
      a. Preparation and staining of the blood smear and buffy coat smear
      b. Hematocrit: packed cell volume and total protein
      c. The differential white blood cell count, including white blood cell morphology
      d. Red blood cell morphology and indices
      e. Reticulocyte count
      f. Platelet morphology, estimate and count
   4. Classification of anemia

5. White blood cell responses in disease
6. Use of clinical laboratory equipment for analyzing blood
7. Quality control and quality assurance

C. Veterinary urinalysis
1. Review of renal function and formation of urine
2. Sample collection, storage, and preparation
3. Indications for and value of urinalysis in patient assessment
4. Examination of urine
   a. Physical examination
   b. Chemical examination
   c. Microscopic examination of urine sediment: identification and enumeration of formed elements
5. Clinical significance of urinalysis findings
6. Safe and proper collection and handling of urine
7. Proper use of equipment used in performing urinalysis
8. Quality control and quality assurance

D. Veterinary coagulation assessment
1. Platelets and primary hemostasis; clotting factors and secondary hemostasis
2. Sample collection, storage, and preparation
3. Bleeding time test
4. Whole blood clotting time test
5. Coagulation screening, including assessment of the intrinsic and extrinsic clotting systems
6. Common veterinary hemostatic disorders
7. Quality control and quality assurance

E. Veterinary biochemistry
1. Applications of biochemistry profiles and individual organ function tests
2. Sample collection, storage, and preparation
3. Principles of enzyme assay and biochemical reaction testing
   a. Discussion of dry chemistry methodologies
4. Importance of quality control and reference ranges
5. Specific biochemistry tests for evaluation of organ function
6. Proper use and care of automated chemistry analyzers
7. Quality assurance of automated chemistry analyzers

F. Veterinary serology
1. Review of basic immunologic responses
2. Applications of serology and immunodiagnostics to veterinary clinical diagnosis
3. Sample collection, storage, and preparation
4. Methodologies used in immunodiagnostic testing
5. ELISA technology: principles, reactants, kits
6. Fluorescent antibody testing
7. Basic interpretation of the results of immunodiagnostic tests
8. Quality control and quality assurance

G. Veterinary cytology
1. Common clinical samples and their diagnostic value
2. Sample collection, storage, and preparation
   a. Fine needle aspirates and impression smears
   b. Swabs and scrapings
   c. Fluid analysis
3. Vaginal cytology

H. Veterinary clinical parasitology
1. Hemoparasites
2. Common internal parasites
3. Common external parasites
4. Quality control and quality assurance

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

Some or all of the following methods of evaluation will be used:

A. Written examinations.
B. Practical examinations.
C. Written case study.
D. Demonstration of the required essential skills taught in this class using standard criteria for competency.

7. Representative Text(s) -

Hendrix, Charles M., and Margi Sirois. Laboratory Procedures for Veterinary Technicians. 6th ed. Elsevier, 2016.
Reagan, et al. Veterinary Hematology: Atlas of Common Domestic Species. 2nd ed. Wiley-Blackwell, 2008.

Although one or more text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

8. Disciplines -

Registered Veterinary Technician

9. Method of Instruction -

A. Lecture
B. Discussion
C. Laboratory
D. Demonstration

10. Lab Content -

A. Complete blood count (CBC)
    1. Blood film preparation
    2. Staining slides
    3. Packed cell volume
    4. Total protein
    5. Total WBC count
    6. Differential white blood cell count
    7. RBC count and morphology
B. Blood chemistries and serology
    1. Prepare serum and plasma for analysis
    2. Serum chemistry panel
    3. Perform serologic test (ELISA)
C. Diagnostic procedures for blood microfilaria
    1. Direct drop
    2. Modified Knott's Test
D. Urine collection
    1. Voided sample (dog)
    2. Cystocentesis (GROUP)
    3. Place a urinary catheter in a male dog (GROUP)
E. Urinalysis
    1. Specific gravity
    2. Chemical analysis
    3. Sediment analysis
F. Diagnostic procedures for fecal parasites
    1. Direct fecal smear
    2. Fecal flotation
    3. Fecal centrifugation and read fecal slide
G. Vaginal cytology
    1. Collect and prepare vaginal cytology – canine (GROUP)
H. Coagulation test
    1. BMBT and/or ACT (GROUP)

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Reading assignments: Weekly reading assignments from text, class handouts, and online sources ranging from 50 to 100 pages per week.
B. Written short answer essay questions.
C. Written case study.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APCA 100

Course Title: CULINARY SAFETY & SANITATION

Credit Status:
    X   Credit course
    _____ Noncredit course

Catalog Description:

Students will study first aid, food safety management and other safety issues related to food service operations. They will learn how to assess the threat of contamination, prevention measures, and alternative responses to food safety and other concerns, such allergens. The course also presents other material critical to safety in the modern day professional kitchen, including Hazard Analysis Critical Control Point (HACCP) and active managerial control. A case study in the form of food safety inspection and audit of the cafeteria and culinary classroom kitchen will give students a chance to see the difficulties that face food service operators every day.

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

    _____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
    X   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

    Proposed Apprenticeship in Culinary Arts

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

        February 2018

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course is part of the proposed culinary apprenticeship program and will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Stephen Hazelton</u>   **Date:** <u>1/18/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/18/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

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Apprenticeship

APCA 100   CULINARY SAFETY & SANITATION

Edit Course Outline

APCA 100	CULINARY SAFETY & SANITATION	Summer 2018
40 hours total: 32 hours lecture, 8 hours laboratory.		2.5 Units

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:**

Division Dean Information -

Seat Count: 30 **Load Factor:** .060 **FOAP Code:** 115000142226130630

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts profession. Sanitation is required, and a certificate in food handling is now required by the State of California for any and all who work with food that is served to the public.

1. Description -

Students will study first aid, food safety management and other safety issues related to food service operations. They will learn how to assess the 7 threat of contamination, prevention measures, and alternative responses to food safety and other concerns, such allergens. The course also presents other material critical to safety in the modern day professional kitchen, including Hazard Analysis Critical Control Point (HACCP) and active managerial control. A case study in the form of food safety inspection and audit of the cafeteria and culinary classroom kitchen will give students a chance to see the difficulties that face food service operators every day.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Arts Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Complete CPR and first aid training and obtain certification.
B. Demonstrate temperature checks on refrigeration equipment.
C. Complete ServSafe Food Handler Program and obtain certificate in food handling.
D. Demonstrate sanitizer level checks on three-compartment sinks.
E. Demonstrate safe work practices.
F. Describe proper techniques to prevent injuries while using and cleaning foodservice equipment and tools.
G. Describe basic cuts and burns and how to treat these wounds.
H. Identify the different classes of fire extinguishers and describe how to use one.
 I. Demonstrate temperature checks on refrigeration equipment.
J. Prepare for and pass the ServSafe Food Protection Manager Certification exam.

3. Special Facilities and/or Equipment -

A. Laptop computer and projector or TV screen
B. Whiteboard with erasable markers
C. Access to commercial kitchen for demonstrations and practice

4. Course Content (Body of knowledge) -

A. Providing Safe Food (Lec)
B. The Microworld (Lec)
C. Contamination and Food Allergens (Lec)
D. Hygiene and Safe Food Handling (Lec and Lab)
E. The Flow of Food (Lec and Lab)
F. Purchasing, Receiving, and Storage (Lec and Lab)
G. Preparation (Lec and Lab)
H. Service (Lec and Lab)
 I. Food Safety Management Systems (Lec and Lab)
J. Facilities and Equipment (Lec)
K. Cleaning and Sanitizing (Lec and Lab)
 L. Integrated Pest Management (Lec)
M. Food Safety Regulations and Standards (Lec)
N. Employee Food Safety Training (Lec)
O. First Aid (Lec and Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Written examinations
B. Routine checks for understanding
C. Evaluation of notebook
D. Student presentations
E. Quizzes based on the units

7. Representative Text(s) -

ServSafe Manager Book. 7th ed. English, with exam answer sheet. National Restaurant Association, 2017.

8. Disciplines -

Culinary Arts/Food Technology

9. Method of Instruction -

    A. Lecture
    B. Discussion
    C. Demonstration: Sodexo Cafeteria at San Jose Job Corps (HACCP) and San Jose Job Corps Center Culinary Patio Room (active managerial control). Students will compare and contrast the two food service safety systems and see the protocols in action

10. Lab Content -

The audit of the cafeteria run by Sodexo and the Patio Room run by the San Jose Job Corps Patio Room will be an intense look at food service operations and the sanitation challenges that they face leading to the assigned comparative study.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

    A. Required reading of the ServSafe Manager textbook; students will take quizzes after each chapter.
    B. Students will be certified food handlers and earn the certification of ServSafe Food Protection Manager.
    C. Students will write an 1800-word compare and contrast paper regarding their audit of the San Jose Job Corps Center Patio Room and the Sodexo Cafeteria at the San Jose Job Corps. Students will also make a team presentation of their findings to Sodexo and SJJC representatives using Powerpoint.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: APCA 101

Course Title: BASIC CULINARY THEORY

Credit Status:
X_____ Credit course
_____ Noncredit course

Catalog Description:

Students will be exposed to food chemistry and the vocabulary necessary to succeed in an industrial food service setting. Topics will range from baking to cold kitchen preparation to various understandings of dry and moist cooking techniques. In addition, students will learn product identification and protocols in food handling and preferred cooking methods for meats, poultry, fruits, vegetables, starches, legumes, fish and shellfish.

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

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

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

Proposed Apprenticeship in Culinary Arts

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

February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

_____ Transfer
X_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course is part of the proposed culinary apprenticeship program and will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Stephen Hazelton _____ **Date:** 1/18/18

Division Curriculum Representative: BFM _____ **Date:** 1/18/18

Date of Approval by Division Curriculum Committee: 1/26/18 _____

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

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Apprenticeship

APCA 101   BASIC CULINARY THEORY

Edit Course Outline

APCA 101	BASIC CULINARY THEORY	Summer 2018
40 hours total: 32 hours lecture, 8 hours laboratory.		**2.5 Units**

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:**

Division Dean Information -

Seat Count: 30   **Load Factor:** .060   **FOAP Code:** 115000142226130630

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts industry.

1. Description -

Students will be exposed to food chemistry and the vocabulary necessary to succeed in an industrial food service

setting. Topics will range from baking to cold kitchen preparation to various understandings of dry and moist cooking techniques. In addition, students will learn product identification and protocols in food handling and preferred cooking methods for meats, poultry, fruits, vegetables, starches, legumes, fish and shellfish.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Know the qualities and properties of food items and ingredients used in food preparation, including meat, poultry, fruits, vegetables, starches, dairy products, and seafood
B. Identify the cuts and structure of beef, pork, lamb, chicken, fish, and shellfish
C. Demonstrate an extensive vocabulary in regards to the culinary profession
D. Summarize the details of meat inspection, grading, handling, storage and desired cooking methods of various cuts of beef, pork, lamb, poultry, fish, and shellfish
E. Distinguish between the different market forms of fish and shellfish, and the types of mollusks, crustaceans, and other seafood, like squid
F. Distinguish between various market forms of fruits, vegetables, herbs, spices, and grains via product ID test
G. Identify dry and moist cooking methods for fruits, vegetables, grains, and legumes
H. Understand purchasing and storage concerns for fresh, canned, frozen, and dried vegetables
I. Understand the concepts of coagulation, caramelization, fermentation, radiation, heat conduction, and emulsification in food chemistry
J. Know the principle of mise en place, including the placement and order of use of ingredients, tools, and supplies
K. Produce salads, sandwiches, cold soups, dressings, and forcemeats, including sausages
L. Know the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts

3. Special Facilities and/or Equipment -

A. Classroom with a flat screen television and laptop or computer for presentations
B. Whiteboard with markers
C. Fully equipped commercial kitchen for demonstrations and practice

4. Course Content (Body of knowledge) -

A. Theories and chemistry of stocks, soups, and sauces (Lec)
B. Knives: proper use, sharpening, and maintenance of kitchen knives (Lec and Lab)
C. Meat, poultry, and game identification and fabrication (Lec and Lab)
D. Fish and shellfish identification and fabrication (Lec and Lab)
E. Guidelines in regard to fruits, vegetables, herbs, spices (Lec and Lab)
F. Starches, grains, and dry goods identification (Lec and Lab)
G. Cooking methods: grilling, broiling, and roasting (Lec and Lab)
H. Cooking methods: sauteing, pan frying, and deep frying (Lec and Lab)
I. Cooking methods: steaming and poaching (Lec and Lab)
J. Cooking methods: braising and stewing (Lec and Lab)
K. Egg cookery and the science of eggs (Lec and Lab)
L. Baking basics (Lec and Lab)
M. Garde Manger: the science of the cold kitchen (Lec and Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Written examinations (20%)
B. Routine checks for understanding (5%)
C. Evaluation of notebook (10%)
D. Student presentations and papers (40%)
E. Quizzes based on the units (15%)
F. Participation, uniform dress code, and professionalism

7. Representative Text(s) -

Labensky, Sarah, et al. <u>On Cooking: A Textbook for Culinary Fundamentals.</u> New York: Prentice Hall, 2017.

8. Disciplines -

Culinary Arts/Food Technology

9. Method of Instruction -

 A. Lecture
 B. Discussion - vocabulary
 C. Demonstration (e.g., showing students what some items look like, how an emulsification is made)

10. Lab Content -

Students will be handling different products and must identify them, check them for quality, and store them safely. Students will practice knife identification, sharpening and maintenance.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

 A. Student will have about 500 pages of reading; must look up vocabulary terms and write them down.
 B. Weekly presentations on certain topics, like rice or potatoes
 C. Five 1200-word papers on food topics. Even though these papers will be broad, they will hopefully inspire interest for the student to gain further knowledge.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: APCA 102

Course Title: CULINARY MATH, MEASUREMENTS & CALCULATIONS

Credit Status:
 X   Credit course
 _____ Noncredit course

Catalog Description:

One of the most important courses in culinary arts, this course instills methods to measure ingredients (volume, weight, time and temperature), convert from U.S. to Metric systems of measurement, calculate portion cost and recipe cost. Also covers pricing strategies and instills an understanding of order guides and invoices. Students will work with ratios and fractions with key ratios applied to achieve an edible result without a recipe. Students will learn to detect flaws in a recipe if the ratio is not correct. Students will produce a portfolio of their own recipe calculations.

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

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

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

Proposed Apprenticeship in Culinary Arts

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

February 2018

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 criteria:

Criteria A. Appropriateness to Mission

The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

	Transfer
X	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course is part of the proposed culinary apprenticeship program and will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Stephen Hazelton</u>   **Date:** <u>1/18/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/18/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

Submissions Course Outline Editor

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Apprenticeship

APCA 102   CULINARY MATH, MEASUREMENTS & CALCULATIONS

Edit Course Outline

APCA 102	CULINARY MATH, MEASUREMENTS & CALCULATIONS	Summer 2018
40 hours total: 32 hours lecture, 8 hours laboratory.		2.5 Units

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:**

Division Dean Information -

Seat Count: 30 **Load Factor:** .060 **FOAP Code:** 115000142226130630

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts profession.

1. Description -

One of the most important courses in culinary arts, this course instills methods to measure ingredients (volume, weight, time and temperature), convert from U.S. to Metric systems of measurement, calculate portion cost and recipe cost. Also covers pricing strategies and instills an understanding of order guides and invoices. Students will work with ratios and fractions with key ratios applied to achieve an edible result without a recipe. Students will learn to detect flaws in a recipe if the ratio is not correct. Students will produce a portfolio of their own recipe calculations.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Identify whole numbers, decimals, fractions, and ratios used in food service calculations.
B. Demonstrate basic whole number, fraction, and decimal calculations (add, subtract, multiply, and divide).
C. Describe various methods used to measure ingredients (volume, weight, count, length, time, and temperature) and their units of measure.
D. Identify common tools used to measure in a kitchen.
E. Identify abbreviations for common units of measure.
F. Demonstrate the conversion of common units of measure within the U.S. and Metric measurement systems.
G. Demonstrate accurate measurements using the following methods: volume, weight, count, length, time, and temperature.
H. Identify various expenses in operating a foodservice establishment (food, labor, etc.).
I. Describe menu item food cost and how it is determined.
J. Explain how a menu item's selling price is determined.
K. Describe how portion control, proper measurement of recipe ingredients, and product waste and loss affects an operation.
L. Demonstrate the ability to assist with the receiving of a food order and check the invoice for receipt of all items listed.
M. Understand and calculate Cost Volume Profit analysis and break even points.
N. Read a Profit and Loss (PNL) statement.
O. Understand and apply concepts in budget making.

3. Special Facilities and/or Equipment -

A. Commercial kitchen for observation, demonstration and practice
B. Laptop computer and projector or TV screen
C. Whiteboard with erasable markers

4. Course Content (Body of knowledge) -

A. Math basics and basic word problems (Lec and Lab)
B. Units of measure in weight, volume, and temperature, and their abbreviations in culinary arts (Lec and Lab)
C. Metric system of measurements and conversions to equivalents in the U.S. Standard system (Lec and Lab)
D. Units of measure and conversions using the bridge method (Lec)
E. Conversion of mixed measurements (Lec)
F. Advanced conversions between weight and volume (Lec and Lab)
G. Yield percentages (Lec)
H. As Purchased vs. Edible Portion, and applying yield percentages (Lec and Lab)
I. Cost per unit and total cost formulas (Lec)
J. Edible Portion cost (Lec and Lab)
K. Recipe costing (Lec)
L. Labor cost (Lec)
M. Menu engineering and revenue management (Lec)
N. The importance of beverage costing and cost control (Lec)
O. Recipe size conversion (Lec)
P. Ratios and their importance ((Lec and Lab)
Q. The Profit and Loss (income) statement (Lec)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Midterm and Final Exams

B. Quizzes
C. Homework
D. Submission of Recipe Costing Portfolio Project
E. Routine Checks for Understanding

7. Representative Text(s) -

Hill, Julia, and Linda Blocker. <u>Culinary Math.</u> 3rd ed. John Wiley & Sons, Inc., 2012. ISBN: 978-0-470-06821-2

Although this text may be older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

8. Disciplines -

Culinary Arts/Food Technology

9. Method of Instruction -

A. Lecture
B. Demonstration: students will see yield percentages in action
C. Integrated discussion on application
D. Portfolio: students will cost out their own recipes as part of a project
E. Case study: restaurant cost control, and profit and loss statement impact

10. Lab Content -

Students will observe and participate in exercises in an operating commercial kitchen to prepare and test recipes. For example: edible portion, where in order to make 10 pounds of chopped fresh pineapple, students will be taught that they need to order 18-20 lbs (two cases) of pineapple to get that yield. In addition, students will observe shrinkage in meat after cooking (fat melts) and be taught that loss needs to be accounted for when planning.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Students will research their own recipes and calculate the total recipe cost and cost per portion. This is critical in developing a pricing strategy for menus.
B. Homework will focus on calculations and will be intense; will also include a real case study of a confidential company, a Profit and Loss statement, and cost control.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: APCA 104

Course Title: BASIC COOKING TECHNIQUES

Credit Status:
X   Credit course
_____ Noncredit course

Catalog Description:
Covers basic cooking. Students will make stocks, soups, sauces; prepare vegetables, starches, salads; fabricate and cook various cuts of meat and poultry. Highlights basic cooking techniques, such as sautéing, roasting, poaching, braising, and frying, while following industrial recipes.

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

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

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

Proposed Apprenticeship in Culinary Arts

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

February 2018

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
_____ Transfer
X   Workforce/CTE

_____ Basic Skills

Criteria B. Need
A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course is part of the proposed culinary apprenticeship program and will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Criteria C. Curriculum Standards (please initial as appropriate)
   X   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: Stephen Hazelton   **Date:** 1/18/18

Division Curriculum Representative: BFM   **Date:** 1/18/18

Date of Approval by Division Curriculum Committee: 1/26/18

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

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Apprenticeship

APCA 104   BASIC COOKING TECHNIQUES

Edit Course Outline

APCA 104	**BASIC COOKING TECHNIQUES**	**Summer 2018**
120 hours total: 30 hours lecture, 90 hours laboratory.		**5 Units**

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:**

Division Dean Information -

Seat Count: 30   **Load Factor:** .180   **FOAP Code:** 115000142226130630

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts industry.

1. Description -

Covers basic cooking. Students will make stocks, soups, sauces; prepare vegetables, starches, salads; fabricate and

cook various cuts of meat and poultry. Highlights basic cooking techniques, such as sauteing, roasting, poaching, braising, and frying, while following industrial recipes.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Use, maintain, and store the tools, utensils, equipment, and appliances appropriate for preparing a variety of food items.
B. Make the five mother sauces: bechamel, espagnole, tomato, hollandaise, and veloute, and a sub sauce of each, and store them properly.
C. Produce soups, stocks, and broths, and cool and store them properly.
D. Demonstrate proper receiving and storage protocols of various items, including meats, dairy products, eggs, fish, shellfish, produce, dry goods, and other items utilized in food production.
E. Differentiate between the types of mollusks, crustaceans, and other seafood, like squid.
F. Identify dry and moist cooking methods for fruits, vegetables, grains, and legumes.
G. Understand purchasing and storage concerns for fresh, canned, frozen, and dried vegetables.
H. List quality characteristics and cooking or preparatory methods for legumes.
I. Identify different kinds, classes, and market forms of poultry.
J. Handle, store, and prepare poultry for safe cooking.
K. Explain problems and concerns that occur when stuffing poultry.
L. Cook poultry using dry and moist cooking methods safely and effectively.
M. Make breakfast items, such as omelets, quiche, and fritattas, and understand the concept of mise en place for short order breakfast cooks.
N. Summarize the details of meat inspection, grading, handling, storage, and desired cooking methods of various cuts of beef, pork, and lamb.
O. Understand the principle of mise en place, including the placement and order of use of ingredients, tools, and supplies.
P. Prepare food by using the correct techniques and procedures specified in recipes and formulas.
Q. Produce salads, sandwiches, cold soups, dressings, and forcemeats, including sausages.
R. Use plating techniques, including accurate portioning and aesthetic presentation skills.
S. Plan and follow a food production schedule, including timing and prioritizing of tasks and activities.
T. Understand the qualities and properties of food items and ingredients used for baked goods, pastries, and desserts.
U. Produce baked goods, pastries, and desserts, by using correct techniques, procedures, and various finishing techniques.

3. Special Facilities and/or Equipment -

A fully equipped kitchen with NSF or Underwriter Lab certified refrigeration units, a freezer, ovens with 12 range burners, a grill, a salamander broiler, and flat top. A one-compartment dish machine, along with food safe sanitizer dispensary should also be available in the facility.
Television with ability to link directly to a laptop for instructional videos.

4. Course Content (Body of knowledge) -

A. Knife Skills and Kitchen Equipment (Lec and Lab)
B. Soups, Stocks and Sauces (Lab)
C. Vegetables and Fruits (Lab)
D. Legumes (Lab)
E. Starches and Grains (Lab)
F. Meat and Meat Fabrication (Lec and Lab)
G. Poultry and Poultry Fabrication (Lec and Lab)
H. Eggs and Breakfast Cookery (Lab)
I. Fish and Shellfish (Lec and Lab)
J. Basic Baking Skills (Lec and Lab)
K. Garde Manger - The Cold Kitchen (Lec and Lab)
L. Dairy Products (Lec and Lab)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Practical examination: students are assessed on professionalism, sanitation, recipe execution, flavor, and presentation (70%)
B. Routine checks for understanding (5%)
C. Evaluation of notebook and journals (15%)
D. Quizzes based on the units covered (10%)

7. Representative Text(s) -

Labensky, Sarah, et al. <u>On Cooking: A Text of Culinary Fundamentals</u> 5th ed. New York: Prentice Hall Publishing, 2015.

8. Disciplines -

Culinary Arts/Food Technology

9. Method of Instruction -

A. Demonstration
B. Quizzes
C. Cooperative learning (teamwork in performance)
D. Summarizing and note-taking
E. Identifying similarities and differences (e.g., if four groups are given the same recipe, why are there differences in the end product?)
F. Homework and practice

10. Lab Content -

Lab content will consist of intense time in the kitchen, where students will produce dishes with the following components:

A. Soups, Stocks and Sauces
B. Vegetables and Fruits
C. Legumes
D. Starches and Grains
E. Meat and Meat Fabrication
F. Poultry and Poultry Fabrication
G. Eggs and Breakfast Cookery
H. Fish and Shellfish
I. Basic Baking Skills
J. Garde Manger - The Cold Kitchen (several hours on this)
K. Dairy Products

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Students will write journals analyzing the feedback of their execution of recipes.
B. Students will read, take notes, and record recipes from the textbook.
C. Students will produce a notebook, which they can later use as part of a portfolio.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APCA 105

Course Title: CULINARY MENU DEVELOPMENT

Credit Status:
   X   Credit course
   _____ Noncredit course

Catalog Description:

Students develop their own menus for breakfast, lunch, and dinner; develop a beverage program; and cost out the menu items. Students design pricing strategies and submit as a portfolio.

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

   _____ The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
   X   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

Proposed Apprenticeship in Culinary Arts

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

February 2018

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
   _____ Transfer
   X   Workforce/CTE
   _____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course is part of the proposed culinary apprenticeship program and will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Stephen Hazelton</u>   **Date:** <u>1/18/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/18/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

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Apprenticeship

APCA 105 CULINARY MENU DEVELOPMENT

Edit Course Outline

APCA 105	CULINARY MENU DEVELOPMENT	Summer 2018
40 hours lecture total.		3.0 Units

Repeatability -
Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:**

Division Dean Information -

Seat Count: 30 **Load Factor:** .060 **FOAP Code:** 115000142226130630

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of the culinary arts apprenticeship program and will help students gain and retain jobs within the culinary arts industry. The course enables students to showcase a knowledge base to potential employers.

1. Description -

Students develop their own menus for breakfast, lunch, and dinner; develop a beverage program; and cost out the

menu items. Students design pricing strategies and submit as a portfolio.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Arts Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

A. Explain the difference between commercial and noncommercial food service operations and describe examples of each.
B. Describe the three levels of management and identify the various production and service positions in a food and beverage operation.
C. Explain marketing in terms of providing guest-pleasing service and discuss the elements and importance of feasibility studies, marketing research, and marketing plans.
D. Discuss nutrition and special dietary concerns as they relate to the food service industry and contrast the nutritional concerns and obligations of commercial and noncommercial operations.
E. Describe menu pricing styles, menu schedules, menu types, and the menu planning process.
F. Explain how a menu dictates operations in a food and beverage establishment and describe its importance as a marketing tool.
G. Explain how to create and use a standard recipe and how to calculate costs.
H. Explain basic menu engineering, menu scoring, and goal value method.
 I. Understand and identify the concepts that prevail in truth in menu.
 J. Identify and describe the types of service that food and beverage operations can provide and explain how to provide excellent guest service.
K. Describe the factors involved in facility design and equipment selection for a food and beverage operation and understand effects the menu may impose.
 L. Explain the importance of staffing in menu development.
M. Analyze the impacts of menu changes and how they can affect the restaurant not only at a unit level but at a strategic level as well.

3. Special Facilities and/or Equipment -

Laptop computer and projector or TV screen
Whiteboard with erasable markers

4. Course Content (Body of knowledge) -

This course examines the role of the menu in a food service establishment as the driving force and the primary management tool. Every aspect of food service operation is menu driven, including such areas as facility design, inventory controls, pricing and costing, equipment selection, staffing, and style of service. Proper techniques for costing of menu items and proper purchasing techniques will also be covered. Topics include:

A. Menu Planning (Lec)
B. Cost Control (Lec)
C. Menu Pricing Strategies (Lec)
D. Menu Mechanics (Lec)
E. Menu Analytics (Lec)
F. Beverage Menu (Lec)
G. Service Considerations in Menu Planning (Lec)
H. Production Concerns in Menu Execution (Lec)
 I. Financial Planning and the Menu (Lec)
 J. Ethics and Menu (Lec)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Written portfolio of recipes, costing and marketing plan
B. Routine checks for understanding
C. Evaluation of notebook
D. Student presentations
E. Quizzes based on the units

7. Representative Text(s) -

Kotschevar, Lendal, and Diane WIthrow. <u>Management by Menu.</u> 4th ed. John Wiley and Sons Publications, 2008.

Although this text is older than the suggested "5 years or newer" standard, it remains a seminal text in this area of study.

8. Disciplines -

Culinary Arts/Food Technology

9. Method of Instruction -

A. Lecture
B. Discussion
C. Group projects
D. Portfolio

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Students will produce a breakfast, lunch and dinner menu.
B. Students will cost out 12 recipes for one of their menus as part of a portfolio.
C. Students will submit a base feasibility for their concept and describe their foodservice operation in detail.
D. Students will present a basic marketing plan for their concept.

FOOTHILL COLLEGE
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Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   APCA 106

Course Title: SUSTAINABILITY IN FOOD SERVICE OPERATIONS

Credit Status:
X   Credit course
_____ Noncredit course

Catalog Description:

Covers the principles of sustainability, including issues of animal welfare, nutrition, climate change, farm to table; other issues that impact people and the environment, such as water consumption, wage and supply chain ethics, and the reduction of our environmental footprint. The future of food and technology emerge as topics of discussion, and case studies feature menu innovation, actual operations, and a field trip to a sustainable restaurant or foodservice operation.

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

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

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

Proposed Apprenticeship in Culinary Arts

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

February 2018

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

_____ Transfer
X_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

This course is part of the proposed culinary apprenticeship program and will help students gain and retain jobs within the culinary arts profession. The course teaches job skills for employability and life skills. Food service jobs are expected to increase at an annual rate of 1.7% in the Santa Clara County through 2024 per EDD LMI short term projections (http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html#Short), approximately 2400 additional jobs a year. Students completing these courses and the Apprenticeship will be immediately employable in this growing market.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Stephen Hazelton</u>   **Date:** <u>1/18/18</u>

Division Curriculum Representative: <u>BFM</u>   **Date:** <u>1/18/18</u>

Date of Approval by Division Curriculum Committee: <u>1/26/18</u>

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

Submissions Course Outline Editor

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Apprenticeship

APCA 106   SUSTAINABILITY IN FOOD SERVICE OPERATIONS   Edit Course Outline

APCA 106	SUSTAINABILITY IN FOOD SERVICE OPERATIONS	Summer 2018
40 hours total: 32 hours lecture, 8 hours laboratory.		2.5 Units

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: **Validation:**

Division Dean Information -

Seat Count: 30   **Load Factor:** .060   **FOAP Code:** 115000142226130630

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID:

Need/Justification -

This course is part of the culinary arts apprenticeship program and will greatly help students gain and retain jobs within the culinary arts industry. It maintains currency for students, with trends in foodservice and food ethics.

1. Description -

Covers the principles of sustainability, including issues of animal welfare, nutrition, climate change, farm to table; other

issues that impact people and the environment, such as water consumption, wage and supply chain ethics, and the reduction of our environmental footprint. The future of food and technology emerge as topics of discussion, and case studies feature menu innovation, actual operations, and a field trip to a sustainable restaurant or foodservice operation.

Prerequisite: Per California Code of Regulations, this course is limited to students admitted to the Culinary Apprenticeship Program.

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

    A. Define and understand the impacts of sustainability.
    B. Define terminology related to food and food service sustainability (recycling, biodegradable, composting, sustainable, organic, local, regional, seasonal, Amish, free range, food miles, heirloom, energy efficient, etc.).
    C. Describe the benefits of food sustainability practices.
    D. Demonstrate the ability to explore current trends in food and food service sustainability using print sources and/or the internet.
    E. Identify products being used in a facility that can be recycled.
    F. Identify products appropriate for composting.
    G. Identify a variety of areas where waste control is used in the kitchen (product, water, energy, etc).
    H. Identify sources for purchasing local foods (produce, meats, etc., as applicable).
    I. Identify sustainable proteins and seafood.
    J. Identify the benefits of establishing a facility garden to provide produce and herbs for the kitchen.
    K. Identify environmentally friendly cleaning products.

3. Special Facilities and/or Equipment -

Laptop computer and projector or TV screen
Whiteboard with erasable markers
Access to commercial kitchen for observation, demonstration and practice

4. Course Content (Body of knowledge) -

    A. Definition of Sustainability (Lec)
    B. Impacts of Sustainability: 3 Ps - People, Plate and Planet, as opposed to conservation (Lec)
    C. Demographics and Consumer Preferences (Lec)
    D. Nutrition, Health and Sustainable Food (Lec)
    E. Food Ethics: Science and Policy Issues (Lec)
    F. Menu Development (Lec)
    G. Fishing and Seafood Issues (Lec)
    H. Farm to Table and Local Food Movements (Lec and Lab)
    I. Supply Chain Issues (Lec and Lab)
    J. Water Sustainability (Lec)
    K. Climate Change (Lec)

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Written examination
    B. Routine checks for understanding
    C. Evaluation of submitted notebook
    D. Student presentations
    E. Quizzes based on the units
    F. Homework assignments

7. Representative Text(s) -

Menus of Change: The Business of Health, Sustainable, Delicious Food Choices Harvard TH Chan School of Public Health and the Culinary Institute of America, 2016.

8. Disciplines -

Culinary Arts/Food Technology

9. Method of Instruction -

    A. Lecture
    B. Discussion
    C. Laboratory
    D. Demonstration: case study of Stanford University and Full Circle Farms

10. Lab Content -

    A. Field trip to Stanford University Residential Dining Hall
    B. Field trip to Full Circle Farm in Sunnyvale

These field trips give the students the chance to see sustainable food service operations and assess the challenges that they undertake. Students will take notes applicable to case studies and papers related to the locations.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

    A. Two 1800-word (minimum) papers. One is a case study on Stanford University Residential Hall Dining and how it practices sustainability. The second will focus on the supply side and a visit to an organic farm, Full Circle farm in Sunnyvale, CA.
    B. Required reading from the listed text.
    C. Assessment includes one 1200-word essay on the movie Food Inc., in which students express their thoughts on the challenges of sustainability in an economy where mass food production is required. Students also discuss the difficult encounters not just to the food production system but socio-economic concerns as well.

General Education Review Request
AREA I – HUMANITIES

Course Number & Title: _____

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 I – Humanities:

The humanities include courses in Arts and Letters that give students knowledge and understanding of significant works of the human intellect and imagination. These works cover all the varieties of human expression through time. Knowledge of the significance of the historical and cultural context in which the works are created and interpreted expands the students' awareness of the human condition, cultivating an appreciation of human values and achievements. Humanities courses should enable students to participate in social and cultural communities associated with artistic and literary endeavors, enriching their personal and professional lives.

A course meeting the Humanities requirement incorporates a multidisciplinary approach (drawing from *two or more* of the following – history, literature, philosophy, religion, language, and the arts) as it addresses and explores central questions about the meaning and experience of human life.

A course meeting the Humanities General Education Requirement *must* help students:
H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
H3. Develop appreciation for what is significant about human life and its creations;
H4. Make reasoned judgments that reflect ethical and aesthetic human values;
H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.

In addition, courses *must* identify how they will help students achieve *at least two* of the following learning outcomes:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
H8. Recognition of the variety of valid interpretations of artistic expression;
H9. Appreciation of our common humanity within the context of diverse cultures;
H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

General Education Review Request
AREA I - HUMANITIES

Course Number & Title:

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: <u>Must</u> include the following:
Course incorporates a multidisciplinary approach (drawing from two or more of the following: history, literature, philosophy, religion, language and the arts) as it addresses and explores central questions about the meaning and experience of human life;
Matching course component(s):

H1. Acquire knowledge and understanding of significant artistic, literary, or philosophical works and the historical and cultural context in which the works were created and interpreted;
Matching course component(s):

H2. Deepen their knowledge of the human condition through systematic inquiry into consciousness, values, ideas, and ideals;
Matching course component(s):

H3. Develop appreciation for what is significant about human life and its creations;
Matching course component(s):

H4. Make reasoned judgments that reflect ethical and aesthetic human values;
Matching course component(s):

H5. Develop the ability to respond to artistic and literary works both analytically and affectively through writing as well as through other forms of artistic expression.
Matching course component(s):

Depth Map: <u>Additionally</u>, <u>must</u> include <u>at least two</u> of the following:
H6. Understanding of the ambiguities, vagaries, and value inherent in human language;
Matching course component(s):

H7. Appreciation of nonverbal communication to be found in the visual and performing arts;
Matching course component(s):

H8. Recognition of the variety of valid interpretations of artistic expression;
Matching course component(s):

H9. Appreciation of our common humanity within the context of diverse cultures;
Matching course component(s):

General Education Review Request
AREA I - HUMANITIES

H10. Thinking critically, including the ability to find, recognize, analyze, evaluate, and communicate ideas, information, and opinions as they relate to the products of human intellect and imagination.

Matching course component(s):

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):

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

Matching course component(s):

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):

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).

Matching course component(s):

Requesting Faculty: _____ Date: _____

Division Curriculum Rep: _____ Date: _____

FOR USE BY GE SUBCOMMITTEE:

Review Committee Members: _____

Recommended for Approval: _____ Not Recommended for Approval: _____ Date: _____

In the box below, please provide rationale regarding the subcommittee's recommendation:

FOR USE BY CURRICULUM OFFICE:

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

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   JRNL 53A

Course Title: STUDENT MEDIA PRACTICUM I

Credit Status:
X   Credit course
      Noncredit course

Catalog Description:

> Provides practical experience in creating basic news and feature content as members of the college newspaper, magazine or online media staff, which includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical experience in design/layout, visual, online, multimedia journalism, and emerging technologies. Must be student-produced with student leadership.

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

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

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

> Journalism

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

>> Workforce/Transfer Plan in Development: Will apply this year (2018) for next (2018-19)

***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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability.

Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

X_____ Transfer
X_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

Citizenship, community building, provides functional support for Foothill student newspaper online/print (The Script), authentic learning, vocational training.

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

Faculty Requestor: Brian Lewis_____ **Date:** 12/26/17

Division Curriculum Representative: Mark Anderson_____ **Date:** 2/13/18

Date of Approval by Division Curriculum Committee: 2/13/18_____

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

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Fine Arts and Communication

JRNL 53A   STUDENT MEDIA PRACTICUM I

Edit Course Outline

JRNL 53A   **STUDENT MEDIA PRACTICUM I**   **Summer 2018**
3 hours lecture, 6 hours laboratory.   **5 Units**

Total Contact Hours: 108   *(Total of All Lecture and Lab hours X 12)*
Total Student Learning Hours: 180   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3   **Lab Hours:** 6   **Weekly Out of Class Hours:** 6

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

Repeatability -
Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option
Degree Status: Applicable   **Credit Status:** Credit
Degree or Certificate Requirement: Stand Alone Course
Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** UC Pending 6/6/17

Division Dean Information -

Seat Count: 30 **Load Factor:** .162 **FOAP Code:** 114000143131060100

Instruction Office Information -
FSA Code:
Distance Learning: no
Stand Alone Designation: no
Program Title:
Program TOPs Code:
Program Unique Code:
Content Review Date:
Former ID: Formerly: JRNL 49

Need/Justification -

This course helps to support the creation of student generated news on campus. Additionally, it will be included as a required core course for the forthcoming AA degree in Journalism.

1. Description -

Provides practical experience in creating basic news and feature content as members of the college newspaper, magazine or online media staff, which includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical experience in design/layout, visual, online, multimedia journalism, and emerging technologies. Must be student-produced with student leadership.

Prerequisite: None

Co-requisite: None

Advisory: ENGL 1A or 1AH; not open to students with credit in JRNL 49.

2. Course Objectives -

The student will be able to:

A. Employ journalistic reporting and writing skills to produce stories for a student media product, such as a newspaper, magazine or website.
B. Demonstrate an understanding of the legal and ethical aspects of student media.
C. Utilize basic media production technology and processes to present assignments.

3. Special Facilities and/or Equipment -

A classroom/laboratory equipped as a news room: computers with word processing, graphic and page layout software; internet access; cameras; telephones; fax machine; portable recorders; references; basic supplies.

4. Course Content (Body of knowledge) -

A. Employ journalistic reporting and writing skills to produce stories for a student media product, such as a newspaper, magazine, broadcast, or website
   1. Define relevant news content and best form for publication, such as photojournalism, broadcast journalism, print (magazine or newspaper), online and multimedia journalism
   2. Gather news information weekly
   3. Complete assignments for publication by stated deadlines
   4. Revise and copy edit basic news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP Style, and media law and ethics
   5. Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles
B. Demonstrate an understanding of the legal and ethical aspects of student media
   1. Discuss First Amendment issues
   2. Discuss libel, privacy and copyright law and ethics issues and policies affecting media
   3. Critique and self-critique newspapers, magazines, news websites and/or news broadcasts
C. Utilize basic media production technology and processes to present assignments
   1. Develop news stories through written, visual, audio, video or other multimedia formats
   2. Determine the best format--print, multimedia, visual, etc.--for telling basic news stories
   3. Complete assignments and electronically file stories, photos and video
   4. Use software and web tools to present content visually
   5. Develop effective design/layout for story presentation
   6. Apply AP Style and legal and ethical guidelines

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Assignments evaluated for adherence to conventions of journalistic style, ethics, professionalism, and deadline timeliness across multiple platforms.
B. Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course.
C. Peer critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement.
D. Review of portfolio and log for completeness and professionalism of presentation.

7. Representative Text(s) -

Examples of Primary Texts and References:
Associated Press Stylebook and Libel Manual. New York: Associated Press, 2012.
Harrower, Tim. Inside Reporting. 3rd ed. McGraw-Hill, 2013.
The Script Handbook. Latest ed.

Examples of Supporting Texts and References:
Kanigel, Rachele. The Student Newspaper Survival Guide. 2nd ed. Wiley-Blackwell, 2012.
The Missouri Group. Telling the Story: Writing for Print, Broadcast and Online Media. 5th ed. Bedford/St. Martin's, 2013.
Webster's New World College Dictionary. Recent ed. New York: Macmillian.
Harrower, Tim. The Newspaper Designer's Handbook. McGraw-Hill.
Associated Press. Associate Press Stylebook and Briefing on Media Law. Basic Books.
Kessler, Lauren, and Duncan McDonald. When Words Collide: A Media Writer's Guide to Grammar and Style. 8th ed. Cengage, 2012.
Strunk, William. The Elements of Style. Tribecka Books.

8. Disciplines -

Communication Studies OR English OR Journalism

9. Method of Instruction -

    A. Lecture and visual aids
    B. Discussion of assigned reading
    C. Collaborative learning and small group exercises
    D. Laboratory experience which involve students in formal exercises of news gathering and reporting activities

10. Lab Content -

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities; regardless of publication frequency.

    A. Finding stories
    B. Reporting and writing news, feature, opinion and sports stories
    C. Using video equipment, editing video
    D. Using a digital camera and photo editing software
    E. Electronically filing stories, photos and other visual media
    F. Proofreading, copyediting and improving stories
    G. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
    H. Using design software
    I. Interviewing for news media
    J. Role of student media on campus
    K. Finding college, expert and real person sources using standard methods, websites and social media
    L. Online and multimedia presentation of stories
    M. Utilizing journalism resources, such as textbooks, guides and websites to improve skills
    N. Understanding and applying ethical standards for news reporting and photojournalism
    O. Understanding and applying ethical standards for news reporting
    P. Understanding news staff organization
    Q. Understanding media law as it applies to journalism
    R. Using software and web programs to present stories
    S. Exploring careers in news media
    T. Exploring entrepreneurial opportunities in news media
    U. Using critique and self-critique to improve the product
    V. Understanding the business side of student media, such as advertising, promotions, printing and distribution

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

    A. Complete one or more basic reporting/writing and/or visual media and/or online assignments per week, such as coverage of one event; submit by deadline.
    B. Read about and react to journalistic concepts and issues using critical thinking skills.
    C. Participate in self-critiques and peer critiques.

D. Compile a digital or print portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   JRNL 53B

Course Title: STUDENT MEDIA PRACTICUM II

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

This course provides practical experience in creating longer and complex news, feature and visual content as a member of the college newspaper, magazine or online media staff, requiring higher skill level and/or leadership/management involvement than JRNL 53A. Intermediate student media practicum includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical experience in design/layout, visual, online, multimedia journalism, emerging technologies and leadership/management. Must be student-produced with student leadership.

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

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

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

Journalism

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

Workforce/Transfer Plan in Development: Will apply this year (2018) for next (2018-19)

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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided

by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

<u>   X   </u>   Transfer
<u>   X   </u>   Workforce/CTE
<u>   </u>   Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> Citizenship, community building, provides functional support for Foothill student newspaper online/print (The Script), authentic learning, vocational training.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Brian Lewis   </u>   **Date:** <u>12/26/17 </u>

Division Curriculum Representative: <u>Mark Anderson   </u>   **Date:** <u>2/13/18 </u>

Date of Approval by Division Curriculum Committee: <u>2/13/18   </u>

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

Fine Arts and Communication

JRNL 53B   STUDENT MEDIA PRACTICUM II

Edit Course Outline

JRNL 53B	**STUDENT MEDIA PRACTICUM II**	**Summer 2018**
2 hours lecture, 9 hours laboratory.		**5 Units**

Total Contact Hours: 132   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 180   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 2   **Lab Hours:** 9   **Weekly Out of Class Hours:** 4

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade with P/NP option

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: UC/CSU   **Validation:** UC Pending 6/6/17

Division Dean Information -

Seat Count: 30 **Load Factor:** .187 **FOAP Code:** 114000143131060100

Instruction Office Information -

FSA Code:

Distance Learning: no

Stand Alone Designation: no

Program Title:

Program TOPs Code:

Program Unique Code:

Content Review Date:

Former ID: Formerly: JRNL 25

Need/Justification -

This course helps to support the creation of student generated news on campus. Additionally, it will be included as a required core course for the forthcoming AA degree in Journalism.

1. Description -

This course provides practical experience in creating longer and complex news, feature and visual content as a member of the college newspaper, magazine or online media staff, requiring higher skill level and/or leadership/management involvement than JRNL 53A. Intermediate student media practicum includes a lab that regularly produces a news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly news assignments. May include a variety of student media across multiple platforms, including print, broadcast, and online. Includes practical experience in design/layout, visual, online, multimedia journalism, emerging technologies and leadership/management. Must be student-produced with student leadership.

Prerequisite: None

Co-requisite: None

Advisory: ENGL 1A or 1AH; not open to students with credit in JRNL 25.

2. Course Objectives -

The student will be able to:

    A. Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product, such as a newspaper, magazine or website.
    B. Demonstrate an understanding of legal and ethical aspects of student media.
    C. Utilize media production technology and processes to present complex assignments and linked material.

3. Special Facilities and/or Equipment -

A classroom/laboratory equipped as a news room: computers with word processing, graphic and page layout and photo editing software; internet access; cameras; telephones; portable voice recorders; references; basic supplies.

4. Course Content (Body of knowledge) -

    A. Employ journalistic reporting and writing skills to produce complex news, feature, sports and/or opinion stories and visual media for a student media product, such as a newspaper, magazine or website
        1. Develop intermediate level storytelling skills and leadership/management skills as an editor and/or leadership/management involvement
        2. Define relevant news content and best form, such as photojournalism, broadcast journalism, print (magazine or newspaper), online, and multimedia journalism
        3. Gather news information weekly
        4. Writing and presentation of intermediate level journalistic articles for print, online or broadcast
        5. Complete assignments for publication by stated deadlines
        6. Revise and copy edit basic and advanced news and information into publishable form, with attention to accuracy, clarity, thoroughness, fairness, AP Style, and media law and ethics
        7. Build a portfolio of completed projects for student media that demonstrates a range of storytelling formats/styles that are more advanced than in JRNL 53A
    B. Demonstrate an understanding of legal and ethical aspects of student media
        1. Discuss First Amendment issues
        2. Discuss libel, privacy and copyright law and ethics policies and issues affecting media
        3. Critique complex series, packages and photo essays in newspapers, magazines, news websites and/or news broadcasts
        4. The business side of the publication (advertising, sales, distribution)
    C. Utilize media production technology and processes to present complex assignments and linked material
        1. Determine the best format--print, multimedia, visual, etc.--for telling basic news stories
        2. Complete complex assignments and electronically file stories, photos, video and multimedia projects
        3. Develop effective design/layout for news and feature stories through written, visual, audio, video or other multimedia formats
        4. Apply AP Style and legal and ethical guidelines
        5. Use software and web tools to present visually linked series, packages and photo essays

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Assignments evaluated for adherence to conventions of journalistic style, ethics, professionalism, and deadline timeliness across multiple platforms.

B. Comprehension tests and a final exam requiring students to demonstrate critical thinking using concepts that have been introduced and studied throughout the course.
C. Peer critiques and self-critiques evaluated based on thoroughness and identification of areas needing improvement.
D. Review of portfolio and log for completeness and professionalism of presentation.

7. Representative Text(s) -

Examples of Primary Texts and References:
Associated Press Stylebook and Libel Manual. New York: The Associated Press, 2012.
Harrower, Tim. Inside Reporting. 3rd ed. McGraw-Hill, 2013.
Deck, Cecilia. La Voz Handbook. Latest ed.

Examples of Supporting Texts and References:
Kanigel, Rachele. The Student Newspaper Survival Guide. 2nd ed. Wiley-Blackwell, 2012.
Kobre, Kenneth. Videojournalism: Multimedia Storytelling. Focal Press, 2012.
Yopp, Jan Johnson, et al. Reaching Audiences: A Guide to Media Writing. 5th ed. 2010.
Webster's New World College Dictionary. Recent ed. New York: Macmillian.

8. Disciplines -

Communication Studies OR English OR Journalism

9. Method of Instruction -

A. Lecture and visual aids
B. Discussion of assigned reading
C. Collaborative learning and small group exercises
D. Laboratory experience which involve students in formal exercises of news gathering and reporting activities

10. Lab Content -

Production of a regular news or feature non-fiction product with a journalism emphasis by and for students and distributed to a campus or community audience. Must include weekly newsgathering activities, regardless of publication frequency.

A. Finding ideas for series, packages and photo essays
B. Planning and sourcing for a series or package of related stories or photo essays
C. Envisioning complex coverage of news and feature stories with storyboards and mock-up layouts
D. Creating fact boxes and sidebars to accompany stories
E. Creating visuals to unify series and packages
F. Proofreading, copyediting and improving stories
G. Applying standards, including multiple named sources, adequate lead, spelling, grammar, AP Style
H. Using government documents and data to source stories
 I. Advocacy and public affairs reporting
 J. Finding expert and "real people" sources using standard methods and social media
K. Using news judgment
 L. Online and multimedia presentation of complex and linked stories
M. Utilizing journalism resources, such as textbooks, guides and websites to improve skills
N. Understanding ethical standards for news reporting
O. Understanding media law as it applies to journalism and student media
P. Understanding news staff organization
Q. Exploring careers in news media
R. Exploring entrepreneurial opportunities in news media
S. Using critique and self-critique to improve the product

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

A. Complete 6-8 complex assignments, such as a series, a package of related stories or a photo essay with thematically-linked content; submit by deadline.
B. Read about and react to photojournalism and other journalistic concepts and issues using critical thinking skills.
C. Participate in self-critiques and peer critiques.

D. Compile a digital portfolio of completed work, including a log of activities with descriptions of learning experiences and time spent on assignments.

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   KINS 55

Course Title: Introduction to Aquatic Exercise

Credit Status:
X   Credit course
_____   Noncredit course

Catalog Description:

Provides the fitness professional with the knowledge and practical skills to teach aquatic exercise class to all segments of the population. Applied exercise anatomy, applied aquatic exercise physiology, aquatic exercise physics, aquatic exercise choreography, programming for different forms of aquatic exercise, health risk appraisal, water safety concerns, special populations, exercise motivation and shallow and deep water design.

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

X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

X	Transfer
	Workforce/CTE
	Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course provides the student with the knowledge and practical skills to teach aquatic exercise to all segments of the population. Successful completion of this course will enhance the student's skill set, which in turn will help them to become more marketable in the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Rita O'loughlin</u>   **Date:** <u>2/1/18</u>

Division Curriculum Representative: <u>Barbara Shewfelt</u>   **Date:** <u>2/1/18</u>

Date of Approval by Division Curriculum Committee: <u>2/1/18</u>

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

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Kinesiology and Athletics

KINS 55   INTRODUCTION TO AQUATIC EXERCISE

Edit Course Outline

KINS 55	**INTRODUCTION TO AQUATIC EXERCISE**	**Summer 2018**
3 hours lecture, 1 hour laboratory.		**3 Units**

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

Total Student Learning Hours: 120   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3   **Lab Hours:** 1   **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 11/11;12/3;4/17; 6/17

Division Dean Information -

Seat Count: 40   **Load Factor:** .084   **FOAP Code:** 114000124011127000

Instruction Office Information -

FSA Code: 4060 - PHYSICAL EDUCATION

Distance Learning: no

Stand Alone Designation: no

Program Title: Adaptive Fitness Therapy

Program TOPs Code: 080900

Program Unique Code: 15150

Content Review Date:

Former ID:

Need/Justification -

This course provides the student with the knowledge and practical skills to teach aquatic exercise to all segments of the population. Successful completion will enhance the student's skill set, which in turn will help them to become more marketable in the workforce.

1. Description -

Provides the fitness professional with the knowledge and practical skills to teach aquatic exercise class to all segments of the population. Applied exercise anatomy, applied aquatic exercise physiology, aquatic exercise physics, aquatic exercise choreography, programming for different forms of aquatic exercise, health risk appraisal, water safety concerns, special populations, exercise motivation and shallow and deep water design.

Prerequisite: None

Co-requisite: None

Advisory: Some laboratory hours will be spent in the pool; not open to students with credit in SPED 73.

2. Course Objectives -

The student will be able to:

A. Evaluate anatomy as it pertains to water fitness
B. Interpret exercise physiology as it applies to aquatic exercise
C. Compose a aquatic exercise program with proper movements
D. Describe the interaction of the skeletal and muscular systems
E. Distinguish the principles/laws of water physics as they apply to exercise
F. Apply the principles, components of aquatic exercise in a teaching setting
G. List the signs of a water crisis
H. Design a comprehensive a aquatic exercise program
I. Explain the psychology of exercise motivation
J. Recall the characteristics of special populations
K. Summarize the business and legal considerations of teaching aquatic exercise
L. Compare and contrast the differences of deep water exercise to shallow water exercise and swimming as an effective aquatic exercise program

3. Special Facilities and/or Equipment -

A. Access to pool
B. Multimedia classroom
C. Accessible pool and classroom

4. Course Content (Body of knowledge) -

A. Evaluate exercise anatomy as it pertains to water fitness
    1. Name the major systems of the human body as they apply to aquatic exercise
        a. Skeletal system
        b. Muscular system
        c. Respiratory system
        d. Cardiovascular system
B. Interpret exercise physiology as it applies to aquatic exercise
    1. Describe the physiological principles
        a. Overload
        b. Progressive overload
    2. Adaption
    3. Specificity
    4. Cross training reversibility
C. Compose a water exercise program with proper anatomical movements
    1. Define the anatomical reference terms
        a. Anatomical position
        b. Movements terms
        c. Flexion
        d. Extension
        e. Retraction
D. Describe the interaction of the skeletal and muscular systems
    1. Motions at each joint with muscles engaged
        a. Shoulder
        b. Spine
        c. Hip
        d. Knee

E. Distinguish the principles/laws of water physics as they apply to exercise; define and discuss the principles/laws of water physics as they apply to exercise
    1. Newton's Laws of Motion and related concepts
        a. Laws of inertia
        b. Body inertia
        c. Water inertia
        d. Limb inertia
        e. Drag
        f. Viscosity
        g. Law of acceleration
        h. Buoyancy
        i. Hydrostatic pressure

F. Apply the principles, components of aquatics exercise in a teaching setting
    1. Health/history intake
    2. Physician consent
    3. Class components of effective teaching
    4. Sequences of exercise progressions
    5. Design of an aquatic exercise prescription plan for a client
    6. Uses of water fitness equipment
    7. Demonstrate proper combinations, transitions, and patterns as they apply to water exercise
    8. Design and demonstrate a comprehensive aquatic exercise program, this may include swimming program

G. Recognizing the signs of a water crisis
    1. Injury prevention in or around a pool setting
        a. Water safety inspection of pool and environment
        b. Assisting distress and drowning victim
        c. Assisting an injured person with a spine board
        d. Proper entry and exit and the implementation of transfers
    2. Emergency plans
        a. Execution of rescue of cardiac, seizure and diabetic persons

H. How to design a comprehensive aquatic exercise program
    1. Administer a health history and screening tool
    2. Demonstration and explain the purpose of water exercise equipment
    3. Controversial water exercises
    4. Explain how swimming as an aquatic exercise program is different then traditional water exercise programs
    5. Choreography methods
        a. Cueing
        b. Transitions
        c. Deck vs. in pool teaching
    6. Teaching effectively
        a. Verbal instruction
        b. Tactile instruction
        c. Audio instruction
        d. Teaching techniques for both deep and shallow water fitness routines

I. Understand the psychology of exercise motivation
    1. Exercise compliance
    2. Law of cause and effect
    3. Law of attraction
    4. Locus of control
    5. Self-efficacy

J. Characteristics and benefits of aquatic exercise for special populations
    1. Older adults
    2. Musculo-skeletal problems
    3. Neurological problems
    4. Cardiovascular pulmonary problems
    5. Metabolic problems
    6. Other health issues

K. Understand business and legal considerations of teaching water exercise
    1. Legal concerns
    2. Labor status
        a. Employee or independent partnership
    3. Insurance considerations
    4. ADA concerns
    5. Music use

L. Compare and contrast the differences of deep water exercise to shallow water exercise
    1. Deep water techniques and body alignment
    2. Deep water equipment
    3. Intensity alternations
    4. Programming for deep water

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

      A. Oral and written quizzes
      B. Practical demonstrations
      C. Final paper

7. Representative Text(s) -

Knopf, Karl. <u>Introduction to Water Exercise.</u> San Diego, CA: University Readers, 2012.
Sanders, Mary. <u>YMCA - Water Fitness for Health.</u> Champaign, IL: Human Kinetics, 2010.
AEA. <u>Aquatic Fitness Professional Manual.</u> Champaign, IL: Human Kinetics, 2010.

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

8. Disciplines -

Physical Education

9. Method of Instruction -

      A. Lecture and discussion
      B. Aquatic activities
      C. Demonstration of practical skills

10. Lab Content -

Students will engage in aquatic exercise skills, such as swimming, deep water exercise, shallow water exercise.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

Additional reading and writing assignments as suggested by instructor.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   KINS 82

Course Title: Applied Principles of Adaptive Fitness

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Focuses on skills necessary for adaptive fitness professionals to implement an adaptive exercise program for persons with chronic medical conditions. Covers a full range of chronic conditions seen in the adult population from orthopedic conditions to neurological. Addresses assessment of physical dysfunctions and appropriate corrective exercises as well as contraindicated movements.

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

X_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

  o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
X_____   Transfer

_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course provides the student the opportunity to learn the principles and skills needed to work with disabled and chronically ill individuals in an exercise setting. Successful completion of this course will enhance the student's skill set, which in turn will help them to become more marketable in the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Rita O'loughlin</u>   **Date:** <u>2/1/18</u>

Division Curriculum Representative: <u>Barbara Shewfelt</u>   **Date:** <u>2/1/18</u>

Date of Approval by Division Curriculum Committee: <u>2/1/18</u>

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

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Kinesiology and Athletics

KINS 82   APPLIED PRINCIPLES OF ADAPTIVE FITNESS

Edit Course Outline

KINS 82	**APPLIED PRINCIPLES OF ADAPTIVE FITNESS**	**Summer 2018**
4 hours lecture.		**4 Units**

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

Total Student Learning Hours: 144   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 0   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 12/9;11/11;12/13;6/17

Division Dean Information -

Seat Count: 40   **Load Factor:** .089   **FOAP Code:** 114000124011127000

Instruction Office Information -

FSA Code: 0060 - ADAPTIVE P.E.

Distance Learning: no

Stand Alone Designation: no

Program Title: ADAPTIVE FITNESS THERAPY

Program TOPs Code: 080900

Program Unique Code: 15150

Content Review Date:

Former ID:

Need/Justification -

This course provides the student the opportunity to learn the principles and skills needed to work with disabled and chronically ill individuals in an exercise setting. Successful completion will enhance the student's skill set, which in turn will them to become more marketable in the workforce.

1. Description -

Focuses on skills necessary for adaptive fitness professionals to implement an adaptive exercise program for persons with chronic medical conditions. Covers a full range of chronic conditions seen in the adult population from orthopedic conditions to neurological. Addresses assessment of physical dysfunctions and appropriate corrective exercises as well as contraindicated movements.

Prerequisite: None

Co-requisite: None

Advisory: Not open to students with credit in SPED 54.

2. Course Objectives -

The student will be able to:

A. Explain basic pathology of common chronic conditions
B. Demonstrate safe and effective assessment techniques for various chronic conditions
C. Apply safe and appropriate adaptive exercise program
D. Demonstrate recognition of contraindicated exercises

3. Special Facilities and/or Equipment -

A. Multi-media classroom.
B. Accessible classroom.

4. Course Content (Body of knowledge) -

A. Explain basic pathology and etiology of common chronic conditions
  1. Metabolic conditions
    a. Diabetes
    b. Obesity
  2. Cardiovascular and respiratory conditions
    a. Heart disease
    b. COPD
    c. Asthma
  3. Neurologic conditions
    a. Stroke
    b. Multiple Sclerosis
    c. Parkinson Disease
    d. Spinal cord injuries
  4. Orthopedic conditions
    a. Arthritis (osteo or rheumatoid)
    b. Joint replacements
    c. Low back conditions
B. Demonstrate effective assessment techniques
  1. Flexibility
  2. Cardiovascular endurance
  3. Muscular strength
  4. Muscular endurance
  5. Balance
  6. Coordination
C. Apply safe and appropriate exercise program
  1. Considerations and adaptations for each specific condition
D. Recognition of contraindicated exercises

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

A. Oral presentation of a term paper (comprehensive therapeutic exercise program for a chronic condition)
B. Submit a written 2-3 page paper on a chronic condition

    C. Perform a health intake of a client
    D. Perform an assessment of a client
    E. Develop and submit a portfolio of conditions
    F. Complete the study questions at the end of each chapter

7. Representative Text(s) -

Williamson, Peggy. <u>Exercise for Special Populations.</u> Baltimore, MD: Lippincott, 2010.
Knopf, Karl. <u>Principle of Therapeutic Exercise.</u> San Diego, CA: University Readers, 2012.

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

8. Disciplines -

Physical Education (Adapted): Disabled Student Programs and Services

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, oral presentations, demonstration.

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

The student will complete a comprehensive written case study about a client addressing all aspects of the condition.
The case study will be an overview of the client from health history intake to program design.
Confidentiality protocols will be observed.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   KINS 83

Course Title: Physical Dimensions of Aging

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

For the fitness professional to explore how quality of life and longevity are impacted by lifestyle, wellness and fitness. Investigate what is aging, contributing factors of aging and how aging can be influenced from a fitness perspective. Explore the interaction of the physiological, psychological and sociological aspects of aging.

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

X_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
X_____   Transfer

_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course provides the student the opportunity to learn the principles and skills need to understand and work with the aging adult. Successful completion of this course will enhance a student's skill set, which in turn will help them to become more marketable in the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: Rita O'loughlin _____ **Date:** 2/1/18

Division Curriculum Representative: Barbara Shewfelt _____ **Date:** 2/1/18

Date of Approval by Division Curriculum Committee: 2/1/18 _____

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

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Kinesiology and Athletics

KINS 83 PHYSICAL DIMENSIONS OF AGING

Edit Course Outline

KINS 83	**PHYSICAL DIMENSIONS OF AGING**	**Summer 2018**
4 hours lecture.		**4 Units**

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

Total Student Learning Hours: 144   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 4   **Lab Hours:** 0   **Weekly Out of Class Hours:** 8

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Foothill GE

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 12/9;11/11;12/13;6/17

Division Dean Information -

Seat Count: 40   **Load Factor:** .089   **FOAP Code:** 114000124011127000

Instruction Office Information -

FSA Code:	0060 - ADAPTIVE P.E.
Distance Learning:	no
Stand Alone Designation:	no
Program Title:	ADAPTIVE FITNESS THERAPY
Program TOPs Code:	080900
Program Unique Code:	15150
Content Review Date:	
Former ID:	

Need/Justification -

This course provides the student the opportunity to learn the principles and skills needed to understand and work with the aging adult. Successful completion will enhance the student's skill set, which in turn will help them to become more marketable in the workforce.

1. Description -

For the fitness professional to explore how quality of life and longevity are impacted by lifestyle, wellness and fitness. Investigate what is aging, contributing factors of aging, and how aging can be influenced from a fitness perspective. Explore the interaction of the physiological, psychological and sociological aspects of aging.

Prerequisite: None

Co-requisite: None

Advisory: Not open to students with credit in SPED 57B.

2. Course Objectives -

The student will be able to:

      A. identify the characteristics of aging
      B. recognize the changes in structure, capacity and endurance
      C. recognize the changes in coordination, motor control and skill
      D. identify positive strategies that will influence successful aging
      E. identify the physical and psychosocial relationship in aging
      F. understand physical performance and achievement in the older adult

3. Special Facilities and/or Equipment -

      A. Accessible classroom
      B. Multimedia classroom

4. Course Content (Body of knowledge) -

      A. Characteristics of aging
            1. overview of the current theories on aging
            2. quantity and quality of life
            3. individual differences
      B. Recognize the changes in structure, capacity and endurance
            1. physical development and decline
            2. cardiovascular and pulmonary function
            3. muscular strength and power
      C. Recognize changes in coordination, motor control and skill
            1. balance, posture and locomotion
            2. motor coordination and control
      D. Identify positive strategies that influence aging
            1. diet and exercise
            2. lifestyle
            3. family
            4. self-efficacy and confidence
            5. productivity
      E. Identify the physical and psychosocial relationship in aging
            1. health, exercise and cognitive function
            2. health related quality of life
      F. Physical performance and achievement
            1. physical function of older adult
            2. physically elite older adults
                 a. how proper health care and preventive wellness programs apply to longevity
                 b. the role that intergenerational programs and social functions play in healthy aging
                 c. analyze the influence that physical, cognitive, psychological and sociological interventions have on aging
      G. Identify positive strategies that will influence successful aging
            1. nutrition and the role it plays in healthy aging
                 a. diet
            2. physical activity, fall prevention exercises role in healthy aging
                 a. active lifestyle
     b formalized exercise programs
   h. adaptive exercises

    1. social interaction, group activities role in healthy aging

        a. friends and family
        b. support groups
        c. wellness model

    2. intellectual stimulation and learning role in healthy aging

        a. continued education
        b. learning new skills

  C. Articulating the concept of youth marketing and the myths of aging

    1. marketing youth
    2. denial of aging
        a. why people lie about their age
        b. acceptance of older people within the work place and society

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

    A. Classroom presentations
    B. Oral quizzes
    C. Quizzes and exams
    D. Class project

7. Representative Text(s) -

Knopf, Karl. <u>Fitness Over 50.</u> San Diego, CA: University Readers, 2012.
Spirduso, Waneen, Karen L. Francis, and Priscilla G. MacRae. <u>Physical Dimensions of Aging.</u> Champaign, IL: Human Kinetics, 2005.

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

8. Disciplines -

Physical Education (Adapted): Disabled Student Programs and Services

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, oral presentations and classroom debates.

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

    A. Complete a review of the aging literature and present it to the class.
    B. Present an oral report on the numerous aspects of aging.
    C. Participate in a classroom debate on an assigned topic, such as advantages and disadvantages of supplements, balance programs, best and worst marketing methods.

FOOTHILL COLLEGE
Stand-Alone Course Approval Request

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Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #: KINS 84

Course Title: Functional Fitness & Adaptive Movement

Credit Status:
X   Credit course
_____ Noncredit course

Catalog Description:

Explores the theories of functional fitness. Assists students to identify chronic conditions and then assess and formulate a functional exercise program. Role that functional exercise plays in improving daily living skills. Explanation of the different types of equipment used for functional exercise.

Are you requesting Stand Alone approval for the course on a _temporary_ or _permanent_ basis?

X   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
_____ The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):
X   Transfer
_____ Workforce/CTE

_____ Basic Skills

Criteria B. Need
A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course provides the student the opportunity to learn the principles and skills need assist disabled and chronically ill individuals to function more efficiently, effectively and successfully in their communities. Successful completion of this course will enhance the student's skill set, which in turn will help them to become more marketable in the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)
  <u>X</u>   The outline of record for this course has been approved the Division Curriculum Committee and meets the requirements of Title 5

Faculty Requestor: <u>Rita O'loughlin</u>   **Date:** <u>2/1/18</u>

Division Curriculum Representative: <u>Barbara Shewfelt</u>   **Date:** <u>2/1/18</u>

Date of Approval by Division Curriculum Committee: <u>2/1/18</u>

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

Kinesiology and Athletics

KINS 84   FUNCTIONAL FITNESS & ADAPTIVE MOVEMENT

Edit Course Outline

KINS 84	**FUNCTIONAL FITNESS & ADAPTIVE MOVEMENT**	**Summer 2018**
3 hours lecture.		**3 Units**

Total Contact Hours: 36   *(Total of All Lecture and Lab hours X 12)*

Total Student Learning Hours: 108   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 3   **Lab Hours:** 0   **Weekly Out of Class Hours:** 6

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

Repeatability -

Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only

Degree Status: Applicable   **Credit Status:** Credit

Degree or Certificate Requirement: Stand Alone Course

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 12/9;11/11;12/13;6/17

Division Dean Information -

Seat Count: 40   **Load Factor:** .067   **FOAP Code:** 114000124011127000

Instruction Office Information -

FSA Code: 0060 - ADAPTIVE P.E.

Distance Learning: no

Stand Alone Designation: no

Program Title: ADAPTIVE FITNESS THERAPY

Program TOPs Code: 080900

Program Unique Code: 15150

Content Review Date:

Former ID:

Need/Justification -

This course provides the student the opportunity to learn the principles and skills needed to assist disabled and chronically ill individuals to function more efficiently, effectively and successfully in their communities. Successful completion will enhance the student's skill set, which in turn will help them to become more marketable in the workforce.

1. Description -

Explores the theories of functional fitness. Assists students to identify chronic conditions and then assess and formulate a functional exercise program. Role that functional exercise plays in improving daily living skills. Explanation of the different types of equipment used for functional exercise.

Prerequisite: None

Co-requisite: None

Advisory: Not open to students with credit in SPED 56.

2. Course Objectives -

The student will be able to:

      A. interpret the role functional fitness plays in improving chronic condition
      B. evaluate basic concepts to design a adaptive exercise program
      C. create a functional fitness assessment for a chronic condition
      D. formulate treatment plans for specific conditions
      E. discuss how functional fitness exercise can help improve daily living skills
      F. demonstrate the type of equipment used in a functional exercise program

3. Special Facilities and/or Equipment -

      A. Multimedia classroom
      B. Accessible classroom

4. Course Content (Body of knowledge) -

      A. Interpreting the role functional fitness plays in improving chronic conditions
            1. traditional vs. functional exercise practices
            2. medical fitness centers vs. gyms
      B. Evaluate basic concepts to design an adaptive exercise program
            1. goal setting
            2. health intake
            3. medical referrals/recommendations
            4. pre-/post-assessment
      C. Create a functional fitness assessment for a client
            1. assemble a health history
            2. describe the condition
            3. explain contra-indications for the condition
            4. include components of fitness needed for the condition
                  a. flexibility
                  b. strength and muscular endurance
                  c. cardiovascular endurance
                  d. balance and coordination
      D. Formulate treatment plans for specific conditions
            1. orthopedics
                  a. shoulder
                  b. upper and lower back
                  c. hip joint
                  d. knee joint
                  e. arthritis
            2. neurological
                  a. head injuries
                  b. spinal cord injuries
                  c. multiple sclerosis
                  d. Parkinson disease
            3. cardio-respiratory disorders
                  a. heart disease
                  b. chronic obstructive pulmonary diseases
            4. metabolic disorders
                  a. diabetes

              b. obesity
- E. Discuss how functional fitness exercise can help improve daily living skills
    1. getting up and down from a chair
    2. climbing stairs
    3. walking
- F. Demonstrate the use of equipment used in a functional exercise program
    1. stability balls
    2. medicine balls
    3. j-cords and bands
    4. free weights
    5. balance apparatuses

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Participation in classroom discussions
- B. Demonstration of skills and assessments tools
- C. Case study on a client describing functional limitation and corrective exercises for that condition
- D. Completion of the Learning Activities from the textbooks

7. Representative Text(s) -

Knopf, Karl. <u>Principles of Fitness Therapy.</u> Winston Salem, NC: Hunter Textbooks, Inc., 2012.
Knopf, Karl. <u>Functional Aspects of Adaptive Fitness.</u> San Diego, CA: University Readers, 2012.

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

8. Disciplines -

Physical Education (Adapted): Disabled Student Programs and Services

9. Method of Instruction -

Lecture, discussion, cooperative learning exercises, oral presentations.

10. Lab Content -

Not applicable.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

- A. Complete the study questions in the textbook
- B. Submit a written a case study
- C. Oral presentation of term project
- D. Submit health history assessment forms

FOOTHILL COLLEGE
Stand-Alone 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. To be compliant with State regulations, there must be a completed, approved Stand Alone Form on file in the Office of Instruction.

Per our local process, the same process of review and approval is used for noncredit Stand Alone courses.

Stand Alone Course Approval Requests should be completed and forwarded to your Division Curriculum Committee to begin the approval process.

Course #:   KINS 85

Course Title: Principles of Adaptive Water Exercise

Credit Status:
X_____   Credit course
_____   Noncredit course

Catalog Description:

Provides the essential information needed for adaptive aquatics exercise instruction. Student will develop an understanding of how water training principles can be used with individuals including individuals with chronic conditions using adaptive teaching techniques. The applications of deep and shallow water fitness will be studied. Preferred safety techniques for assisting a disabled client with entry and exit from a pool will be demonstrated.

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

X_____   The course will be **permanently** Stand Alone; there are no plans to add it to a State approved degree or certificate, nor to the Foothill GE pattern
_____   The course will be Stand Alone **temporarily**, and it will be incorporated into a new degree or certificate that is not yet State approved. In this case, identify the degree/certificate to which the course will be added:

o   What is the specific timeline for program application/approval? (e.g., is your program application locally approved, 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 criteria:

Criteria A. Appropriateness to Mission
The Foothill College Mission states: Believing a well-educated population is essential to sustaining and enhancing a democratic society, Foothill College offers programs and services that empower students to achieve their goals as members of the workforce, as future students, and as global citizens. We work to obtain equity in achievement of student outcomes for all California student populations, and are guided by our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Foothill College offers associate degrees and certificates in multiple disciplines, and a baccalaureate degree in dental hygiene.

Please indicate how your course supports the Foothill College Mission (select all that apply):

<u>X</u>   Transfer
_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is <u>demonstrable need</u> for the course in the college service area. Please provide evidence of the need or demand for your course, such as ASSIST documentation for transfer courses or Labor Market Information for workforce/CTE courses (if LMI is unavailable, advisory board minutes or employer surveys may be submitted). For basic skills courses, assessment-related data or information may be provided.

Evidence may be attached to this form or provided in the box below.

> This course provides the student the opportunity to learn the principles and skills need to understand and work with a disabled person in an adaptive water exercise setting. Successful completion of this course will enhance a student's skill set, which in turn will help them to become more marketable in the workforce.

Criteria C. Curriculum Standards (please initial as appropriate)

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

Faculty Requestor: <u>Rita O'loughlin</u>   **Date:** <u>2/1/18</u>

Division Curriculum Representative: <u>Barbara Shewfelt</u>   **Date:** <u>2/1/18</u>

Date of Approval by Division Curriculum Committee: <u>2/1/18</u>

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

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Kinesiology and Athletics

KINS 85   PRINCIPLES OF ADAPTIVE WATER EXERCISE

Edit Course Outline

KINS 85   **PRINCIPLES OF ADAPTIVE WATER EXERCISE**   **Summer 2018**
2 hours lecture, 1 hour laboratory.   **2 Units**

Total Contact Hours: 36   *(Total of All Lecture and Lab hours X 12)*
Total Student Learning Hours: 84   *(Total of All Lecture, Lab and Out of Class hours X 12)*

Lecture Hours: 2   **Lab Hours:** 1   **Weekly Out of Class Hours:** 4
Note: If Lab hours are specified, the *item 10. Lab Content* field must be completed.

Repeatability -
Statement: Not Repeatable.

Status -

Course Status: Active   **Grading:** Letter Grade Only
Degree Status: Applicable   **Credit Status:** Credit
Degree or Certificate Requirement: Stand Alone Course
Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU   **Validation:** 12/9;11/11;12/13;6/17

Division Dean Information -

Seat Count: 40   **Load Factor:** .061   **FOAP Code:** 114000124011127000

Instruction Office Information -

FSA Code: 0060 - ADAPTIVE P.E.
Distance Learning: no
Stand Alone Designation: no
Program Title: ADAPTIVE FITNESS THERAPY
Program TOPs Code: 080900
Program Unique Code: 15150
Content Review Date:
Former ID:

Need/Justification -

This course provides the student the opportunity to learn the principles and skills needed to understand and work with a disabled person in an adaptive water exercise setting. Successful completion will enhance the student's skill set, which in turn will help them to become more marketable in the workforce.

1. Description -

Provides the essential information needed for adaptive aquatics exercise instruction. Student will develop an understanding of how water training principles can be used with individuals including with chronic conditions using adaptive teaching techniques. The applications of deep and shallow water fitness will be studied. Preferred safety techniques for assisting a disabled client with entry and exit from a pool will be demonstrated.

Prerequisite: None

Co-requisite: None

Advisory: Laboratory hours in pool; not open to students with credit in SPED 74.

2. Course Objectives -

The student will be able to:

      A. Define and discuss principles of water fitness as they apply to the disabled person.
      B. Demonstrate effective teaching techniques as they apply to individuals with chronic conditions.
      C. Design and demonstrate a adaptive water exercise program for specific chronic conditions.
      D. Determine which method of pool entry and exit is best for each client.

3. Special Facilities and/or Equipment -

      A. Access to pool
      B. Multimedia classroom
      C. Accessible classroom

4. Course Content (Body of knowledge) -

      A. Program design of a water fitness routine
            1. Physical fitness
                  a. Cardiovascular endurance
                  b. Muscular strength and muscular endurance
            2. Functional fitness
                  a. Activities of daily living
                  b. Balance
                  c. Ambulation
            3. Rehabilitation
                  a. Range of motion
                  b. Pain management
      B. Science of aqua physics as it applies to each condition
            1. Buoyancy
            2. Hydrostatic pressure
            3. Gravity versus buoyancy
            4. Speed, power and force
            5. Resistance
            6. Leverage
      C. Identification and exclusion of individuals with medical contraindication to exercise
            1. Open wounds
            2. Communicable/infectious disease
            3. Severe obesity
      D. Understand which chronic conditions respond best to water exercise
            1. Orthopedic
                  a. Hip or knee replacement
                  b. Arthritis
                  c. Low back injury
            2. Neurological
                  a. Cerebral vascular accident (CVA)
                  b. Multiple Sclerosis
                  c. Parkinson's Disease
                  d. Neuromuscular disease: upper motor neuron or lower motor neuron
            3. Other health conditions
                  a. Cardiac disease
                  b. Diabetes

c. Hypertension
     E. Water equipment as it applies to persons with disabilities
             1. Foam noodles
                 a. Deep water exercise for joint problems
             2. Paddles and aqua bells
                 a. Develop upper body strength
     F. Pool access for non-ambulatory person
             1. Hoyer lift
             2. Manual transfer
             3. Ramp

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

     A. Case study
     B. Practical demonstration
     C. Participation in all class activities
     D. Oral and written exams

7. Representative Text(s) -

     Knopf, Karl. Introduction to Water Exercise. San Diego, CA: Universal Reader, 2012.
     Sanders, Mary. YMCA-Water Exercise for Health. Champaign, IL: Human Kinetics, 2010.

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

8. Disciplines -

     Physical Education (Adapted): Disabled Student Programs and Services

9. Method of Instruction -

     Lecture, discussion and demonstrations.

10. Lab Content -

     Participation in water exercise activities in the pool, such as shallow water exercise and deep water exercise.

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

12. Types and/or Examples of Required Reading, Writing and Outside of Class Assignments -

     A. The student will complete a comprehensive written case study about a client addressing all aspects of the
        condition as it pertains to an adapted aquatics setting. The case study will be an overview of the client from
        health history intake to program design.
     B. Students will be asked to do review of selected literature and do a summary report of their findings.

College Level Examination Program (CLEP) Exam Equivalency List

Spring 2011
Resolution Number: 09.01
Contact: Estela Narrie
Assigned to : President
Category: Curriculum
Status: Completed

Whereas, Resolution 9.04 F10 "College Level Examination Program (CLEP) Exam Applicability to Associate Degree General Education Requirements" called for the development of a suggested system-wide policy template regarding the use of CLEP exam scores for meeting associate degree general education requirements for local consideration and potential adoption;

Whereas, Title 5 regulations outline specific general education area requirements that each college must include for the associate degree (Title 5 §55063, Minimum Requirements for the Associate Degree), and an increasing number of students, including many enlisted military personnel, are requesting general education credit based on CLEP exam scores;

Whereas, Many students attend more than one California community college, and currently CLEP exam equivalencies may not exist or may vary greatly among the California community colleges; and

Whereas, An overwhelming majority of Articulation Officers throughout the California Community College System support the development of a California community college general education (CCC GE) CLEP exam score equivalency list that is aligned with the California State University (CSU) GE CLEP exam score equivalency lists;

Resolved, That the Academic Senate for California Community Colleges urge local senates to adopt and implement the proposed CCC GE CLEP exam score equivalency list.

MSC Disposition: Local Senates

Appendix A: California Community College General Education CLEP List

Status Report:

Senate representatives continue to encourage the adoption and implementation of CLEP exam equivalency list.

The California State University

College Level Examination Program (CLEP)

The College Level Examination Program (CLEP) is a credit-by-examination program that measures a student's level of comprehension of introductory college-level material and consecutively earn college credit. The CSU requires a passing score of at least 50 on the CLEP exam. Each campus in the CSU system determines how it will apply external examinations toward credit in the major. For students not already certified in GE (General Education) and/or American Institutions, the campus also determines how to apply credit from such exams toward the local degree requirement.

College Level Examination Program (CLEP)	Passing Score	Minimum Semester Credits Earned[1]	Semester Credits Toward GE Breadth Certification	American Institutions and/or GE Breadth Area[2]	Removal Date for GE Breadth[3]
CLEP American Government	50	3	3	D8	
CLEP American Literature	50	3	3	C2	
CLEP Analyzing and Interpreting Literature	50	3	3	C2	
CLEP Biology	50	3	3	B2	
CLEP Calculus	50	3	3	B4	
CLEP Chemistry	50	3	3	B1	
CLEP College Algebra	50	3	3	B4	
CLEP College Algebra - Trigonometry	50	3	3	B4	
CLEP College Composition	50	0	0	n/a	
CLEP College Composition – Modular	50	0	0	n/a	
CLEP College Mathematics	50	0	0	n/a	
CLEP English Composition (no essay)	50	0	0	n/a	
CLEP English Composition with Essay	50	0	0	n/a	
CLEP English Literature	50	3	3	C2	F11
CLEP Financial Accounting	50	3	0	n/a	
CLEP French[7] Level I	50	6	0	n/a	
CLEP French[7] Level II	59	12	3	C2	F15
CLEP French[7] Level II	59	9	3	C2	
CLEP Freshman College Composition	50	0	0	n/a	
CLEP German[7] Level I	50	6	0	n/a	
CLEP German[7] Level II	60	12	3	C2	F15
CLEP German[7] Level II	60	9	3	C2	
CLEP History, United States I	50	3	3	D6+US-1	
CLEP History, United States II	50	3	3	D6+US-1	
CLEP Human Growth and Development	50	3	3	E	
CLEP Humanities	50	3	3	C2	
CLEP Information Systems and Computer Applications	50	3	0	n/a	
CLEP Introduction to Educational Psychology	50	3	0	n/a	

CLEP Introductory Business Law	50	3	0	n/a	
CLEP Introductory Psychology	50	3	3	D9	
CLEP Introductory Sociology	50	3	3	D0	
CLEP Natural Sciences	50	3	3	B1 or B2	
CLEP Pre-Calculus	50	3	3	B4	
CLEP Principles of Accounting	50	3	0	n/a	
CLEP Principles of Macroeconomics	50	3	3	D2	
CLEP Principles of Management	50	3	0	n/a	
CLEP Principles of Marketing	50	3	0	n/a	
CLEP Principles of Microeconomics	50	3	3	D2	
CLEP Social Sciences and History	50	0	0	n/a	
CLEP Spanish[7] Level I	50	6	0	n/a	
CLEP Spanish[7] Level II	63	12	3	C2	F15
CLEP Spanish[7] Level II	63	9	3	C2	
CLEP Trigonometry	50	3	3	B4	F06
CLEP Western Civilization I	50	3	3	C2 or D6	
CLEP Western Civilization II	50	3	3	D6	

For more information on the CSU External Exams Policy download a copy of the CSU [Coded Memorandum AA-2015-19 External Exams](.).

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[1] These units count toward eligibility for admission. The units may not all apply toward certification of the corresponding GE-Breadth area. See Executive Orders 1036 and 1100 for details.

[2] Areas of GE Breadth (A1 through E) are defined in EO 1100. Areas of American Institutions (US-1 through US-3) are set forth in Sections IA and IB of EO 1061, and at [assist.org](.).

[3] Students seeking certification in GE Breadth prior to transfer must have passed the test before this date.

[4] If a student passes more than one AP exam in calculus or computer science, only one examination may be applied to the baccalaureate.

[5] Students who pass AP Environmental Science earn 4 units of credit. Tests prior to Fall 2009 may apply to either B1+B3 or B2+B3 of GE Breadth. Fall of 2009 or later, those credits may only apply to B1+B3.

[6] If a student passes more than one AP exam in physics, only six units of credit may be applied to the baccalaureate, and only four units of credit may be applied to a certification in GE Breadth.

[7] If a student passes more than one CLEP test in the same language other than English (e.g., two exams in French), then only one examination may be applied to the baccalaureate. For each test in a language other than English, a passing score of 50 is considered "Level I" and earns six units of baccalaureate credit; the higher score listed for each test is considered "Level II" and earns additional units of credit and placement in Area C2 of GE Breadth, as noted.

Peralta Community College District
Admissions and Records

Petition for College-Level Examination Program Credit (CLEP)

The following CLEP examinations can be used for credit towards an Associate Degree General Education Requirement or CSU GE Breadth certification. CLEP exams cannot be used for IGETC certification. You must have achieved **at least a score of 50** on any of the following exams with the exception of a score of **59 on French Level II**, **60 on German Level II**, and **63 on Spanish Level II**.

CSU may grant additional units for elective credit toward eligibility for admission. Also, there are some CLEP exams not listed below for which CSU may grant elective credit. Please check with the CSU to which you plan to transfer. The California State University CLEP Policy can be found at their website: http://calstate.edu/acadAff/codedmemos/AA-2015-02.pdf

To apply for CLEP credit:
1. Obtain a "Petition for CLEP Credit" from the Admissions and Records Office or online at http://web.peralta.edu/admissions/forms/;
2. Attach official copies of CLEP score reports from the College Board; and
3. Take the completed petition and supporting documentation to a Counselor for review.

CLEP Exam	PCCD GE Area	PCCD GE Units	Units for CSU GE	CSU GE Area and/or American Institutions
American Government	2	3	3	D8
American Literature	3	3	3	C2
Analyzing and Interpreting Literature	3	3	3	C2
Biology	1	3	3	B2
Calculus	4b	5	3	B4
Chemistry	1	3	3	B1
College Algebra	4b	3	3	B4
College Algebra - Trigonometry	4b	3	3	B4
English Literature	3	3	3	C2
French Level II	3	3	3	C2
German Level II	3	3	3	C2
History, United States I	2	3	3	D6+US-1
History, United States II	2	3	3	D6+US-1
Human Growth and Development	2	3	3	E
Humanities	3	3	3	C2
Information Systems and Computer Applications	4c	1*	0	n/a
Introductory Psychology	2	3	3	D9
Introductory Sociology	2	3	3	D0
Natural Sciences	1	3	3	B1 or B2
Pre-Calculus	4b	4	3	B4
Principles of Macroeconomics	2	3	3	D2
Principles of Microeconomics	2	3	3	D2
Spanish Level II	3	3	3	C2
Trigonometry	4b	3	3	B4
Western Civilization I	2	3	3	C2 or D6
Western Civilization II	2	3	3	D6

*Unit awarded based on the minimum required for PCCD General Education Area 4c.

Peralta Community College District
Admissions and Records

Petition for College-Level Examination Program Credit (CLEP)

STUDENT INFORMATION

Name: _____ **Student ID:** _____
    Last   *First*   *M.I.*   *or last 4 digits of SSN*

Address: _____
     No. & Street   *City*   *State*   *Zip Code*

Phone: _____   **E-mail:** _____

COLLEGE LEVEL EXAMINATION PROGRAM INFORMATION

College: ☐ Berkeley City College   ☐ College of Alameda   ☐ Laney College   ☐ Merritt College

List each CLEP Exam title and the score you earned below.

CLEP EXAM TITLE	EXAMINATION SCORE

Total Advance Placement Credit Granted: _____

Student signature: _____ **Date:**_____

Counselor name: _____ **Counselor Signature**: _____ **Date:** _____

ADMISSIONS & RECORDS USE ONLY

☐ Approved   ☐ Denied   Posted to Student's record by: _____ Date: _____

College Level Exam Program - CLEP

Requires score of at least 50 for subject exams. Students may not receive more than 30 units of CLEP credit.

Business	Units	Course	GE Credit (comments)
Financial Accounting	3	Elective credit	No GE
Information Systems	3	Elective credit	No GE
Introductory Business Law	3	BUS3 080	No GE
Principles of Management	3	Elective credit	No GE
Principles of Marketing	3	Elective credit	No GE

Composition and Literature	Units	Course	GE Credit (comments)
American Literature	3	Elective credit	Area C2 (3 units)
Analyzing & Interpreting Literature	3	Elective credit	Area C2 (3 units)
College Composition*	6	ENGL 001A	Area A2 (3 units)
College Composition Modular*	3	ENGL 001A	Area A2 (3 units)
English Literature	3	Elective credit	Area C2 (3 units)
Humanities	3	Elective credit	Area C2 (3 units)

*Beginning July 2010 credit and GE may be earned for either College Composition or College Composition Modular, but not for both exams.

World Languages	Units	Course	GE Credit (comments)
French Language (Level 1 = min score of 50)	6	Elective credit	No GE
French Language (Level 2* = min score of 59)	9	Elective credit	Area C2 (3 units)
German Language (Level 1 = min score of 50)	6	Elective credit	No GE
German Language (Level 2* = min score of 60)	9	Elective credit	Area C2 (3 units)
Spanish Language (Level 1 = min score of 50)	6	SPAN 001A	Area C2 (4 units)
Spanish Language (Level 2* = min score of 63)	9	SPAN 001A, 001B	Area C2 (8 units)

*If the student receives credit for Level 2 exam, they may not receive credit for Level 1 exam in the same language.

History and Social Sciences	Units	Course	GE Credit (comments)
American Government	3	Elective credit	Areas US 2 & D (3 units)
History of the U.S. I	3	Elective credit	Areas US 1 & D (3 units)
History of the U.S. II	3	Elective credit	Areas US 1 & D (3 units)
Human Growth & Development	3	HS 015	Area D or E (3 units)

Introduction to Educational Psychology	3	Elective credit	No GE
Introductory Psychology	3	PSYC 001	Area D (3 units)
Introductory Sociology	3	SOCI 001	Area D (3 units)
Principles of Macroeconomics	3	ECON 001A	Area D (4 units)
Principles of Microeconomics	3	ECON 001B	Area D (4 units)
Social Sciences & History	6	Elective credit	Area D (3 units)
Western Civilization I	3	HIST 010A	Area C2 or D (3 units)
Western Civilization II	3	HIST 010B	Area D (3 units)

Science and Mathematics	Units	Course	GE Credit (comments)
Biology	6	BIOL 010	Area B2 (3 units, no lab)
Calculus	4	MATH 030	Area B4 (4 units; ELM exempt)
Chemistry	6	CHEM 030A	Areas B1 and B3 (6 units)
College Algebra	3	MATH 008 (F'10 forward)	Area B4 (3 units; ELM exempt)
College Mathematics	6	Elective credit	Area B4 (3 units; ELM exempt)
Natural Sciences	6	Elective credit	Areas B1 & B2 (3 units each, no lab)
Precalculus	3	MATH 019	Area B4 (3 units; ELM exempt)

College Level Examination Program (CLEP)

Column 1 – Applied to <u>California State University General Education (CSU GE)</u> certification.
Column 2 – Applied to <u>Associate Degree general education</u> area at Cañada College, College of San Mateo, and Skyline College.
CLEP cannot be applied to IGETC.

CLEP Exam	Column 1 Application to CSU GE Certification 3 semester units toward CSU GE	Column 2 Application to SMCCCD Associate Degree General Education 3 semester units toward AA/AS GE
AMERICAN GOVERNMENT	with a passing score of 50 CSU GE Area D	with a passing score of 50 Social Science Area
AMERICAN LITERATURE	with a passing score of 50 CSU GE Area C2	with a passing score of 50 Humanities Area
ANALYZING & INTERPRETING LIT.	with a passing score of 50 CSU GE Area C2	with a passing score of 50 Humanities Area
BIOLOGY	with a passing score of 50 CSU GE Area B2	with a passing score of 50- Natural Science Area
CALCULUS	with a passing score of 50 CSU GE Area B4	with a passing score of 50 - Math Competency & Critical Thinking/Analytical Thinking Area
CHEMISTRY	with a passing score of 50 CSU GE Area B1	with a passing score of 50 Natural Science Area
COLLEGE ALGEBRA	with a passing score of 50 CSU GE Area B4	with a passing score of 50- Math Competency & Critical Thinking/Analytical Thinking Area
COLLEGE ALGEBRA-TRIG	with a passing score of 50 CSU GE Area B4	with a passing score of 50- Math Competency & Critical Thinking/Analytical Thinking Area
COLLEGE MATH	NA	NA
ENGLISH COMP (no essay)	NA	NA
ENGLISH COMP (with essay)	NA	NA
CLEP Exam	Column 1 Application to CSU GE Certification 3 semester units toward CSU GE	Column 2 Application to SMCCCD Associate Degree General Education 3 semester units toward AA/AS GE
ENGLISH LITERATURE	with a passing score of 50 CSU GE Area C2	with a passing score of 50 Humanities Area
FINANCIAL ACCTG	NA	NA
FRENCH LEVEL 1	NA	NA
FRENCH LEVEL 2	with a passing score of 59 CSU GE Area C2	with a passing score of 59 Humanities Area
FRESHMAN COLLEGE COMPOSITION	NA	NA
GERMAN LEVEL 1	NA	NA
GERMAN LEVEL 2	with a passing score of 60 CSU GE Area C2	with a passing score of 60 Humanities Area
HISTORY, UNITED STATES I	with a passing score of 50 CSU GE Area D and US-1 US History	with a passing score of 50 Social Science Area and US-1 US History
HISTORY, UNITED STATES II	with a passing score of 50 CSU GE Area D and US-1 US History	with a passing score of 50- Social Science Area US-1 US History
HUMAN GROWTH AND DEVELOPMENT	with a passing score of 50 CSU GE Area E	with a passing score of 50 Social Science Area
HUMANITIES	with a passing score of 50 CSU GE Area C2	with a passing score of 50 Humanities Area
INFO SYSTEMS & COMP APPLICATIONS	NA	NA
INTRO EDUC PSYC	NA	NA
INTRO BUS LAW	NA	NA
INTRODUCTORY	with a passing score of 50 CSU GE Area D	with a passing score of 50 Social Science Area

PSYCHOLOGY		
INTRODUCTORY SOCIOLOGY	with a passing score of 50 CSU GE Area D	with a passing score of 50 Social Science Area
NATURAL SCIENCES	with a passing score of 50 CSU GE Area B1 or B2	with a passing score of 50 Natural Science Area
PRE-CALCULUS	with a passing score of 50 CSU GE Area B4	with a passing score of 50- Math Competency & Critical Thinking/Analytical Thinking Area
PRINC. OF ACCTG	NA	NA
PRINCIPLES OF MACROECONOMICS	with a passing score of 50 CSU GE Area D	with a passing score of 50 Social Science Area
PRINC. OF MGMT.	NA	NA
PRINCIPLES OF MICROECONOMICS	with a passing score of 50 CSU GE Area D	with a passing score of 50 Social Science Area
SOC SCI & HISTORY	NA	NA
SPANISH LEVEL 1	NA	NA
SPANISH LEVEL 2	with a passing score of 63 CSU GE Area C2	with a passing score of 63 Humanities Area
TRIGONOMETRY	with a passing score of 50 CSU GE Area B4	with a passing score of 50- Math Competency & Critical Thinking/Analytical Thinking Area
WESTERN CIVILIZATION 1	with a passing score of 50 CSU GE Area C2 or Area D	with a passing score of 50 Humanities Area or Social Science Area
WESTERN CIVILIZATION II	with a passing score of 50 CSU GE Area D	with a passing score of 50 Social Science Area

Credit by Exam: College Level Examination Program (CLEP)

Students must have the College Board send CLEP exam results to the Admissions Office (hand carried copies will not be accepted) for use on a degree or GE pattern.

CLEP exams CANNOT be used to meet the IGETC requirements. UC does not accept CLEP exams.

CLEP exams may be incorporated into CSU GE requirements by any certifying institution. All CSU campuses will accept the minimum units shown and apply them toward fulfillment of the designated CSU GE area if the examination is included as part of a full or subject-area certification. Please note that individual CSU campuses may choose to grant more units than those specified toward completion of CSU GE requirements.

Students should check with other prospective transfer institutions regarding acceptance of CLEP scores.

English and Mathematics CLEP exams cannot be used for placement or as a waiver for a prerequisite.

CLEP credit granted at SMC may differ from course credit and units granted by a transfer institution.

A student must be actively enrolled at SMC when applying for credit by CLEP exam. CLEP credit may not be used to meet any residency requirement. Official CLEP scores must be sent to the Admissions Office directly from the College Board. Hand-delivered copies will not be accepted.

EXAM		MINIMUM CLEP SCORE	UNITS TOWARD SMC DEGREE	SMC GENERAL EDUCATION, DEGREE and/or COURSE CREDIT	CSU GE AREA	SEMESTER UNITS TOWARD CSU GE	MINUMUM CSU SEMESTER UNITS TOWARD TRANSFER
American Government		50	3	GE: Social Science Are II: Group A **or** B DEGREE: Liberal Arts – Social and Behavioral Science: Group A	D8	3	3
American Literature		50	3	GE: Humanities Area III	C2	3	3
Analyzing and Interpreting Literature		50	3	GE: Humanities Area III	C2	3	3
Biology		50	3	COURSE: Biology 3*	B2	3	3
Calculus		50	3	COURSE: Mathematics 7*	B4	3	3
Chemistry		50	3	COURSE: Chemistry 10*	B1	3	3
College Algebra		50	3	COURSE: Mathematics 26*	B4	3	3
College Algebra – Trigonometry		50			B4	3	3
College Mathematics		50	0	N/A	N/A	0	0
English Composition (no essay)		50	3	GE: Language and Rationality Area IV: Group A	N/A	0	0
English Composition (with essay)		50	3	GE: Language and Rationality Area IV: Group A	N/A	0	0
English Literature		50	3	GE: Humanities Area III DEGREE: Liberal Arts – Arts and Humanities: Group B	C2	3	3
Financial Accounting		50	3	N/A	N/A	0	3
French *(max of 10 units awarded)*	Level I	50	5	N/A	N/A	0	6
	Level II	59	10	COUSE: French 1*	C2	3	12
German *(max of 10 units awarded)*	Level I	50	5	N/A	N/A	0	6
	Level II	60	10	COURSE: German 1*	C2	3	12
History of the United States I: Early Colonization to 1877		50	3	GE: Social/Behavioral Sciences Area II: Group A **or** B DEGREE: Liberal Arts – Social and Behavioral Sciences: Group A	D6=US-1	3	3
History of the United States II: 1865 to the Present		50	3	GE: Social Science Area II: Group A or B DEGREE: Liberal Arts – Social and Behavioral Sciences: Group A	D6=US-1	3	3
Human Growth and Development		50	3	GE: Social Science Area II: Group B DEGREE: Liberal Arts – Social and Behavioral Sciences: Group B	E	3	3
Humanities		50	3	GE: Humanities Area III DEGREE: Liberal Arts – Arts and Humanities: Group B	C2	3	3
Information Systems and Computer Applications		50	3	COURSE: Computer Science 3*	N/A	0	3
Introduction to Educational Psychology		50	3	N/A	N/A	0	3
Introductory Business Law		50	3	COURSE: Business %8	N/A	0	3
Introductory Psychology		50	3	COURSE: Psychology 1*	D9	3	3
Introductory Sociology		50	3	COURSE: Sociology 1*	D0	3	3
Natural Sciences		50	3	GE: Natural Science Area I DEGREE: General Science: Group B **or** C	B1 **or** B2	3	3
Pre-Calculus		50	5	COURSE: Mathematics 2*	B4	3	3
Principles of Accounting		50			N/A	0	3
Principles of Macroeconomics		50	3	COURSE: Economics 2*	D2	3	3
Principles of Management		50	3	COURSE: Business 65*	N/A	0	3

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Principles of Marketing		50	3	COURSE: Business 20*	N/A	0	3
Principles of Microeconomics		50	3	COURSE: Economics 1*	D2	3	3
Social Sciences and History		50	3	GE: Social Science: Group B DEGREE: Liberal Arts – Social and Behavioral Sciences: Group B	N/A	0	0
Spanish *(max of 10 units awarded)*	Level I	50	5	N/A	N/A	0	6
	Level II	63	10	COURSE: Spanish 1*	C2	3	12
Trigonometry		50			B4	3	3
Western Civilization I: Ancient Near East to 1648		50	3	GE: Humanities Area III DEGREE: Liberal Arts – Arts and Humanities: Group B	C2 **or** D6	3	3
Western Civilization II: 1648 to the Present		50	3	GE: Humanities III DEGREE: Liberal Arts – Arts and Humanities: Group B	D6	3	3

***Students should be aware that CLEP credit is evaluated by corresponding it to the equivalent SMC course.

Example: Biology 3. A student who receives CLEP credit for "Biology" and then takes the equivalent SMC course will have the unit credit for such duplication deducted prior to being awarded the degree.