

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

Item	Action	Attachment(s)	Presenter
1. Minutes: February 20, 2018	Action	#3/6/18-1	Campbell
2. Report Out from Division Reps	Discussion		All
3. Announcements a. New Course Proposal b. Notification of Proposed Requisites c. Social Justice Studies ADT and ESL for Food Service Workers Noncredit Certificate Approvals d. RFP for New Curriculum System Update e. Governance Update	Information	#3/6/18-2 #3/6/18-3	Campbell
4. Consent Calendar a. GE Applications	Action	#3/6/18-4—5	Campbell
5. Stand Alone Approval Request: JRNL 53A	2nd Read/ Action	#3/6/18-6	Campbell
6. Stand Alone Approval Request: JRNL 53B	2nd Read/ Action	#3/6/18-7	Campbell
7. Stand Alone Approval Request: KINS 55	2nd Read/ Action	#3/6/18-8	Campbell
8. Stand Alone Approval Request: KINS 82	2nd Read/ Action	#3/6/18-9	Campbell
9. Stand Alone Approval Request: KINS 83	2nd Read/ Action	#3/6/18-10	Campbell
10. Stand Alone Approval Request: KINS 84	2nd Read/ Action	#3/6/18-11	Campbell
11. Stand Alone Approval Request: KINS 85	2nd Read/ Action	#3/6/18-12	Campbell
12. New Program Application: Child and Adolescent Development ADT	1st Read	#3/6/18-13—14	Campbell
13. New Program Application: Elementary Teacher Education ADT	1st Read	#3/6/18-15—16	Campbell
14. Stand Alone Approval Request: APPT 195	1st Read	#3/6/18-17	Campbell
15. Stand Alone Approval Request: APPT 196	1st Read	#3/6/18-18	Campbell
16. Cross-List Request: MTEC 84A & MUS 83A	Action	#3/6/18-19	Campbell
17. Guided Pathways	Discussion	#3/6/18-20	LaManque
18. Good of the Order			Campbell
19. Adjournment			Campbell

Consent Calendar:

Foothill General Education (attachments #3/6/18-4—5)
Area VII—Lifelong Learning: CRLP 73, 74

Attachments:

- #3/6/18-1 Draft Minutes: February 20, 2018
- #3/6/18-2 New Course Proposal: MUS 83A
- #3/6/18-3 CCC Notification of Proposed Requisites
- #3/6/18-6 Stand Alone Approval Request: JRNL 53A
- #3/6/18-7 Stand Alone Approval Request: JRNL 53B
- #3/6/18-8 Stand Alone Approval Request: KINS 55
- #3/6/18-9 Stand Alone Approval Request: KINS 82
- #3/6/18-10 Stand Alone Approval Request: KINS 83
- #3/6/18-11 Stand Alone Approval Request: KINS 84
- #3/6/18-12 Stand Alone Approval Request: KINS 85
- #3/6/18-13 Child and Adolescent Development ADT Narrative
- #3/6/18-14 Child and Adolescent Development ADT TMC
- #3/6/18-15 Elementary Teacher Education ADT Narrative
- #3/6/18-16 Elementary Teacher Education ADT TMC
- #3/6/18-17 Stand Alone Approval Request: APPT 195
- #3/6/18-18 Stand Alone Approval Request: APPT 196
- #3/6/18-19 Cross-Listed Course Approval Request: MTEC 84A & MUS 83A
- #3/6/18-20 Guided Pathways Work Plan 2018-19 draft

2017-2018 Curriculum Committee Meetings:

<u>Fall 2017 Quarter</u>	<u>Winter 2018 Quarter</u>	<u>Spring 2018 Quarter</u>
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: 3/6/18Co-Chairs (2)

<input checked="" type="checkbox"/>	Rachelle Campbell	7469	Vice President, Academic Senate (tiebreaker vote only)	campbellrachelle@fhda.edu
<input checked="" type="checkbox"/>	Andrew LaManque	7179	Assoc. Vice President of Instruction and Institutional Research	lamanqueandrew@fhda.edu

Voting Membership (12 total; 1 vote per division)

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

Non-Voting Membership (4)

<input type="checkbox"/>	Ronnie Miller		ASFC Rep.	
<input checked="" type="checkbox"/>	Mary Vanatta	7439	Curr. Coordinator	vanattamary@fhda.edu
<input type="checkbox"/>	Kent McGee	7298	Evaluations	mcgeekent@fhda.edu
<input type="checkbox"/>			SLO Coordinator	

VisitorsBruce McLeod, Ben Schwartzman

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

Item	Discussion
<p>1. Minutes: February 6, 2018</p> <p>2. Report Out from Division Reps</p>	<p>Approved by consensus.</p> <p>Speaker: All</p> <p>BSS: Recent discussion with Language Arts regarding possible overlap in content of a new course—would like to discuss at CCC how to best handle this sort of situation. Day noted similar situation in the past: division deans, CCC co-chairs, and faculty met to discuss, resulting in a positive resolution. BSS rep noted interest in discussing what happens when divisions cannot come to an agreement. Campbell noted would be helpful to create a process that divisions could use, if they wish to do so. L A rep suggested would be nice to have an archive of such situations.</p> <p>Bio Health: No updates.</p> <p>SRC: Working on new noncredit course for parents who have children in college.</p> <p>PSME: Some faculty recently attended AB 705 workshop; Math dept. trying to figure out how to move forward. One idea is a co-requisite model for some courses; another is to create a single course to serve as a prerequisite for multiple courses.</p> <p>Fine Arts: Addressing recent confusion among some faculty who thought that CCC reps are paid for such work, and wanted reps to fill out forms for them (e.g., Content Review, Distance Ed). Finding that some faculty who have been at Foothill for many years have difficulty filling out required forms. Reps collecting good examples of completed forms to provide to faculty who need assistance.</p> <p>Language Arts: Team attended aforementioned AB 705 workshop; likely will be dealing with significant changes to Basic Skills series. Co-requisite model might result in elimination of series—looks very promising, based on data. Changes should not change curriculum in other depts.</p> <p>Library: No updates.</p> <p>Counseling: No updates.</p>
<p>3. Announcements</p> <p> a. New Course Proposals</p>	<p>Speaker: Rachelle Campbell</p> <p>The following proposals were presented: ACTG 53B, 58B; HORT 52M, 60L, 80E, 80F, 80G, 80H, 80I, 80J, 91E, 91F. Please share with your constituents.</p> <p>BSS rep noted that Accounting dept. expanding content from ACTG 53 and 58 into new courses. Counseling rep noted that course sequence will be 53 -> 53B, for example—BSS rep noted that sequencing was discussed; unsure if more confusing to change 53 to 53A. Noted that content for current 53 and 58 courses is not changing. Day noted course renumbering is not very unusual. BSS rep will bring comments back to the dept.</p>

<p>b. Courses not Taught in Four Years</p> <p>c. Bridge to College ESL Pathway Noncredit Certificate Approval</p> <p>d. Update on New Curriculum System</p>	<p>Campbell noted that HORT 52M created to respond to request from advisory board. HORT 60L will replace 60G (newer version of software). HORT 80 courses: intention is to become testing center for California Landscape Contractors Association (CLCA) certification. Faculty might reduce courses to 1 unit each, depending on final content.</p> <p>CCC Team discussed list and decided to put the process of requesting exceptions on hold, for this year. Intent is for divisions to discuss list internally and determine if any course(s) should be deactivated. Normal process of requesting extensions should resume next year. LaManque noted importance of deactivating courses if we don't feel that they will get enrollment, since from students' perspective courses listed in the catalog will likely be offered. BSS rep asked about MSC1 course—LaManque thinks was related to ROTC program. Vanatta will come up with a deadline for deactivations.</p> <p>The CCCCO has approved the noncredit Bridge to College ESL Pathway certificate.</p> <p>LaManque presented topic. Moving forward with Request for Proposal (RFP) for a new system—plan is to publish early March, and review systems in April and May. Will create evaluation team; CCC reps will also have opportunity to review systems. ETS is on board; working with De Anza, who also wants a new system, but they might not be ready for discussion as early as spring. Earliest possibility for starting implementation could be summer, with training in fall. Targeting new system to save time not only on curriculum work but also on production of the catalog.</p> <p>LaManque drafted RFP based on existing examples, including from San Jose State; also drew from previous discussions at Foothill regarding a new system (approx. three years ago). Document outlines what we're looking for in a new system. Campbell noted that this will present an opportunity to design training for faculty. LaManque noted possible opportunity to revise our curriculum process. Campbell asked the group for any suggestions of what they would like in a new system. PSME rep asked if RFP can be shared—LaManque noted it's not public yet, and will follow up to see if he may distribute. BSS rep suggested addressing need to use HTML formatting codes, as well as adding "undo" feature—LaManque will follow up. SRC rep asked about SLOs included in new system—has been discussed, but issue is that system might have area to enter SLOs but not assessment piece; keeping SLOs in mind, as would be ideal to enter SLOs and curriculum in same system.</p>
<p>4—17. Stand Alone Approval Requests: APAV 50A, 50B, 50C, 51, 53A, 53B, 54A, 54B, 55, 56, 60, 75A, 75B, 81</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Requests for APAV courses. Campbell requested courses be considered for action as a group. No comments.</p> <p>Motion to approve M/S (Cooper, Kuehnl). Approved.</p>
<p>18—23. Stand Alone Approval Requests: APCA 100, 101, 102, 104, 105, 106</p>	<p>Speaker: Rachelle Campbell Second read of Stand Alone Approval Requests for APCA courses. Campbell requested courses be considered for action as a group. No comments.</p>

	<p>Motion to approve M/S (Venkataraman, Cooper). Approved.</p>
24. Draft Update to Foothill GE Application	<p>Speaker: Rachelle Campbell Second 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). No comments.</p> <p>Motion to approve M/S (Thomas, Kuehnl). Approved.</p>
25. Stand Alone Approval Request: JRNL 53A	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for JRNL 53A. Will be temporarily Stand Alone and included in a forthcoming Journalism program. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
26. Stand Alone Approval Request: JRNL 53B	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for JRNL 53B. Will be temporarily Stand Alone and included in a forthcoming Journalism program. No comments.</p> <p>Second read and possible action will occur at next meeting.</p>
27. Stand Alone Approval Request: KINS 55	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for KINS 55. Course was previously part of the Adaptive Fitness Therapy program, which is no longer active; will now be permanently Stand Alone. Campbell noted potential for confusion regarding course title, as students do not actually perform aquatic exercise in course, but instead learn how to teach aquatic exercise—Kinesiology rep will bring suggestion to change title back to dept.</p> <p>Second read and possible action will occur at next meeting.</p>
28. Stand Alone Approval Request: KINS 82	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for KINS 82. Course was previously part of the Adaptive Fitness Therapy program, which is no longer active; will now be permanently Stand Alone. Campbell noted course, as well as 83-85, on the list of courses not taught in four years—Kinesiology rep noted hope is to revive them. Campbell asked if courses will truly be permanently Stand Alone—Vanatta noted conversation with faculty, who does not currently have plan to create a new program (or add to an existing program) but noted this might change in the future.</p> <p>Second read and possible action will occur at next meeting.</p>
29. Stand Alone Approval Request: KINS 83	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for KINS 83. Course was previously part of the Adaptive Fitness Therapy program, which is no longer active; will now be permanently Stand Alone. <i>[Note: see item 28 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
30. Stand Alone Approval Request: KINS 84	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for KINS 84. Course was previously part of the Adaptive Fitness Therapy program, which is no longer active; will now be permanently Stand Alone. <i>[Note: see item 28 for comments.]</i></p> <p>Second read and possible action will occur at next meeting.</p>
31. Stand Alone Approval Request: KINS 85	<p>Speaker: Rachelle Campbell First read of Stand Alone Approval Request for KINS 85. Course</p>

	<p>was previously part of the Adaptive Fitness Therapy program, which is no longer active; will now be permanently Stand Alone. [Note: see item 28 for comments.]</p> <p>Second read and possible action will occur at next meeting.</p>
<p>32. Foothill CLEP Policy</p>	<p>Speakers: Bernie Day & Nazy Galoyan ASCCC voted to encourage each CA community college to adopt statewide CLEP policy. Day shared a few examples of other colleges' policies. Some colleges give credit for specific local courses, which is more involved, whereas others give credit for a GE area based on exam score. Foothill does already award CLEP for students who use the CSU GE pattern, but not for those who use our local GE pattern. Foothill website includes some incorrect information regarding how we award CLEP credit.</p> <p>Galoyan noted that we do accept a score of 60 or better on the college algebra CLEP exam, for math proficiency for AA/AS degree. Stated that score of 60 is higher than what other colleges will accept. Galoyan's office sees many students inquiring about CLEP. BSS rep noted interest in seeing examples of CLEP exams—Day noted that, unlike AP exams, CLEP exams are not as visible; offered to contact College Board upon dept. request. Language Arts rep noted CLEP is related to AB 705. BSS rep noted division not in favor with awarding CLEP credit for their division courses; division does not think multiple choice exam appropriate way to award credit. Campbell noted not all CLEP exams are multiple choice—BSS stated that most are; noted that Foothill focusing on authentic assessment, rep does not believe CLEP is such. BSS rep noted that AP and IB exams are much more rigorous. Campbell agreed with concerns regarding multiple choice and reiterated that students who select CSU GE pattern may take advantage of CLEP, but those who select our local GE pattern cannot; could be an issue of equity. BSS rep noted that cost is similar to that of AP and IB exams. Day noted that lower income students less likely to have access to AP and IB; CLEP attracts students like veterans. Counseling rep suggested minimum CLEP score of 50; sees many veterans who have CLEP.</p> <p>LaManque asked Day and Galoyan if they are comfortable drafting updated policy to bring back to group; will contact Marketing to remove any incorrect information from website. Noted that language in catalog needs to be updated to add information for CSU GE pattern. Asked reps to bring topic back to divisions for discussion, to assist in further discussion when draft of policy update is brought to CCC.</p>
<p>33. Good of the Order</p>	
<p>34. Adjournment</p>	<p>3:12 PM</p>

Attendees: Mark Anderson (FA), Ben Armerding (LA), Veronica Brand (guest—Stanford student), Rachelle Campbell (Faculty Co-Chair), Zachary Cembellin (PSME), Sara Cooper (BH), Bernie Day (Articulation Officer), LeeAnn Emanuel (SRC), Hilda Fernandez (LA), Nazy Galyoan (guest—Dean of Enrollment Services), Eric Kuehnl (FA), Andrew LaManque (AVP Instruction, Administrator Co-Chair), Don MacNeil (guest—KA), Tiffany Rideaux (BSS), Lety Serna (CNSL), Mary Thomas (LIBR), Mary Vanatta (Curriculum Coordinator), Anand Venkataraman (PSME), Bill Ziegenhorn (BSS)

Minutes Recorded by: M. Vanatta

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

**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: Bruce Tambling

Proposed Number: MUS 83A

Proposed Units: 4

Proposed Hours: 4 hours lecture, 1 hour laboratory

Proposed Transferability: CSU

Proposed Title: MUSIC & MEDICINE

Proposed Catalog Description & Requisites:

Introduction to the field of music therapy and the creative powers of sound. Survey the history of the American Music Therapy Association as applied by practicing music therapists. Study diverse styles of music used as a transformative force to enhance social, emotional, educational, behavioral development and pain management. Apply music therapy concepts to compose and produce original music. Develop music making skills with drumming, group songwriting, lyric analysis, guided relaxation, movement, improvisation and original compositions integrated with the latest music software technologies. Study prevention of injury and maintenance of health for musicians and performing artists. Survey careers in the music therapy industry, including degrees, certifications and multi-media production applications.

Proposed Discipline: Music or Commercial Music

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

MTEC - Music Technology

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

N/A

Comments & Other Relevant Information for Discussion:

This course number was previously used for the course that was changed to MTEC 84A; the MUS version is being resurrected as a cross-listing for MTEC 84A.

Instruction Office:

Date presented at CCC:

Number assigned:

CCC Notification of Proposed Prerequisites/Co-Requisites

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

Target Course Number & Title	Editor	Requisite Course Number & Title	New/Ongoing
ENGL 43A: Survey of British Literature I: Beowulf to the Late 18th Century	K. Svetich	Prereq: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.	Updated for 2018-19
ENGL 43AH: Honors Survey of British Literature I: Beowulf to the Late 18th Century	K. Svetich	Prereqs: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method; Honors Institute participant.	Updated for 2018-19
ENGL 43B: Survey of British Literature II: The Romantic Period to the Present	K. Svetich	Prereq: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.	Updated for 2018-19
ENGL 43BH: Honors Survey of British Literature II: The Romantic Period to the Present	K. Svetich	Prereqs: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method; Honors Institute participant.	Updated for 2018-19
ENGL 45A: Survey of American Literature I: Beginnings to 1865	J. Finnegan	Prereq: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.	Updated for 2018-19
ENGL 45AH: Honors Survey of American Literature I: Beginnings to 1865	J. Finnegan	Prereqs: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method; Honors Institute participant.	Updated for 2018-19
ENGL 45B: Survey of American Literature II: 1865 to the Present	J. Finnegan	Prereq: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.	Updated for 2018-19
ENGL 45BH: Honors Survey of American Literature II: 1865 to the Present	J. Finnegan	Prereqs: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method; Honors Institute participant.	Updated for 2018-19
ENGL 47A: World Literature I	B. Lewis	Prereq: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate	Updated for 2018-19

		method.	
ENGL 47AH: Honors World Literature I	B. Lewis	Prereqs: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method; Honors Institute participant.	New for 2018-19 (note update from prev. CCC meeting)
ENGL 47B: World Literature II	B. Lewis	Prereq: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.	Updated for 2018-19
ENGL 47BH: Honors World Literature II	B. Lewis	Prereqs: Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method; Honors Institute participant.	New for 2018-19 (note update from prev. CCC meeting)
MATH 22: Discrete Mathematics	Z. Cembellin	Prereq: C S 1A or 1AH (Object-Oriented Programming Methodologies in Java (or Honors version))	Ongoing
R T 53A: Applied Radiographic Technology I	B. Wheeler	Prereq: COMM 2 (Interpersonal Communication)	Updated for 2018-19

General Education Review Request

AREA VII - LIFELONG LEARNING

Course Number & Title: CRLP 73 EFFECTIVE RESUME WRITING

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area VII - Lifelong Learning:

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

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

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

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

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

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

General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: CRLP 73 EFFECTIVE RESUME WRITING

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

Depth Map: Must include the following:

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

Matching course component(s):

Course Objectives

Student will be able to:

- A. identify the types and purpose of different resume formats.
- B. describe duties and responsibilities of past work and volunteer positions.
- C. know and understand what makes a resume successful.

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

Matching course component(s):

Course Content

- A. Types and purposes of resume formats
- B. Successful components of resume

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

Matching course component(s):

Course Content

- F. Networking
 1. List of at least 10 appropriate people to whom student can send resume
 2. List of local and national associations and organizations related to occupational area
 3. Web-based sources of job announcements

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

Matching course component(s):

Description

Development of successful resume writing skills including understanding of the hidden job market...

Course Content

- A. Types and purposes of resume formats
 3. Personal Mission Statements

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

Matching course component(s):

Course Content

- D. Resume drafts
 2. Critique classmates' resumes
 3. Include changes from advice found on the internet or in books to improve next draft
 4. Use appropriate terminology to define accomplishments

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

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

Matching course component(s):

General Education Review Request AREA VII - LIFELONG LEARNING

Course Objectives

Student will be able to:

F. develop a job search plan.

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

Matching course component(s):

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

Matching course component(s):

L9. Use technology to analyze problems and create solutions.

Matching course component(s):

Course Content

E. Final Draft

1. Develop electronic version of resume

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):

Course Content

D. Resume drafts

1. Determine format, style, parallel construction of resumes
2. Critique classmates' resumes
3. Include changes from advice found on the internet or in books to improve next draft
4. Use appropriate terminology to define accomplishments

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):

Course Content

B. Successful components of resume

1. Clear objective
2. Summary of skills and qualifications: keywords
3. Chronological listing of work/volunteer history and accomplishments

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)

General Education Review Request
AREA VII - LIFELONG LEARNING

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):

Course Content

B. Successful components of resume

1. Clear objective
2. Summary of skills and qualifications: keywords
3. Chronological listing of work/volunteer history and accomplishments

Requesting Faculty: Fatima Jinnah

Date: 11/13/17

Division Curr Rep: Leticia Serna

Date: 11/14/17

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Andrew Lee; Bruce McLeod; Bernie Day; Leticia Serna

Comments:

Recommend to approve as requested. 2/28/18

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

General Education Review Request

AREA VII - LIFELONG LEARNING

Course Number & Title: CRLP 74 SUCCESSFUL INTERVIEWING TECHNIQUES

Breadth Criteria:

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

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

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

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

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

Depth Criteria for Area VII - Lifelong Learning:

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

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

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

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

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

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

General Education Review Request AREA VII - LIFELONG LEARNING

Course Number & Title: CRLP 74 SUCCESSFUL INTERVIEWING TECHNIQUES

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

Depth Map: Must include the following:

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

Matching course component(s):

Course Content

B. Research corporations, companies or employers

1. Find sources of information on internet, annual reports or other forms of publications (newspaper/magazine/journal articles) and networking
2. Research products, plans, financial statements
3. Learn information about interviewer(s)

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

Matching course component(s):

Course Content

G. Salary negotiations

1. Value of negotiations
2. How to negotiate
3. Salary range for job objective
4. Non-salary negotiation items

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

Matching course component(s):

Course Content

D. Dynamics of the interview

2. Verbal communication
 - a. Articulate, responsive answers
 - b. Control content of interview
 - c. Presentation skills - tone, tempo, voice volume
 - d. Timing, flow of dialogue or conversation
 - e. Questions to ask of the interviewer
 - f. Cultural values and their impact on verbal communication

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

Matching course component(s):

Course Content

I. Bias and prejudices

1. Gender, racial, cultural/ethnic and other biases and prejudices
2. How to recognize prejudice
3. Where to pursue legal help when evidence of unlawful prejudice is shown

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

Matching course component(s):

Course Content

E. Difficult questions and how to answer them, such as, but not limited to:

1. Gaps in employment

General Education Review Request
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- 2. Lay off information
- 3. Being fired from previous positions
- 4. No work history

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

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

Matching course component(s):

Course Content

J. List of references

- 1. Use of professional references
- 2. Use of personal references
- 3. Information included in reference list

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

1. Identify a job for which you want to apply. Read the job description, then identify the skills and qualities the employer is looking for. Using the PAR format (problem, action, result), write statements showing you have the skills and qualities the employer is looking for

Methods of Evaluation

F. Job search plan

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

Matching course component(s):

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

Matching course component(s):

L9. Use technology to analyze problems and create solutions.

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):

Course Content

D. Dynamics of the interview

- 1. Non-verbal communication
 - a. Appearance
 - b. Eye contact, handshake, body language
 - c. Attitude - interest, enthusiasm, confidence
 - d. Courtesy, tact, sincerity
 - e. Managing stress and nervousness
 - f. Cultural values and their impact on non-verbal communication

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

Matching course component(s):

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Course Content

- G. Salary negotiations
1. Value of negotiations
 2. How to negotiate
 3. Salary range for job objective
 4. Non-salary negotiation items

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

Matching course component(s):

Course Content

- D. Dynamics of the interview
2. Verbal communication
 - a. Articulate, responsive answers
 - b. Control content of interview
 - c. Presentation skills - tone, tempo, voice volume
 - d. Timing, flow of dialogue or conversation
 - e. Questions to ask of the interviewer
 - f. Cultural values and their impact on verbal communication

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):

Course Content

- B. Research corporations, companies or employers
1. Find sources of information on internet, annual reports or other forms of publications (newspaper/magazine/journal articles) and networking
 2. Research products, plans, financial statements
 3. Learn information about interviewer(s)
- E. Difficult questions and how to answer them, such as, but not limited to:
1. Gaps in employment
 2. Lay off information
 3. Being fired from previous positions
 4. No work history

Requesting Faculty: Fatima Jinnah

Date: 11-13-17

Division Curr Rep: Leticia Serna

Date: 11/14/17

REVIEW COMMITTEE USE ONLY:

Review Committee Members:

Bruce Mcleod; Lety Serna; Bernie Day; Andrew Lee

**General Education Review Request
AREA VII - LIFELONG LEARNING**

Comments:

Recommend approval as requested. Bernie Day 2/27/18

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

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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:

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 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
- 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

- 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):

- Transfer
 Workforce/CTE
 Basic Skills

Criteria B. Need

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

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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: Macmillan.

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.

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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:

- 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 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
- 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

- 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):

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. 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 53B STUDENT MEDIA PRACTICUM II

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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.

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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:

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 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
 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:

- 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):

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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 55 INTRODUCTION TO AQUATIC EXERCISE

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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. Introduction to Water Exercise. San Diego, CA: University Readers, 2012.
Sanders, Mary. YMCA - Water Fitness for Health. Champaign, IL: Human Kinetics, 2010.
AEA. Aquatic Fitness Professional Manual. 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.

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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:

- 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 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
- 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:

- 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):

- Transfer

Workforce/CTE
 Basic Skills

Criteria B. Need

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

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 82 APPLIED PRINCIPLES OF ADAPTIVE FITNESS

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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. Exercise for Special Populations. Baltimore, MD: Lippincott, 2010.
Knopf, Karl. Principle of Therapeutic Exercise. 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.

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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:

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 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
 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:

- 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):

Transfer

_____ Workforce/CTE
_____ Basic Skills

Criteria B. Need

A course may only be granted Stand Alone Approval if there is demonstrable need for the course in the college service area. 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. Fitness Over 50. San Diego, CA: University Readers, 2012.

Spirduso, Waneen, Karen L. Francis, and Priscilla G. MacRae. Physical Dimensions of Aging. 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.

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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 84

Course Title: Functional Fitness & Adaptive Movement

Credit Status:

- 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?

- 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:

- 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):

- Transfer
 Workforce/CTE

_____ Basic Skills

Criteria B. Need

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

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 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. Principles of Fitness Therapy. Winston Salem, NC: Hunter Textbooks, Inc., 2012.
Knopf, Karl. Functional Aspects of Adaptive Fitness. 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

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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:

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 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
 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:

- 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):

- Transfer
- Workforce/CTE
- Basic Skills

Criteria B. Need

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

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 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.

Foothill College
Program Application
Associate in Arts in Child and Adolescent Development for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The mission of the Associate in Arts in Child and Adolescent Development for Transfer degree is to prepare students with the knowledge, theory, and practical experience necessary to plan, implement and evaluate developmentally appropriate experiences for young children and their families.

The program offers courses that prepare students for transfer to upper-division status at four-year educational institutions, as well as prepare them to work in the field of child development immediately. This program will prepare to students to transfer and pursue careers as early childhood educators, administrators of early childhood programs, and development specialists and could partially prepare them for careers in elementary education, social work, advocacy, special education, therapy, etc.

Program Learning Outcomes

- Students will demonstrate understanding of the needs and characteristics of children, birth through middle childhood, and the multiple influences on their development as related to the high-quality care and education of young children.
- Students will demonstrate ethical standards and professional behaviors that deepen knowledge and commitment to the field of early care and education as related to NAEYC Code of Ethical Conduct.

Item 2. Catalog Description

The Associate in Arts in Child and Adolescent Development for Transfer degree is designed to prepare students to transfer to certain California State Universities (CSUs). Students who complete the degree will be ensured preferential transfer status to CSUs in majors that may include Child and Adolescent Development, Psychology (some CSUs), Early Childhood Studies, Human Development, Elementary Subject Matter Teacher Preparation (some CSUs), Adolescent Development, Family Studies, Family and Consumer Sciences and Humanities. The degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
 - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Child and Adolescent Development

Template # 1019
Original: 02/01/16

CCC Major or Area of Emphasis: Child and Adolescent Development

TOP Code: 1305.10

CSU Major(s): Child Development; Child Development (Pre-credential) Child and Adolescent Development; Child, Adolescent and Family Studies; Family and Consumer Sciences (Child Development and Family Studies); Human Development (Adolescent Option, Childhood Option, Children’s Services); Liberal Studies (Child Development)

Total Units: 18 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college’s course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor’s Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website:

http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor’s Office.**

Where no **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation in the major at a CSU;
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses; and/or,
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course’s inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Child and Adolescent Development for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: (9 units)						
Child Growth and Development (3)	CDEV 100	CHLD 1 and CHLD 2	Child Growth & Development: Prenatal Through Early Childhood	4	D7	4G
			Child Growth & Development II: Middle Childhood Through Adolescence	4	D7	4G
Introductory Psychology (3)	PSY 110	PSYC 1	General Psychology	5	D9	4I
		or PSYC 1H	Honors General Psychology	5	D9	4I
Introduction to Statistics (3) OR Introduction to Statistics in Sociology (3) OR Any CSU-transferrable statistics course articulated as fulfilling CSU GE Area B4	MATH 110 OR SOC 125 OR AAM	MATH 10	Elementary Statistics	5	B4	2A
		or MATH 17	Integrated Statistics II	5	B4	2A
		or				

or IGETC Area 2A and articulated as lower division preparation in the Child Development major at a CSU.		SOC 7 or PSYC 7	Statistics for the Behavioral Sciences Statistics for the Behavioral Sciences	5 5	B4 B4	2A 2A
LIST A: Select three (9 units)						
Introduction to Cultural Anthropology (3) OR Introduction to Sociology (3) OR Introduction to Race and Ethnicity (3) OR Child, Family, and Community (3) OR Introduction to Marriage and Family (3)	ANTH 120 OR SOC 110 OR SOC 150 OR CDEV 110 OR SOC 130	ANTH 2A or ANTH 2AH or SOC 1 or SOC 1H or SOC 23 or CHLD 88 or SOC 40	Cultural Anthropology Honors Cultural Anthropology Introduction to Sociology Honors Introduction to Sociology Race & Ethnic Relations Child, Family & Community Aspects of Marriage & Family	4 4 5 5 4 4 4	D1 D1 D0 D0 D0, D0, E	4A 4A 4J 4J 4J 4J
Introduction to Lifespan Psychology (3)	PSY 180	PSYC 40	Human Development	5	D9	4I
Introduction to Biology (3) OR Any Biology course articulated as fulfilling CSU GE Area B2 or IGETC Area 5B.	AAM OR GECC	BIOL 10 or BIOL 45	General Biology: Basic Principles Introduction to Human Nutrition	5 4	B2& B3 B2	5B & 5C 5B
Select two maximum (3-6 units) Any course not listed above, and articulated as lower division preparation in the Child Development; Child Development (Pre-Credential) Child and Adolescent Development; Child, Adolescent and Family Studies; Family and Consumer Sciences (Child Development and Family Studies); Human Development (Adolescent Option, Childhood Option, Children's Services); Liberal Studies (Child Development) major at a CSU.	AAM	PSYC 14 CHLD 56 BIOL 8 SOC 11 GEOG 1 or GEOG 2 or GEOG 10 CHLD 95 CHLD 89	Child & Adolescent Development Observation & Assessment Basic Nutrition Introduction to Social Welfare Physical Geography Human Geography World Regional Geography Health, Safety & Nutrition in Children's Programs Curriculum For Early Care & Education Programs	4 4 5 5 5 4 4 4 4	D9 E D0 B1 & B3 D5 D5	4I 4J 5A& 5C 4E 4E
Total Units for the Major:	18	Total Units for the Major:		30-33		

Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>	18- 29	18- 29
General Education (CSU-GE or IGETC) Units	39	37
Elective (CSU Transferable) Units	19- 30	19- 30
Total Degree Units (maximum)	60	

Foothill College
Program Application
Associate in Arts in Elementary Teacher Education for Transfer Degree

Item 1. Statement of Program Goals and Objectives

The Associate in Arts in Elementary Teacher Education for Transfer degree offers courses that prepare students for transfer to upper-division status at four-year educational institutions. This program will prepare to students to transfer and pursue careers in elementary education.

Program Learning Outcomes

- Students will display an understanding of elementary education and teaching, and will be able to demonstrate their knowledge of children's growth and development from utero through adolescence.
- Students will leave with a broad, liberal study background, which will help prepare them to teach in an elementary classroom.

Item 2. Catalog Description

Students who complete the Associate in Arts in Elementary Teacher Education for Transfer degree will be ensured preferential transfer status to CSUs for Elementary Teacher Education/Liberal Studies majors. The degree requirements will fulfill the lower division major requirements at many CSUs. Students are advised, however, to meet with a counselor to assess the course requirements for specific local CSUs and to validate which CSUs are considered local.

In addition, the student must complete the following:

1. Completion of 90 quarter units that are eligible for transfer to the California State University, including both of the following:
 - a. The Inter-segmental General Education Transfer Curriculum (IGETC) or the California State University (CSU) General Education-Breadth Requirements.
 - b. A minimum of 27 quarter units in a major or area of emphasis.
2. Obtainment of a minimum grade point average of 2.0.
3. Minimum grade of "C" (or "P") for each course in the major.

Transfer Model Curriculum (TMC) Template for Elementary Teacher Education

CCC Major or Area of Emphasis: Elementary Teacher Education

TOP Code: 490120

CSU Major(s): Liberal Studies; Integrated Teacher Education Programs

Total Units: 48 (all units are minimum semester units)

In the four columns to the right under the **College Program Requirements**, enter the college's course identifier, title and the number of units comparable to the course indicated for the TMC. If the course may be double-counted with either CSU-GE or IGETC, enter the GE Area to which the course is articulated. To review the GE Areas and associated unit requirements, please go to Chancellor's Office Academic Affairs page, RESOURCE section located at:

<http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/TransferModelCurriculum.aspx>

or the ASSIST website: http://web1.assist.org/web-assist/help/help-csu_ge.html.

The units indicated in the template are the **minimum** semester units required for the prescribed course or list. All courses must be CSU transferable. **All courses with an identified C-ID Descriptor must be submitted to C-ID prior to submission of the Associate Degree for Transfer (ADT) proposal to the Chancellor's Office.**

Where no reference **C-ID Descriptor** is indicated, discipline faculty should compare their existing course to the example course(s) provided in the TMC at:

<http://www.c-id.net/degreereview.html>

Attach the appropriate ASSIST documentation as follows:

- *Articulation Agreement by Major (AAM)* demonstrating lower division preparation at a CSU,
- *CSU Baccalaureate Level Course List by Department (BCT)* for the transfer courses, and/or
- *CSU GE Certification Course List by Area (GECC)*.

The acronyms **AAM**, **BCT**, and **GECC** will appear in **C-ID Descriptor** column directly next to the course to indicate which report will need to be attached to the proposal to support the course's inclusion in the transfer degree. To access ASSIST, please go to <http://www.assist.org>.

Associate in Arts in Elementary Teacher Education for Transfer Degree						
College Name: Foothill College						
TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
REQUIRED CORE: (42 units)						
Introduction to Elementary Classroom Teaching (3)	EDUC 200	EDUC 2	Introduction to Elementary Education	4		
Child Growth and Development (3)	CDEV 100	CHLD 1	Child Growth & Development: Prenatal Through Early Childhood	4	D7	4G
		and CHLD 2	Child Growth & Development II: Middle Childhood Through Adolescence	4	D7	4G
Biology for Educators (4) OR General Biology with Lab (4)	AAM OR AAM	BIOL 10	General Biology: Basic Principles	5	B2/3	5 B/C
		or BIOL 14	Human Biology	5	B2/3	5 B/C
Survey of Chemistry and Physics (4) OR Physical Sciences for Educators (4) OR Introduction to Chemistry (5) AND Introduction to Physics (4)	CHEM 140/ PHYS 140 OR AAM OR AAM AND AAM	PSE 20	Introduction to Physical Science	5		
		Earth Science (3) AND	GEOL 120 AND	GEOG 20	Introduction to Earth Science	4

Earth Science Laboratory (1) OR Earth Science with Lab (4) OR Earth Science for Educators (4)	GEOL 120L OR GEOL 121 OR AAM					
Mathematical Concepts for Elementary School Teachers - Number Systems (3)	MATH 120	MATH 42	Math for Elementary School Teachers	5	B4	
Public Speaking (3)	COMM 110	COMM 1A	Public Speaking	5	A1	1C
		or COMM 1AH	Honors Public Speaking	5	A1	1C
College Composition (3)	ENGL 100	ENGL 1A	Composition & Reading	5	A2	1A
		or ENGL 1AH	Honors Composition & Reading	5	A2	1A
		or ENGL 1S and ENGL 1T	Integrated Composition & Reading	5	A2	1A
			Integrated Composition & Reading	5		
Introduction to Literature (3)	ENGL 120	ENGL 16	Introduction to Literature	4	C2	3B
World Regional Geography (3)	GEOG 125	GEOG 10	World Regional Geography	4	D5	4E
World History to 1500 (3)	HIST 150	HIST 3A	World History From Prehistory to 750 CE	4		
		and HIST 3B	World History From 750 CE to 1750 CE	4		
United States History to 1877 (3)	HIST 130	HIST 17A and HIST 17B	History of the United States to 1815	4	D6	4F
			History of the United States From 1812 to 1914	4	D6	4F
Introduction to American Government and Politics (3)	POLS 110	POLI 1	Political Science: Introduction to American Government & Politics	5	D8	4H
LIST A: Select one (3-4 units)						
Any course articulated as fulfilling CSU GE Area A3 with Freshman Composition as a prerequisite.	GECC	ENGL 1B	Composition, Critical Reading & Thinking Through Literature	5	A3	1B
		or ENGL 1BH	Honors Composition, Critical Reading & Thinking Through Literature	5	A3	1B
		or ENGL 1C	Argumentative Writing & Critical Thinking	5	A3	1B
		or ENGL 1CH	Honors Argumentative Writing & Critical Thinking	5	A3	1B
		or PHIL 1	Critical Thinking & Writing	5	A3	1B
		or PHIL 7	Introduction to Symbolic Logic	5	A3	
		or PHIL 30	Introduction to Critical Thinking	4	A3	
LIST B: Select one (3 units)						
Art Appreciation (3)	ARTH 100	ART 1	Introduction to Art	4.5	C1	3A
Introduction to Dance (3)	AAM					

Music Appreciation (3)	MUS 100	MUS 1	Introduction to Music	4	C1	3A
Introduction to Theatre (3)	THTR 111	THTR 1	Introduction to Theatre	4	C1	3A
Survey of the Arts (3)	AAM					
LIST C: (0-12 additional units)						
Any course(s) not already used above and/or any course articulated as lower division preparation in the Liberal Studies, Integrated Teacher Education, or other similar major at a CSU.	AAM	GEOG 2	Human Geography	4	D5	4E
		HIST 10	History of California: The Multicultural State	4	D3/6	4F
		HLTH 21	Contemporary Health Concerns	4	E	
		SOC 1 or SOC 1H	Introduction to Sociology Honors Introduction to Sociology	5 5	D0 D0	4J 4J
		PSYC 49	Human Sexuality	4	D9	4I
Total Units for the Major:	48	Total Units for the Major:		78-84.5		
Total Units that may be double-counted <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>				54	54	
General Education (CSU-GE or IGETC) Units				39	37	
Elective (CSU Transferable) Units				6.5-8	6.5-8	
Total Degree Units (maximum)				60		

NOTE:

1. Additional requirements for the Elementary Teacher Education major vary at each CSU campus. It is highly recommended that counselors at community colleges discuss other possible courses that are part of the major preparation at a local CSU campus and encourage students to take some of these additional courses prior to transfer.
2. This TMC has been designed to meet the introductory content area subject matter requirements for teaching at the elementary school level. Careful consideration was given to identify a specific match to CSU general education requirements for transfer.
3. Due to considerable overlap between the major requirements and general education (GE), this TMC presumes that all courses in the TMC do fill the indicated CSU-GE requirement. If the courses at a given college do not currently fill all the indicated GE requirements, colleges may want to pursue further CSU-GE approval, or a TMC-aligned degree may not be possible within the SB 1440-mandated 60 unit maximum for the total degree.

Ensure you're using the current version of this form by downloading a fresh copy from [the CCC webpage!](#)

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 #: APPT 195

Course Title: HYDRONICS/STEAM SYSTEMS/PUMPS

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Basic concepts of various heating and cooling systems. Equipment selection, pipe sizing, proper installation methods are taught. One-pipe steam systems will be compared to two-pipe systems. Pump selection and application as well as service and repair.

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
- 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:

Plumbing Technology

- 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?)

April 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
 Workforce/CTE

Criteria B. Need

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

Most job openings will be created by the need to replace workers who retire or leave the field for other reasons. During economic downturns, the number of job openings may decline. However, with the increased focus on environmentally sustainable building and remodeling practices, there may be additional opportunities for Plumbers, Pipefitters, and Steamfitters.

Projections of Employment

In California, the number of Plumbers, Pipefitters, and Steamfitters is expected to grow much faster than average growth rate for all occupations. Jobs for Plumbers, Pipefitters, and Steamfitters are expected to increase by 28.8 percent, or 11,600 jobs between 2014 and 2024.

Estimated Employment and Projected Growth Plumbers, Pipefitters, and Steamfitters					
Geographic Area (Estimated Year-Projected Year)	Estimated Employment	Projected Employment	Numeric Change	Percent Change	Additional Openings Due to Net Replacements
California (2014-2024)	40,300	51,900	11,600	28.8	5,300

Source: EDD/LMID Projections of Employment by Occupation

[View Projected Growth for All Areas](#)

Annual Job Openings

In California, an average of 1,160 new job openings per year is expected for Plumbers, Pipefitters, and Steamfitters, plus an additional 530 job openings due to net replacement needs, resulting in a total of 1,690 job openings.

Estimated Average Annual Job Openings Plumbers, Pipefitters, and Steamfitters			
Geographic Area (Estimated Year-Projected Year)	Jobs From Growth	Jobs Due to Net Replacements	Total Annual Job Openings
California (2014-2024)	1,160	530	1,690

Source: EDD/LMID Projections of Employment by Occupation

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 Cry _____ **Date:** 2/1/18 _____

Division Curriculum Representative: Bruce McLeod _____ **Date:** 3/1/18 _____

Date of Approval by Division Curriculum Committee: 2/28/18 _____

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

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Apprenticeship

APPT 195 HYDRONICS/STEAM SYSTEMS/PUMPS

[Edit Course Outline](#)

APPT 195

HYDRONICS/STEAM SYSTEMS/PUMPS

Summer 2018

108 hours total: 70 hours lecture, 38 hours laboratory.

6.5 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:

Load Factor: .162

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 -

There is a need to advance the skills of our workforce through training of basic plumbing techniques. These skills will be applied and mastered through on-the-job training at the employer's work site. The course will assist apprentices in obtaining and retaining jobs in the Pipe Trades.

1. Description -

Basic concepts of various heating and cooling systems. Equipment selection, pipe sizing, proper installation methods are taught. One-pipe steam systems will be compared to two-pipe systems. Pump selection and application as well as service and repair.

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

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Describe principles of hydronic heating and cooling
- B. Identify types of hydronic systems
- C. Identify appropriate equipment and pipe sizes
- D. Describe the installation of equipment used
- E. Describe the properties of steam
- F. Describe how steam works in a heating system
- G. Compare the operation of the two-pipe system to the one-pipe system
- H. Identify the different types of heat transfer devices

3. Special Facilities and/or Equipment -

Laboratory with hydronics and steam equipment.

4. Course Content (Body of knowledge) -

- A. Describe principles of hydronic heating and cooling
 - 1. Advantages of hydronic heating and cooling
 - 2. Gravity circulation
 - 3. Forced circulation
- B. Identify types of systems
 - 1. Series loop
 - 2. One-pipe
 - 3. Two-pipe
- C. Identify the appropriate equipment and pipe sizing for hydronic systems
 - 1. Equipment layout
 - 2. Pipe sizing
 - 3. Compression tank sizing
 - 4. Air separator sizing
 - 5. Triple duty valves
 - 6. Suction diffusers
- D. Describe the installation of the equipment used
 - 1. Pump installation techniques
 - 2. Compression tank
 - 3. Air separators
 - 4. Make-up water lines
- E. Describe the properties of steam
 - 1. Steam and saturated steam
 - 2. Interpret and use the steam table
- F. Describe how steam works in a heating system
 - 1. Explain how steam works
 - 2. Illustrate the use of steam traps
- G. Compare the operation of two-pipe system to the one-pipe system
 - 1. Differentiate between the one and two-pipe systems
 - 2. Describe the operation of the two-pipe system
- H. Identify and compare the different types of heat transfer devices
 - 1. Identify common types of heat transfer units, controls and steam trapping
 - 2. Determine the appropriate methods for installing convectors and coils
 - 3. Identify unit heaters and proper mounting methods

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Results of written exercises and final examination

- B. Satisfactory completion of hand on projects
- C. Maintenance of a student workbook with questions drawn from text
- D. Group and classroom participation

7. Representative Text(s) -

International Pipe Trades Joint Training Committee, Inc. Hydronics Heating and Cooling for United Association Journeyworkers & Apprentices. Washington, DC: United Association, 2000.

International Pipe Trades Joint Training Committee, Inc. Pumps - for United Association Journeyworkers & Apprentices. Washington, DC: United Association, 2000.

International Pipe Trades Joint Training Committee, Inc. Steam Systems. Washington, DC: United Association, 2001.

Although one or more of these texts are older than the recommended 5 years they conform to national training standards and are considered seminal works in the discipline.

8. Disciplines -

Plumbing

9. Method of Instruction -

- A. Lecture
- B. Lab Assignment
- C. Group Discussion
- D. Demonstration

10. Lab Content -

Students will work individually and in teams on term project related to the operation, testing and repair of hydronic and steam systems.

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 from assigned textbooks
- B. Written assignments given in the laboratory
 - 1. Quizzes from workbook lessons

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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 #: APPT 196

Course Title: BASIC ELECTRICITY, ELECTRICAL CONTROLS FOR MECHANIC EQUIPMENT

Credit Status:

- Credit course
 Noncredit course

Catalog Description:

Students will be taught basic electrical principals relating to mechanical equipment. Ohm's Law, circuitry, Variable Frequency Drives, as well as trouble-shooting techniques will be covered. Students will be able to identify and classify motors and starters.

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
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- 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?)

April 2018

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

- Transfer
 Workforce/CTE

Criteria B. Need

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

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Apprenticeship

APPT 196 BASIC ELECTRICITY, ELECTRICAL CONTROLS FOR MECHANIC EQUIPMENT

[Edit Course Outline](#)

APPT 196	BASIC ELECTRICITY, ELECTRICAL CONTROLS FOR MECHANIC EQUIPMENT	Summer 2018
108 hours total: 70 hours lecture, 38 hours laboratory.		6.5 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: 4/12/17

Division Dean Information -

Seat Count:

Load Factor: .162

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 -

There is a need to advance the skills of our workforce through training at the Pipe Trades Training Center in Monterey and Santa Cruz counties in the area of basic plumbing techniques. These skills will be applied and mastered through on-the-job training at the employer's work site.

1. Description -

Students will be taught basic electrical principals relating to mechanical equipment. Ohm's Law, circuitry, Variable Frequency Drives, as well as trouble-shooting techniques will be covered. Students will be able to identify and classify motors and starters.

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

Co-requisite: None

Advisory: None

2. Course Objectives -

The student will be able to:

- A. Describe basic electrical fundamentals, including Ohm's Law and basic circuit types
- B. List and explain the function of various electrical devices and components
- C. Demonstrate the proper use of meters and simple components
- D. Recognize, classify, and explain motors and starters
- E. Recognize, classify, and explain circuitry
- F. Recognize variable frequency drives

3. Special Facilities and/or Equipment -

- A. Laboratory with electrical tools/testers
- B. Personal protective equipment

4. Course Content (Body of knowledge) -

- A. Fundamentals of Electricity
 1. Atomic theory
 2. Ohm's Law
 3. Power distribution
- B. Electrical Safety
 1. Effects of human contact with electricity
 2. Lock-out/tag-out procedures
- C. Measuring Instruments
 1. Digital and analog types
 2. Voltmeter
 3. Ammeter
 4. Ohmmeter
- D. Motors and Starters
 1. Electrical motor types
 2. Motor starters
 3. Overload protection
 4. Troubleshooting
- E. Electrical Circuits
 1. Capacitive, inductive, and resistive loads
 2. Series, parallel, and compound circuits
 3. Fuses, breakers, and conductors
- F. Variable Frequency Drives
 1. Frequency controlled circuits
 2. Advanced circuitry

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Written examinations
- B. Hands-on demonstrations
- C. Chapter quizzes
- D. Group and classroom participation
- E. Maintenance of a student workbook with questions drawn from text

7. Representative Text(s) -

International Pipetrades Joint Training Committee, Inc. Basic Electricity. Washington, DC: International Pipe Trades Joint Training Committee, Inc., 2015.

International Pipetrades Joint Training Committee, Inc. Electrical Controls for Mechanical Equipment Service. Washington, DC: International Pipe Trades Joint Training Committee, Inc., 2006. (Latest edition available)

While one or more of the required texts may be more than five years old, they are standard texts in the industry and are the most current available.

8. Disciplines -

Plumbing

9. Method of Instruction -

- A. Lecture
- B. Lab Assignment
- C. Group Discussion
- D. Demonstration

10. Lab Content -

Students will work individually and in teams to create, test and troubleshoot simple electrical circuits using devices and tools typically found in the plumbing and pipefitting industry.

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 from textbooks:
 - 1. Application of Variable Frequency Devices (VFDs) and Direct Digital Control Devices (DDCs)
 - 2. Creating advanced schematics
- B. Writing assignments given in the laboratory
 - 1. Students write about the classification of motors, starters, electronic devices, and variable frequency drives

Foothill College
College Curriculum Committee
Cross-Listed Course Approval Request

Per the [Cross-Listing Course Policy](#), approved by the College Curriculum Committee on June 14, 2016, courses to be considered for cross-listing are those of an interdisciplinary/multi-disciplinary nature. Faculty and deans from both departments/divisions involved must confirm that conversation has taken place, regarding the considerations stated on the policy.

Course A Information

Course Number: MTEC 84A

Course Title: Music & Medicine

Total Units: 4

Note: all information on COR, including units, must match Course B.

Division: Fine Arts

This course is: Already listed in the catalog New

Course B Information

Course Number: MUS 83A

Course Title: Music & Medicine

Total Units: 4

Note: all information on COR, including units, must match Course A.

Division: Fine Arts

This course is: Already listed in the catalog New

Please briefly explain how the course content fits in the curriculum of each department:

Music and Medicine is a broad survey course introducing students to basic music parameters and performance techniques integrated with software and hardware technologies.

Please briefly explain how the course content crosses over two disciplines:

Course studies include traditional music concepts like rhythm, harmony and melody. It also addresses the discipline of music technology with computer audio production equipment.

Please briefly explain how cross-listing these courses will benefit our students:

Both traditional music students and music technology students will benefit studying how music is used as a transformative force. Songwriters and composers learn to access creative inspiration for writing and improvising original music. Students study prevention of injury and maintenance of health for all musicians and performing artists including computer music producers and audio engineers. Expand student's awareness that Music Therapy is one of the fastest growing sectors in the music industry.

Comments & other relevant information for discussion:

Music & Medicine classes, and Music Therapy classes, are currently cross-listed between Traditional Music and Music Technology in many colleges and university degree programs.

Course A Signatures

Faculty Requestor: Bruce Tambling

Date: 12/7/17

Division Dean: Simon Pennington

Date: 12/12/17

Division Curriculum Representative: Mark Anderson

Date: 12/12/17

Date of Approval by Division Curriculum Committee: 12/12/17

Course B Signatures

Faculty Requestor: Bruce Tambling

Date: 12/7/17

Division Dean: Simon Pennington

Date: 12/12/17

Division Curriculum Representative: Mark Anderson

Date: 12/12/17

Date of Approval by Division Curriculum Committee: 12/12/17

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Fine Arts and Communication

MTEC 84A MUSIC & MEDICINE

[Edit Course Outline](#)

MTEC 84A

MUSIC & MEDICINE

Summer 2018

4 hours lecture, 1 hour laboratory.

4 Units

Total Contact Hours: 60

(Total of All Lecture and Lab hours X 12)

Total Student Learning Hours: 156

(Total of All Lecture, Lab and Out of Class hours X 12)

Lecture Hours: 4

Lab Hours: 1

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 with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: AA Degree, Certificate of Achievement

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 11/11; 6/15;5/16; 6/17

Division Dean Information -

Seat Count: 40 **Load Factor:** .105 **FOAP Code:** 114000143052100500

Instruction Office Information -

FSA Code: 3380 - MUSIC

Distance Learning: yes

Stand Alone Designation: no

Program Title: Music Technology

Program TOPs Code: 100500

Program Unique Code: 11058

Content Review Date:

Former ID: Formerly: MUS 83A

Need/Justification -

This course is a restricted support course for the AA degree and certificate of achievement in Music Technology.

1. Description -

Introduction to the field of music therapy and the creative powers of sound. Survey the history of the American Music Therapy Association as applied by practicing music therapists. Study diverse styles of music, including classical, jazz, blues, pop, hip-hop, new age and world music used as a transformative force to enhance social, emotional, educational, behavioral development and pain management. Apply music therapy concepts to compose and produce original music. Develop music making skills with drumming, group songwriting, lyric analysis, guided relaxation, movement, improvisation and original compositions integrated with the latest music software technologies, including Pro Tools and Virtual Instruments. Study prevention of injury and maintenance of health for musicians and performing artists. Survey careers in the music therapy industry, including degrees, certifications and multi-media production applications.

Prerequisite: None

Co-requisite: None

Advisory: Not open to students with credit in MUS 83A.

2. Course Objectives -

The student will be able to:

- A. Describe historical origins of the field and profession of music therapy.
- B. Explain the aesthetic, technical, social, economic, and political contexts that influence music and health from ancient times into the 21st century.
- C. Understand the components of music and their relation to music therapy.
- D. Identify the basic elements of music therapy treatment processes.
- E. Understand the scientific research methods and appreciate the arts as music is intentionally used as medical intervention in music therapy.
- F. Engage in active and passive music making experiences and develop written analyses of these experiences.
- G. Demonstrate ability to plan music applications to meet a variety of music therapy goals and objectives for children, adolescents and adults.

3. Special Facilities and/or Equipment -

- A. When taught on campus: classroom sound equipment for compact discs, audiotape and records, screen, overhead projector, slide projector, VCR and DVD.
- B. When taught via Foothill Global Access: on-going access to computer with email software and capabilities; email address; JavaScript enabled internet browsing software.

4. Course Content (Body of knowledge) -

- A. Music therapy methods, techniques, materials, and equipment with their appropriate applications.
- B. The philosophical, psychological, physiological, and sociological bases for the use of music as therapy.
- C. Use of music applications to meet a variety of music therapy goals and objectives, including drumming, songwriting, lyric analysis, guided relaxation, movement and improvisation.
- D. Reviewing the work of musicians-physicians and music therapy research in medical literature.
- E. Discussing the creative power of sound, and the relationship of the history, theory, and methodologies of music and health in international health care settings.
- F. Applying the art and science of music therapy in assessing the effectiveness of therapeutic interventions.
- G. Examples of music therapy involvement presented in class, spanning cultures and nationalities, including choices of music, programming activities, and samples of client responses.
- H. Composing, arranging and producing music according to music therapy and sound healing principles.

5. Repeatability - Moved to header area.

6. Methods of Evaluation -

- A. Quizzes and exams on reading material and online video lectures.
- B. Written assignments.
- C. Research paper on a topic related to the field of music therapy.
- D. Listening assignments via online delivery.
- E. Final project.
- F. Class presentation.

7. Representative Text(s) -

Leeds, Joshua. The Power of Sound: How to Be Healthy and Productive Using Music and Sound. 2nd ed. Healing Arts Press, 2010.

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

Other written materials provided by the instructor and delivered online.

8. Disciplines -

Commercial Music OR Music

9. Method of Instruction -

- A. Lecture presentations that demonstrate theories and techniques used by professional music therapists.
- B. Classroom discussions that address the history and evolution of music therapy and sound healing.
- C. Group presentations, and instructor led activities, followed by in-class discussion and evaluation.

10. Lab Content -

- A. Directed listening of music and client interviews.
- B. Practice and apply theoretical knowledge:
 - 1. Performing on a musical instrument.
 - 2. Songwriting or composing original music.
 - 3. Recording and producing finished musical works.
- C. Explore the relationship of music and health via readings, recordings, lectures, discussions, and musical experiences.
- D. Investigate the history, theory, and practice of the creative power of sound and music in international health care settings.

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. Written reports about the profession and discipline of music therapy.
- B. Observe therapy sessions and summarize in written reports.
- C. Written papers on topics chosen in class to assimilate knowledge about specific methodologies in music therapy treatment and how it relates to a specific population or disability.
- D. Written commentary on potential music therapy applications.

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Fine Arts and Communication

MUS 83A MUSIC & MEDICINE

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MUS 83A

MUSIC & MEDICINE

Summer 2018

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4 Units

Total Contact Hours: 60

(Total of All Lecture and Lab hours X 12)

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Statement:

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Status -

Course Status: Active

Grading: Letter Grade with P/NP option

Degree Status: Applicable

Credit Status: Credit

Degree or Certificate Requirement: AA Degree, Certificate of Achievement

Foothill GE Status: Non-GE

Articulation Office Information -

C.I.D. Notation:

Transferability: CSU

Validation: 11/25/11; 6/12/17

Division Dean Information -

Seat Count: 40 **Load Factor:** .105 **FOAP Code:** 114000143051100400

Instruction Office Information -

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Former ID:

Need/Justification -

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Prerequisite: None

Co-requisite: None

Advisory: Not open to students with credit in MTEC 84A.

2. Course Objectives -

The student will be able to:

- A. Describe historical origins of the field and profession of music therapy.
- B. Explain the aesthetic, technical, social, economic, and political contexts that influence music and health from ancient times into the 21st century.
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Foothill College

Guided Pathways Work Plan 2018-19

DRAFT

February 28, 2018

Guided Pathways Introduction & Purpose

The State of California's investment in the Guided Pathways framework has provided an opportunity for colleges to launch Guided Pathways as a **framework** for college transformation. As part of this investment, Foothill College will receive support to begin activities to support rethinking and redesigning our processes to be better assist our students in reaching their educational goals. This effort mirrors the work outlined in the accreditation Quality Focused Essay to:

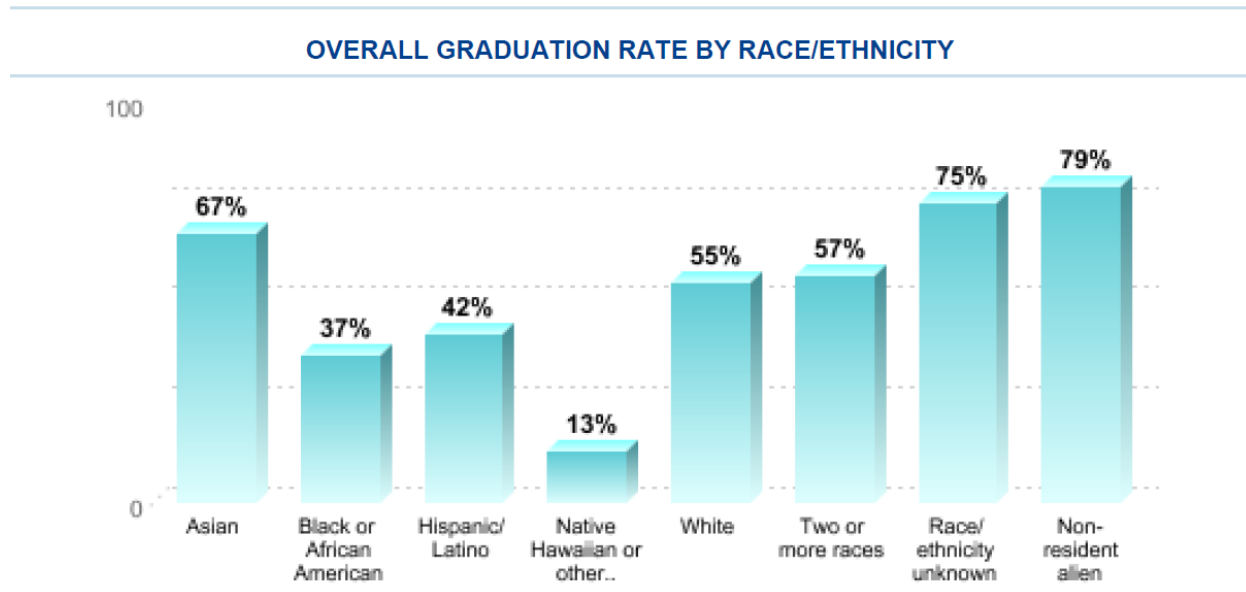
“Develop more clearly defined educational pathways, resulting in reduced time for students to complete their goals.”

and supports the Foothill College Mission Statement:

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,

According to one Federal government measure, 62% of Foothill College first time students starting as full-time received an award within three years. The rates by ethnicity vary from 67% for Asian students to 37% for African American students. While this measure only includes a fraction of Foothill students it is illustrative of the overall trends and the need to improve institutional effectiveness.

Percentage of Full-time, First-time Students Who Began Their Studies in Fall 2010 and Graduated Within 150% of "Normal Time" to Completion for Their Program

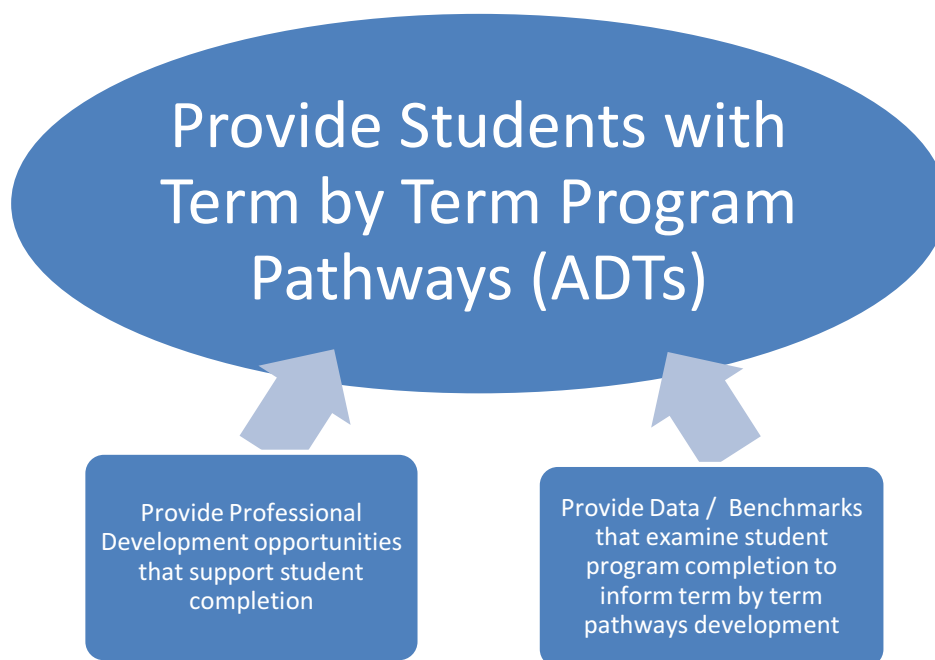


<https://nces.ed.gov/collegenavigator/?q=foothill+college&s=all&id=114716>

The California Community College Chancellor’s Office Guided Pathways Work Plan requires an outline of activities and outcomes for the time period between spring 2018 and summer 2019. These activities cover just the first phase of what will be at least five years of planning and activity.

As outlined in more detail in the pages that follow, the Foothill College Guided Pathways work plan for 2018-19 will include 3 activities as summarized in the diagram below.

Foothill College 2018-19 Guided Pathways Activities



This work is in alignment with Integrated Plan activities such as:

“ Increase access to college opportunity

- Conduct institutional research on student needs and new programs.

Improve certificate, degree or transfer completion

- Develop and publish clear, structured academic program maps.
- Work with De Anza College and regional institutions to align placement practices and curriculum.
- Provide on-site professional development sessions.”

Guided Pathways Work Plan Activities 2018-19

1) Developing Clear Program Pathways for ADTs.

Working in cross-disciplinary teams, develop term by term program pathways for Foothill College Associate Degrees for Transfer (ADT) by reviewing and redesigning course sequences and schedules for programs of study and creating predictable schedules so that students can know what they need to take, plan course schedules over an extended period of time, and easily see how close they are to completion.

Outline of plan for this time period.

Initial Pilot

- Spring 2018 Pilot, initially starting with 1 ADT.
- Team lead will act as a project manager (will receive compensation) and will document the process and needs.
- Pilot 1 first – document every hour spent as a model for time/effort needed for further ADT program planning work.
- Training will be provided for team leads and members.

Program Mapping and Course Sequences

- Team for each ADT to include: discipline program faculty, faculty from other disciplines across the college, counseling faculty, college researcher, students, administrators, articulation officer, evaluations office staff. The team will consult with student services representatives (working in DRC, EOPS, etc) as needed.
- Team lead (program faculty) will prepare and convene a full day (as needed) meeting(s) for the team to:
 - Map out course-taking paths for students, by term for different completion time options – e.g. fulltime over 2 years, 3 years, part time over 4 years, students taking basic skills courses, etc.
 - Consider course sequences and pre-requisites.
 - Will also consider desired core competencies and student learning outcomes to identify key milestones (courses, units completed) for each path.
 - Review these program path options and determine what will be the most effective schedule to meet student needs.
 - Consider instructional format and time of day / day of week.
- Publish term by term maps / pathways for students in each of the ADTs.

Timeline:

- Complete mapping of 3 ADTs in spring 2018, 4 in fall 2018 and 3 in winter 2019.
- Spring 2019 evaluate process and plan for the next round of programs.

Existing efforts or initiatives

- Educational planning tools will be used to help teams map program options.
- Professional Development Coordinator/Equity will participate in training for the team leads (and team members).

Outcomes

- Students will have access to maps of Instructional Programs showing them options for completing the program in 2, 3, and 4 years depending on entry and full / part time status.
- Courses will be scheduled so that it is possible for students to follow their program map and complete their degree in two years.
- Student term to term retention in ADT programs will increase, time to degree will decrease, and completion rates will increase.

- 2) Educate ADT teams (from activity #1) and the campus on student completion metrics.

Foothill will develop clearly identified benchmarks and student data to track student progress through their program of study.

Outline of plan for this time period.

Guided Pathway metrics and benchmarks will be developed to assist the program mapping teams. Metrics would include student term to term retention through the program, time to degree, and completion. The metrics might also include key milestones included in the Guided Pathways Launch Board such as units or courses completed.

This information will then be shared with the college community in various forums. ADT teams will be provided the information as part of their professional development prior to beginning the work of mapping the programs.

Where possible the data will include information on De Anza students coming to Foothill and Foothill students moving to De Anza. Where appropriate this information will also be shared in joint sessions with De Anza faculty and staff.

Existing efforts or initiatives

Institutional research is currently developing a comprehensive set of institutional metrics aligned with various institutional plans.

Outcomes

- ADTs teams will learn about the success of their students.
- Student term to term retention in ADT programs will increase, time to degree will decrease, and completion rates will increase.

- 3) Provide faculty and staff with Professional Development (PD) to support student program completion.

Foothill will offer on-site PD for staff, faculty and administrators to support student success and completion.

Outline of plan for this time period.

On-site professional development opportunities in 2018-19 will be provided on areas critical for student completion at Foothill College, including outcomes assessment, service learning and online pedagogy, and will include the following activities:

- 1) Provide professional development on the assessment of course, program and institutional learning outcomes.
- 2) Provide professional development on service learning and service leadership.
- 3) Provide professional development on online pedagogy.
- 4) Support the development of a strategically focused professional development plan.

Professional development will include the following components:

- The professional development will be coordinated by the Professional Development Coordinator – Equity and will bring in outside experts as appropriate.
- Professional development activities will also include collaboration with De Anza College professional development when possible.
- Team members involved in term by term mapping of programs will be provided with professional development on outcomes assessment prior to their mapping work.
- Provide professional development/best practices for teaching dual enrollment course sections.

Existing efforts or initiatives

On-site professional development is ongoing at the college and is supported by equity funds with coordination from the Professional Development Coordinator. The college has an active professional development committee and also utilizes general fund dollars to support activities for faculty, staff, and administrators.

Outcomes

- Student term to term retention in program will increase, time to degree will decrease, and more students will complete an AD-T.