



OFFICE OF THE VICE PRESIDENT OF INSTRUCTION  
CURRICULUM AND GENERAL EDUCATION COMMITTEE

**Memorandum**

**TO:** Curriculum and General Education Committee  
K. Bandy, D. Bell, K. Carlson, M. Mayfield, T. Mendoza, R. Murillo, M. Oja, J. Rangel-Escobedo, A. Rashvand, D. Rodenhauer, D. Vohnout, N. Woodall, B. Young, D. Salas-ASO Representative, and PTK Representative

**FROM:** Dr. Vicki Jacobi, Vice President Academic Senate, Co-Chairperson  
Dr. Leslie Minor, Vice President of Instruction, Co-Chairperson

**DATE:** **May 13, 2022**

**SUBJECT:** Next Meeting's Agenda

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A Curriculum and General Education Committee meeting will be held on  
**Thursday May 19, 2022, from 1:10 p.m. to 2:30 p.m. in the Cougar Room, Taft College,  
29 Cougar Ct., Taft CA 93268**

**AGENDA**

**CALL TO ORDER**

**I. PUBLIC COMMENTARY**

The Committee welcomes participation at Curriculum Committee Meetings. Members of the public may address the Committee. For everyone to be heard, please limit your comments to 5 minutes or less.

**II. APPROVAL OF MINUTES: ACTION ITEM**

- A. April 21, 2022, Curriculum & General Education meeting (**4**)

**III. CONSENT ITEMS: ACTION ITEM**

Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. There is no discussion of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda and moved to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).

**A. Distance Learning Approval**

1. MGMT 1530 Conflict Resolution (**8**)
2. MGMT 1535 Decision Making and Problem Solving (**13**)
3. MGMT 1545 Customer Service (**18**)
4. MGMT 1555 Stress Management (**23**)
5. PSYC 2050 Introduction to Biological Psychology (**28**)
6. PSYC 2200 Elementary Statistics for the Behavioral and Social Sciences (**33**)

**B. Course Revision – Social Science Division**

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1. PSYC 2200 Elementary Statistics for the Behavioral and Social Sciences **(38)**

**C. Program Revision – Social Science Division**

1. History ADT **(49)**
2. Sociology ADT **(61)**

**D. Program Inactivations – Social Science Division**

1. Criminal Justice Administration: Corrections - Associate in Science **(70)**

**IV. NEW BUSINESS: ACTION ITEMS**

**A. New Courses/Distance Learning – Allied Health/Applied Technologies Division**

1. INDS 3005 Research Methodology and Composition **(71)**
2. INDS 3010 Critical Thinking for Health Professionals **(83)**
3. DNTL 3015 Multicultural Awareness within Healthcare **(93)**
4. DNTL 3020 Modifying Oral Health Behavior **(103)**
5. DNTL 3025 Current Topics in Oral Health **(113)**
6. DNTL 4030 Foundation of Interpersonal Health Care Practice **(122)**
7. INDS 4035 Education, Psychology, and Adult Learning **(133)**
8. DNTL 4040 Health Education Methods and Programs **(142)**
9. DNTL 4045 Public Health Education and Programs **(154)**
10. DNTL 4050 Healthcare Management and Administration **(164)**
11. DNTL 3075 Dental Health Careers & Research **(174)**
12. DNTL 4075 Capstone Course: Teaching in Dental Hygiene Programs **(184)**
13. INDS 4080 Capstone Course: Healthcare Management **(194)**

**B. New Program – Allied Health/Applied Technologies**

1. Dental Hygiene Baccalaureate Program **(203)**

**C. New Course – Business Arts & Humanities**

1. COMM 1530 Interpersonal Communication **(221)**

**D. Board Policies**

1. AP/BP 4025 Philosophy and Criteria for Associate Degree & General Education **(228)**
2. AP/BP 4100 Graduation Requirements for Degrees & Certificates **(232)**

**V. DISCUSSION ITEMS:**

- A. Curriculum and General Education Committee charter **(235)**

**VI. AJOURNMENT**

**VII. NEXT MEETING: TBD Fall 2022, in the Cougar Room.**

5-12-2022 (date)

\*Program Status, please see the table below:

Curriculum and General Education Committee Agenda May 19, 2022

Program	Tech Review Approved	C & GE Approved	Board Approved	State Approved	Notes
Administration of Justice ADT	Spring 2021	Spring 2021	Spring 2021	N/A	Under Review @ C/O
*Law, Public Policy, and Society ADT	Spring 2021	Spring 2021	Spring 2021	N/A	Under Review @ C/O

\* New Program



**OFFICE OF THE VICE PRESIDENT OF INSTRUCTION  
CURRICULUM AND GENERAL EDUCATION COMMITTEE**

Minutes of the Curriculum and General Education Committee Meeting  
April 21, 2022, 1:10 am-2:30 pm via Zoom

**Present:** K. Bandy, D. Bogle, K. Carlson, V. Jacobi, L. Minor, M. Mayfield, L. Minor, T. Payne for R. Murillo, J. Rangel-Escobedo, A. Rashvand, D. Rodenhauser, D. Salas, D. Vohnout, J. Chaidez for N. Woodall, and B. Young

**Guests:** A. Abbott, L. Travis,

**Absent:** D. Bell, M. Oja, R. Murillo, J. Rangel-Escobedo,

**Recorder:** N. Lopez

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**MINUTES**

**CALL TO ORDER**

Meeting called to order at 1:12 p.m.

**I. PUBLIC COMMENTARY**

The Committee welcomes participation at Curriculum Committee Meetings. Members of the public may address the Committee. For everyone to be heard, please limit your comments to 5 minutes or less.

*Dr. Amar Abbott thanked the committee for the opportunity to give his public commentary. He does not agree with the Learning Support Divisions decision to place STSU courses in the Counseling Discipline. Dr. Abbott requested the committee add Learning Assistance to STSU courses in question.*

**II. APPROVAL OF MINUTES: ACTION ITEM**

A. March 10, 2022, Curriculum & General Education meeting

*A typo in item V. D, was corrected. On a motion by J. Rangel-Escobedo, seconded by D. Rodenhauser, and unanimously carried, with one abstention, the March 2022 minutes were approved.*

**III. CONSENT ITEMS: ACTION ITEM**

Items listed under the CONSENT ITEMS are considered routine and are acted on by the Committee in one motion. Consent agenda items should be routine and non-controversial. Members should have adequate time to review consent items. Problems in using a consent agenda occur when members approve consent agendas without first reviewing documents. The result is that consent items can be hastily approved and may result in a cover-up. There is no discussion or debate of these items before the Committee vote unless a member of the Committee, staff, or public requests specific items be discussed and/or removed from the Consent Agenda. Any person can pull items from the consent agenda without reason or vote and moved to new business, to be discussed and voted on individually. Items typically on consent are course outline of record under five-year review, renewal of distance learning modality or inactivation of course (removal from Chancellor Office Inventory of Courses).

**A. Course Revisions**

1. BIOL 1500 Fundamentals of Biology
2. BIOL 1513 Introduction to Environmental Studies with Lab
3. CHEM 1520 Introduction to Organic and Biochemistry

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4. CTRP 1010 Beginning Machine Shorthand Theory and Lab 1
5. CTRP 1015 Computer-Aided Transcription
6. CTRP 1070 Legal Terminology I
7. CTRP 1075 Legal Terminology II
8. CTRP 1080 Court and Deposition Procedures
9. CTRP 1090 Punctuation and Grammar
10. CTRP 1131 60 WPM Machine Shorthand Speed Bldng: Literary and Jury Charge
11. CTRP 1132 100 WPM Machine Shorthand Speed Bldng: Literary and Jury Charge
12. CTRP 1133 140 WPM Machine Shorthand Speed Bldng: Literary and Jury Charge
13. CTRP 1134 180 WPM Machine Shorthand Speed Bldng: Literary and Jury Charge
14. CTRP 1141 60 WPM Machine Shorthand Speed Building: 2-Voice
15. CTRP 1142 100 WPM Machine Shorthand Speed Building: 2-Voice
16. CTRP 1143 140 WPM Machine Shorthand Speed Building: 4-Voice
17. CTRP 1144 180 WPM Machine Shorthand Speed Building: 4-Voice
18. CTRP 1151 80 WPM Machine Shorthand Speed Building: Literary and Jury Charge
19. CTRP 1152 120 WPM Machine Shorthand Speed Building: Literary and Jury Charge
20. CTRP 1153 160 WPM Machine Shorthand Building: Literary and Jury Charge
21. CTRP 1154 200 WPM Machine Shorthand Speed Building: Literary and Jury Charge
22. CTRP 1161 80 WPM Machine Shorthand Speed Building: 2-Voice
23. CTRP 1162 120 WPM Machine Shorthand Speed Building: 2-Voice
24. CTRP 1163 160 WPM Machine Shorthand Speed Building: 4-Voice
25. CTRP 1164 200 WPM Machine Shorthand Speed Building: 4-Voice
26. CTRP 1250 Certified Shorthand Reporter Preparation
27. CTRP 1260 Machine Shorthand Speed Building - Dictation/Transcription
28. ECEF 1001 Introduction to Curriculum
29. ECEF 1003 Introduction to Child Growth and Development
30. ECEF 1031 Introduction to the Child in Family/Community Relationships
31. ECEF 1090 Introduction to Child Health and Safety
32. ECEF 1660 School-Age Curriculum for Before and After School Programs/Int
33. ECEF 1661 School-Age Curriculum for Before and After School Programs/Activities
34. ECEF 1662 School-Age Curriculum for Before and After School Programs/Theory
35. ENGR 1500 Introduction to Engineering
36. ENGR 1510 Engineering Graphics and Introduction to Design with Lab
37. ENGR 1540 Introduction to Programming Concepts and Methodologies for Engineers with Lab
38. ENGR 1550 Computer Programming and Problem Solving with Lab
39. ENGR 2000 Circuit Analysis with Lab
40. PSYC 2200 Elementary Statistics for the Behavioral and Social Sciences
41. PSYC 2050 Introduction to Biological Psychology

*ECEF courses 1001 through 1662 are inactivations. PSYC 2200 was tabled. On a motion by M. Mayfield, seconded by J. Rangel-Escobedo, and unanimously carried by all, the consent items were approved.*

**IV. NEW BUSINESS: ACTION ITEMS**

**A. Course Revisions – Learning Support Division**

1. STSU 1001 Educational Planning
2. STSU 1016 College Survival

*On a motion by J. Rangel-Escobedo, seconded by J. Chaidez, opposed by V. Jacobi, K. Carlson, and T. Mendoza, motion carried, STSU 1016 was approved.*

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3. STSU 1017 Becoming A Successful Online Student

*On a motion by J. Rangel-Escobedo, seconded by J. Chaidez, opposed by V. Jacobi, K. Carlson, and T. Mendoza, motion carried, STSU 1017 was approved.*

4. STSU 1018 Career and Major Exploration

*On a motion by J. Rangel-Escobedo, seconded by J. Chaidez, opposed by T. Mendoza, motion carried, STSU 1018 was approved.*

5. STSU 1019 Career/Life Planning

*On a motion by J. Rangel-Escobedo, seconded by J. Chaidez, opposed by T. Mendoza, motion carried, STSU 1019 was approved.*

6. STSU 1500 Strategies for College and Life Management

*On a motion by J. Rangel-Escobedo, seconded by J. Chaidez, opposed by V. Jacobi, K. Carlson, and T. Mendoza, motion carried, STSU 1500 was approved.*

7. STSU 1525 Transfer Planning

*On a motion by T. Payne, seconded by J. Chaidez, opposed by T. Mendoza, abstained by V. Jacobi, motion carried, STSU 1525 was approved.*

8. STSU 1530 Transitioning from High School to College

*On a motion by T. Payne, seconded by D. Rodenhauer, opposed by V. Jacobi, T. Mendoza, abstained by K. Carlson, motion carried, STSU 1530 was approved.*

9. STSU 1550 Funding a Transfer Plan

*On a motion by J. Rangel-Escobedo, seconded by T. Payne, opposed by T. Mendoza, abstained by V. Jacobi, K. Carlson, motion carried, STSU 1550 was approved.*

**B. Distance Learning Approval**

1. STSU 1001 Educational Planning
2. STSU 1016 College Survival
3. STSU 1017 Becoming A Successful Online Student
4. STSU 1018 Career and Major Exploration
5. STSU 1019 Career/Life Planning
6. STSU 1500 Strategies for College and Life Management
7. STSU 1525 Transfer Planning
8. STSU 1530 Transitioning from High School to College
9. STSU 1550 Funding a Transfer Plan
10. BIOL 1500 Fundamentals of Biology

*On a motion D. Rodenhauer, seconded by M. Mayfield, abstained by T. Mendoza, motion carried, Distance Learning courses were approved.*

**C. Course Revision - Business Arts & Humanities**

1. COMM 1510 Introduction to Mass Communications

*On a motion by J. Rangel-Escobedo, seconded by D. Rodenhauer, and unanimously carried by all, COMM 1510 was approved.*

**D. New Courses – Learning Support Division**

1. EDTC 1500 Introduction to Educational Technology

On a motion by J. Rangel-Escobedo, seconded by T. Payne, and unanimously carried by all, EDTC 1500 was approved.

2. STSU 1505 Career and Life Planning

On a motion by T. Payne, seconded by D. Rodenhauer, opposed by T. Mendoza, motion carried, STSU 1505 was approved.

**E. Program Revision – Science & Math Division**

1. Associate in Science in Mathematics for Transfer

On a motion by M. Mayfield, seconded by T. Payne, and unanimously carried by all, the program revision was approved.

**V. DISCUSSION ITEMS:**

- A. Adding disciplines to courses

- a. Link to ASCCC

[https://asccc.org/search?search\\_api\\_fulltext=assigning+disciplines+to+courses](https://asccc.org/search?search_api_fulltext=assigning+disciplines+to+courses)

Item V. A. was not discussed in detail. The disciplines process is still being developed. More info will be shared as it becomes available.

- B. AP 4020 inclusion of ethnic studies – Draft

Adding an Ethnic Studies piece to Academic Policy 4020 was discussed. The C & GE Committee will be reviewing various AP/BP's in the coming meetings. Baccalaureate program language will be added where applicable.

- C. SmartCatalog update

V. Jacobi gave a brief update on our Smart Catalog work. The 22-23 Catalog will be published by the end of the month.

- D. Other

No other was discussed.

**VI. NEXT MEETING: Thursday May 19, 2022, from 1:10 p.m. to 2:30 p.m. in the Cougar Room.**

A Special meeting may be held following May 19th's C & GE meeting.

**VII. AJOURNMENT**

Meeting adjourned @2:35 p.m.

Program Status, please see the table below:

Program	Tech Review Approved	C & GE Approved	Board Approved	State Approved	Notes
Administration of Justice ADT	Spring 2021	Spring 2021	Spring 2021	N/A	Under Review @ C/O
*Law, Public Policy, and Society ADT	Spring 2021	Spring 2021	Spring 2021	N/A	Under Review @ C/O

\* New Program

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: MGMT 1530

Course Title: Conflict Resolution

Submitted by: Adam Bledsoe

Date of First Submission: 5/5/2022

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other: Group reports

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations and group reports are listed as possible methods of evaluation on the COR. If this course were taught online or offline, the instructor would use an alternative evaluation method such as a case study analysis, scenario reflection or formal written report. In the online format instructors could also decide to have presentations take place over Zoom.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

The committee recommends for MGMT 1530 to be approved for distance learning in an online, hybrid and offline format.

Date forwarded to the Curriculum Committee: 5/10/22

Curriculum Committee Comments:

Course Approved or Disapproved

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: MGMT 1535

Course Title: Decision Making & Problem Solving

Submitted by: Adam Bledsoe

Date of First Submission: 5/5/2022

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other: Group reports

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations and group reports are listed as possible methods of evaluation on the COR. If this course were taught online or offline, the instructor would use an alternative evaluation method such as a case study analysis, scenario reflection or formal written report. In the online format instructors could also decide to have presentations take place over Zoom.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

The committee recommends for MGMT 1535 to be approved for distance learning in an online, hybrid and offline format.

Date forwarded to the Curriculum Committee: 5/10/22

Curriculum Committee Comments:

Course Approved or Disapproved

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: MGMT 1545

Course Title: Customer Service

Submitted by: Adam Bledsoe

Date of First Submission: 5/5/2022

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other: Group reports

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations and group reports are listed as possible methods of evaluation on the COR. If this course were taught online or offline, the instructor would use an alternative evaluation method such as a case study analysis, scenario reflection or formal written report. In the online format instructors could also decide to have presentations take place over Zoom.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

The committee recommends for MGMT 1545 to be approved for distance learning in an online, hybrid and offline format.

Date forwarded to the Curriculum Committee: 5/10/22

Curriculum Committee Comments:

Course Approved or Disapproved

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: MGMT 1555

Course Title: Stress Management

Submitted by: Adam Bledsoe

Date of First Submission: 5/5/2022

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other: Group reports

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations and group reports are listed as possible methods of evaluation on the COR. If this course were taught online or offline, the instructor would use an alternative evaluation method such as a case study analysis, scenario reflection or formal written report. In the online format instructors could also decide to have presentations take place over Zoom.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

The committee recommends for MGMT 1555 to be approved for distance learning in an online, hybrid and offline format.

Date forwarded to the Curriculum Committee: 5/10/22

Curriculum Committee Comments:

Course Approved or Disapproved

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: PSYC 2050

Course Title: Introduction to Biological Psychology

Submitted by: Michelle Oja

Date of First Submission: 02/28/22

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other: Identify specific elements of the central and/or peripheral nervous system in situ.

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Dissections are sometimes a part of the course, they are not a requirement per se. There are other ways to identify elements of the nervous system, including models (e.g. clay) or software. Teaching activities and skill demonstration differ by semester and by faculty.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: PSYC 2200

Course Title: Elementary Statistics for the Behavioral and Social Sciences

Submitted by: Michelle Oja

Date of First Submission: 02/28/22

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%

This course will NOT push the percentage of Distance Learning courses offered in the program over 50%

This course will push the percentage of Distance Learning courses offered in the program over 50%

A Substantive Change has been submitted to ACCJC.

A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

Educational materials

Field trips

Labs

Models

Presentations

Requirements to attend a live performance

Requirements to present in front of live audience

Other:

After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved



Humanities Communication & Critical Thinking**Justification for Addition to Taft College General Education:**

*Please list the General Education SLOs this course meets:*

Click here to enter text.

Revised By: M. Oja  
Reviewed By: S. Eveland  
Date Revised: ~~Fall 2016~~Fall 2021  
C&GE Approved: December 12, 2016  
Board Approved: January 11, 2017  
Semester Effective: Spring 2018

Psychology (PSYC) 2200 Elementary Statistics for the Behavioral and Social Sciences (4 Units) CSU:UC  
[formerly Psychology 5; C-ID MATH 110; C-ID SOCI 125]

Prerequisite: Qualification by assessment process or successful completion of Mathematics 1060 Intermediate Algebra or equivalent.

Advisory: Eligibility for English 1500 or 1501 strongly recommended

Prerequisite knowledge and skills: Competency in Intermediate Algebra or any SCUCSU accepted\* statistics pathway curriculum prerequisite

\*Two mechanisms to become accepted:

The proposed statistics course has been accepted to meet CSU General Education Breadth Area B\$  
The pathway has been accepted by the SCUCSU Chancellor's Office process per its October 20, 2015  
memo (Statistics Pathways in SCUCSU Quantitative Reasoning

~~Before entering the course, the student should be able to~~

1. Use a hand-held calculator to complete basic mathematics (addition, subtraction, multiplication, division, exponents, and square roots),
2. perform the basic arithmetic operations with positive and negative real numbers, plus raising to powers,
3. know and apply the rules of exponents and the order of operations in algebraic calculations,
4. apply the properties of addition and multiplication for real numbers and identify their use in practice,
5. add, subtract, multiply and divide to simplify to lowest terms,
6. solve word problems by applying the rules of exponents and the order of operations in algebraic calculations,

- ~~1. \_\_\_\_\_ identify numbers as belonging to specified sets, and graph discrete and continuous sets of real numbers,~~
- ~~2. \_\_\_\_\_ perform the basic arithmetic operations with positive and negative real numbers, plus raising to powers,~~
- ~~3. \_\_\_\_\_ know and apply the rules of exponents and the order of operations in algebraic calculations,~~
- ~~4. \_\_\_\_\_ apply the properties of addition and multiplication for real numbers and identify their use in practice,~~
- ~~5. \_\_\_\_\_ solve linear equations and inequalities in one variable, and analyze and solve applications leading to such equations or inequalities,~~
- ~~6. \_\_\_\_\_ solve and graph the solutions of compound inequalities or absolute value inequalities in one variable,~~
- ~~7. \_\_\_\_\_ perform addition, subtraction, multiplication and division of polynomials,~~
- ~~8. \_\_\_\_\_ factor simple polynomials, with special emphasis on trinomials quadratic in form, and solve related polynomial equations,~~

9. \_\_\_\_\_ add, subtract, multiply and divide rational algebraic expressions, and simplify to lowest terms;
10. \_\_\_\_\_ solve equations involving rational algebraic expressions, and analyze and solve word problems leading to such equations;
11. \_\_\_\_\_ simplify radical expressions involving numbers and/or variables;
12. \_\_\_\_\_ use fractional exponents;
13. \_\_\_\_\_ perform addition, subtraction, multiplication and division of expression involving radicals and complex numbers and simplify the results, including rationalization of denominators;
14. \_\_\_\_\_ solve equations that involve radicals;
15. \_\_\_\_\_ solve quadratic equations in one variable, and equations quadratic in form, by factoring, completing the square, and the quadratic formula;
16. \_\_\_\_\_ analyze and solve application problems requiring the use of quadratic equations;
17. \_\_\_\_\_ solve and graph quadratic inequalities in one variable;
18. \_\_\_\_\_ graph points in the rectangular coordinate system, and straight lines from ordered pairs obtained from its equation;
19. \_\_\_\_\_ determine the slope of the line between any specified pair of points;
20. \_\_\_\_\_ know the slope forms of the equation of a straight line, and be able to determine the equation of a particular straight line from specified input information;
21. \_\_\_\_\_ solve and graph linear inequalities in two variables;
22. \_\_\_\_\_ solve linear systems of equations in two or three variables algebraically, and solve those in two dimensions graphically;
23. \_\_\_\_\_ analyze and solve application problems requiring the use of linear systems of equations in two or three variables;
24. \_\_\_\_\_ evaluate determinants and use them to solve linear systems of equations;
25. \_\_\_\_\_ determine whether or not a specified relation is a function;
26. \_\_\_\_\_ for a function, compute the value of the function given the value of the independent variable, and be able to construct the inverse of simple functions in numeric or algebraic terms;
27. \_\_\_\_\_ identify the quadratic equation representing a specific conic section, and be able to draw the graph of a conic section by analyzing its equation, or to write the equation of a specified conic section;
28. \_\_\_\_\_ solve nonlinear systems of equation involving the intersection of two conic sections or a conic section and a straight line;
29. \_\_\_\_\_ compute and graph specified exponential and logarithmic functions;
30. \_\_\_\_\_ know the properties of logarithms (product, quotient, power and change of base rules) and be able to use them in practical numerical computations using a table of common logarithms or a calculator, and

31. ~~\_\_\_\_\_ solve simple exponential and logarithmic equations.~~

Hours and Unit Calculations:

64 hours lecture. 128 Outside of class hours. (192 Total Student Learning Hours) 4 Units

Total Hours: 64 hours lecture

Catalog Description: This course provides students with a solid foundation in statistics as used in business, social science, psychological, sociological, and behavioral research such as administration of justice. Students will develop a useable understanding of research design, the organization of data, measures of central tendency and variability, central tendency theory, descriptive and inferential statistics, parametric and nonparametric tests, and basic test assumptions. The course includes application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. Applications use data from disciplines including business, social sciences, psychology, life science, health science, and education. C-ID: SOCI 125. C-ID: MATH 110

Type of Class/Course: Degree Credit

Text Such As: ~~\_\_\_\_\_ Levin, Jack A., James Alan Fox, and David R. Forde. *Elementary Statistics in Social Research*. 12<sup>th</sup> ed. USA: Pearson Higher Ed, 2014. Print. Navidi, William and Barry Monk. *Elementary Statistics*. 4<sup>th</sup> Ed. USA: McGraw Hill Higher ED, 2022. Print.~~

Thorne, Michael and Martin Giesen. *Statistics for the Behavioral Sciences*. 4th ed. New York: McGraw, 2002. This source is out of date.

Oja, Michelle. *PSYC 2200: Elementary Statistics for Behavioral and Social Sciences*. LibreText Library Open Educational Resource Center, 2021.  
[https://stats.libretexts.org/Courses/Taft\\_College/PSYC\\_2200%3A\\_Elementary\\_Statistics\\_for\\_Behavioral\\_and\\_Social\\_Sciences\\_\(Oja\)stats.libretexts.org/Courses/Taft\\_College, 2021](https://stats.libretexts.org/Courses/Taft_College/PSYC_2200%3A_Elementary_Statistics_for_Behavioral_and_Social_Sciences_(Oja)stats.libretexts.org/Courses/Taft_College, 2021).

Thorne, Michael and Martin Giesen. *Statistics for the Behavioral Sciences*. 4<sup>th</sup> ed. New York: McGraw, 2002. Print.

Oja, Michelle. *PSYC 2200: Elementary Statistics for Behavioral and Social Sciences*. LibreText Library Open Educational Resource Center  
[https://stats.libretexts.org/Courses/Taft\\_College/PSYC\\_2200%3A\\_Elementary\\_Statistics\\_for\\_Behavioral\\_and\\_Social\\_Sciences\\_\(Oja\)stats.libretexts.org/Courses/Taft\\_College, 2021](https://stats.libretexts.org/Courses/Taft_College/PSYC_2200%3A_Elementary_Statistics_for_Behavioral_and_Social_Sciences_(Oja)stats.libretexts.org/Courses/Taft_College, 2021).  
Electronic.

Additional Required Instructional Materials: Statistics capable handheld calculator, ~~graphing paper.~~

Course Objectives:

By the end of the course, a successful student will be able to

1. Interpret data displayed in tables and graphically;
2. Apply concepts of sample space and probability;
3. Calculate measures of central tendency and variation for a given data set;
4. Identify the standard methods of obtaining data and identify advantages and disadvantages of each;

5. Calculate the mean and variance of a discrete distribution;
6. Calculate probabilities using normal and  $t$ -distributions;
7. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem;
8. Construct and interpret confidence intervals;
9. Determine and interpret levels of statistical significance including p-values;
10. Interpret the output of a technology-based statistical analysis;
11. Identify the basic concept of hypothesis testing including Type I and II errors;
12. Formulate hypothesis tests involving samples from one and two populations;
13. Select the appropriate technique for testing a hypothesis and interpret the result;
14. Use regression lines and ANOVA for estimation and inference, and interpret the associated statistics;
15. Use appropriate statistical techniques to analyze and interpret applications based on data from at least four of the following disciplines: business, economics, social science, psychology, political science, administration of justice, life science, physical science, health science, information technology, and education;
16. Practice and use basic mathematical techniques;
17. Conduct elementary numerical computations; interpret the results in written form;
18. Organize, classify, and represent quantitative data in the social and behavioral sciences in various forms: tables, graphs, rates, percentages, measures of central tendency and variation;
19. Make statistical inference using estimation, hypothesis testing, correlation, and regression; and
20. Demonstrate familiarity with applications to social and behavioral data sets in statistical software.
  1. determine level/scale of data (nominal, ordinal, interval, ratio);
  2. describe populations and samples using descriptive statistics;
  3. organize data using descriptive statistics;
  4. develop and interpret frequency tables and histograms;
  5. transform raw data into  $z$  scores;
  6. interpret  $z$  scores in relation to research question;
  7. estimate probability of occurrence for a range of scores using standardized tables;
  8. calculate and interpret 95% and 99% confidence intervals in relation to research question;
  9. calculate measures of dispersion;
  10. compare and contrast measures of dispersion;
  11. calculate measures of central tendency;
  12. compare and contrast measures of central tendency;
  13. discuss types of kurtosis, factors influencing kurtosis, and impact of kurtosis on validity of inferences;
  14. explain central tendency theory in the context of normal population distributions;
  15. explain central limits theory in the context of sample size;
  16. compare and contrast descriptive and inferential statistics;
  17. compare and contrast parametric and non-parametric hypothesis tests;
  18. explain and apply basic assumptions underlying hypothesis testing;
  19. explain use of critical scores and  $\alpha$  level in hypothesis testing;
  20. perform a statistical analysis;
  21. apply the rules of probability to descriptive and inferential data;
  22. identify independent and dependent variables in a research question;
  23. determine the appropriate hypothesis test based on research question and level of data;
  24. perform the appropriate hypothesis test based on research question and level of data;
  25. use central tendency theory to explain  $\alpha$ ,  $\beta$ , and power of hypothesis test, sample size

- effects, and changes in standard deviation,
26. ~~appropriately interpret the results of hypothesis tests,~~
  27. ~~appropriately relate results of hypothesis test to the research question,~~
  28. ~~calculate and interpret directional and non-directional  $t$  tests on one and two sample means,~~
  29. ~~calculate and interpret One-way and Two-way ANOVA,~~
  30. ~~discuss main effects and interaction effects of Two-way ANOVA,~~
  31. ~~perform and interpret Pearson's Product Moment Correlation,~~
  32. ~~perform and interpret chi-square tests of independence,~~
  33. ~~perform and interpret chi-square tests of goodness of fit,~~
  34. ~~discuss *post hoc*, *a priori*, and non-parametric alternatives to  $t$  tests, ANOVAs, and Pearson's Correlation,~~
  35. ~~write a statistical results section for an APA format research paper,~~
  36. ~~demonstrate familiarity with statistical analysis using a software program such as Excel, SPSS, SAS, Minitab, etc,~~
  37. ~~interpret data displayed in tables and graphically,~~
  38. ~~apply concepts of sample space and probability,~~
  39. ~~calculate measures of central tendency and variation for a given data set,~~
  40. ~~identify the standard methods of obtaining data and identify advantages and disadvantages of each,~~
  41. ~~calculate the mean and variance of a discrete distribution,~~
  42. ~~calculate probabilities using normal and  $t$  distributions,~~
  43. ~~distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem,~~
  44. ~~construct and interpret confidence intervals,~~
  45. ~~determine and interpret levels of statistical significance including  $p$  values,~~
  46. ~~interpret the output of a technology-based statistical analysis,~~
  47. ~~identify the basic concept of hypothesis testing including Type I and II errors,~~
  48. ~~formulate hypothesis tests involving samples from one and two populations,~~
  49. ~~select the appropriate technique for testing a hypothesis and interpret the result,~~
  50. ~~use regression lines and ANOVA for estimation and inference, and interpret the associated statistics, and~~
  51. ~~use appropriate statistical techniques to analyze and interpret applications based on data from *at least four* of the following disciplines: business, economics, social science, psychology, political science, administration of justice, life science, physical science, health science, information technology, and education.~~

### Course Scope and Content:

- Unit I      Statistics as a Language
- A. ~~Basic statistical terms~~ Statistics in everyday life
  - B. Research design and the role of statistics terminology
    1. Research terminology
    - ~~B.2.~~ Basic statistical terms
- Unit II     Descriptive Statistics
- A. Definitions and Scaling
    1. Random variables and expected value
    2. Measurement
  - B. Frequency Distribution and Graphing
    1. Organizing data

- ~~1-2.~~ Summarizing data graphically and numerically
- ~~2-3.~~ Sampling and ~~Sampling~~ Distributions ~~distributions~~
- ~~3-4.~~ Discrete ~~Distributions~~ ~~distributions~~ – Binomial
- ~~4-5.~~ Continuous ~~Distributions~~ ~~distributions~~ – Normal
- C. Measures of Central Tendency – Normal Distribution
  - ~~1. Central limit Theorem~~
  - 1. Mean, median, and mode
  - 2. Central tendency theory
- D. Measures of Dispersion – Normal Distribution
  - 1. Range, variance, standard deviation, estimated standard deviation
  - 2. Central limit theorem
- ~~D.~~
- E. ~~Introduction to Probability~~
  - ~~1. Sample spaces and probability~~
- E. Standardized Scores
  - 1. Conversion from raw data points
  - 2. Using a standardized score table
- ~~F.~~
- F. Probability
  - 1. Sample spaces and probability
  - 2. Random variables and expected values

- Unit III Inferential Statistics - Parametric
- ~~1-A.~~ Confidence Intervals and Hypothesis Testing
    - 1. Estimation and confidence intervals
    - 2. Hypothesis Testing and Inference
  - ~~2-B.~~ Significance of Difference Between ~~Two~~ Sample Means
    - 3.  $t$ -tests for one and two populations
      - ~~1-a.~~ appropriate inference
  - ~~3.~~ ~~Probability~~
  - ~~4-C.~~ One-way Analysis of Variance (ANOVA)
    - ~~5-4.~~ Post hoc Comparisons
  - ~~6-D.~~ Two-way Analysis of Variance (ANOVA)
  - ~~7-E.~~ Correlation and Regression
    - ~~1-5.~~ Correlations, regression lines, and prediction
  - ~~8-3.~~ ~~Summarizing data graphically and numerically~~

- Unit IV Inferential Statistics - Non-Parametric Testing
- A. ~~Chi~~ Chi-Square – Goodness of Fit ~~and~~
  - B. ~~Chi~~ Chi-Square – Test of Independence
    - 1. Hypothesis Testing and Inference
  - C. Alternative tests for  $t$ -test and  $F$ -test
    - 1. Hypothesis Testing and Inference

- Unit V Applications
- A. using data from at least four (4) of the following disciplines:
    - 1. Political science
    - 2. business
    - 3. economics
    - 4. social science
    - 5. psychology

- ~~6. administration of justice~~
- ~~7. life science~~
- ~~8. physical science~~
- ~~9. health science~~
- ~~10. information technology~~
- ~~11. education~~
- ~~A. Business~~
- ~~B. Social Sciences~~
- ~~C. Psychology~~
- ~~D. Administration of Justice~~

- Unit VI Technology Based Statistical Analysis
- A. Statistical Package for Social Sciences (SPSS)
  - B. Excel or similar spreadsheet applications
  - ~~C. R~~
  - ~~D. C.~~ Statistics-capable handheld calculators
  - ~~E. D.~~ Other technology-based statistical analysis tools

#### Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 8 hours per week outside of the regular class time doing the following:

1. Individual study
2. Skills practice
3. Group study
4. Completing required reading
5. Performing an individually determined data collection and analysis exercise
6. Writing a research paper based on the individually determined data collection and analysis exercise

#### Methods of Instruction:

1. Lecture on statistical theory/research theory
2. Group discussion
3. Instructor demonstrated problem solving
4. Instructor led problem solving
5. Individual problem solving with instructor guidance
6. Group problem solving with peer guidance
7. Individual problem solving
8. Individual statistical culminating project paper

#### Methods of Evaluation:

1. Computational and non-computational problem-solving demonstrations including:
  - a. exams
  - b. homework problems
  - c. quizzes
  - d. discussions
  - e. peer review/observation
  - f. instructor review/observation
  - g. culminating project paper
  - h. comprehensive final exam

## Supplemental Data:

TOP Code:	200100: Psychology, General
SAM Priority Code:	E: Non-Occupational
Distance Education:	Online; Offline
Funding Agency:	Y: Not Applicable(funds not used)
Program Status:	I: Program Applicable
Noncredit Category:	Y: Not Applicable, Credit Course
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Course is not a basic skills course
Prior to College Level:	Y: Not applicable
Cooperative Work Experience:	N: Is not part of a cooperative work experience education program
Eligible for Credit by Exam:	E: Credit By Exam
Eligible for Pass/No Pass:	C: Pass/No Pass
Taft College General Education:	CSB4: CSU Area B4 IG2A: IGETC Area 2A LCAT: Local GE Communication
<u>Discipline:</u>	<u>Psychology</u>

# SLO: PSYC 2200 (Elementary Statistics for the Behavioral and Social Sciences)

Keep SLO the same:

**Course-level Student Learning Outcome (SLO):** Identify, perform, and correctly interpret the results of the appropriate statistical test when presented with research data.

Mapped to Program-level SLO: Psychology AA-T Program #2 - Scientific Inquiry and Critical Thinking

Mapped to Institution-level SLO (ISLO): Quantitative Reasoning - Students shall demonstrate the abilities to reason quantitatively, use computational skills, and explain and apply mathematical or quantitative reasoning concepts to solve problems.

## MEMO

To: Vice President of Instruction  
Vicki Jacobi, Curriculum Co-Chair

From: Division Chair

Division: Social Science

Date: 4/26/2022

Re: History ADT update

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Program Title: History for Transfer

**Type of Curriculum Change:**

New Program       Substantial Program Change\*       Nonsubstantial Program Change\*

\*For Program inactivations, please follow [Administrative Procedure 4021](#)

**I have reviewed the Program Review prior to updating this program:**

Yes       No

**Justification for Request:**

New courses have been added to History offerings to meet area F and other areas on the TMC necessitating the update to the program.

**Faculty workload - Calculated by History's 3-year schedule suggesting 14 sections in Fall and 14 sections in Spring.**

## HISTORY for Associate Degrees for Transfer (ADTs) March 15, 2022

### Item 1. Statement of Program Goals and Objectives

Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program's goals and objectives. Identify the CSU baccalaureate degree program(s) for which students will be prepared to enter upon successful completion of the ADT. Additionally, the intent of an ADT is to assist students in seamlessly transferring to a CSU; please ensure that the narrative discussion makes references to this primary focus of the law.

The mission of the History Department of Taft College seeks to introduce students to the breadth and depth of the human experience by a study of past and contemporary societies and cultures, to develop their ability to conduct research, analyze and assess evidence, and articulate sound conclusions both orally and in writing. In this endeavor the department seeks to develop in its students an appreciation for the richness, diversity, and complexities of human history. Thus, the program strives to help students further develop their analytical and rhetorical abilities and formulate historically informed arguments. Students also have the opportunity to reflect on history as a discipline and the nature and uses of historical evidence. Moreover, students who engage with history during their undergraduate years are equipped to become more involved with the complex world they live in and to continue a spirit of inquiry and critical thinking. This Associate Degree will prepare students for a California State University baccalaureate degree program in History.

After completing the History for Transfer major, a student will be able to:

1. Graduates of the history program should demonstrate critical thought regarding the nature of historical interpretation, the variety of historical sources, and the structure of historical argument and be able to apply that understanding to answering historical questions.
2. Graduates of the history programs should be able to interpret primary and secondary sources and compose an argument which explains their historical significance in western, non-western, and ancient societies regarding the following: race, class, gender, and ethnicity; technological and scientific developments; political trends; attitudes, conflicts, and events; and social and cultural developments.

Program Learning Outcomes: Upon successful completion of the requirements for the major in History, a student will be able to:

1. Demonstrate knowledge of the changing traditions and values that have operated in western culture.
2. Demonstrate basic knowledge of the changing traditions and values that have operated in non-western or premodern societies.
3. Demonstrate understanding of the historical development of events, institutions, and social values.

Commented [MO1]: I am not sure if the History ADT is official preparation for any other CSU degrees.

4. Demonstrate critical thought about the historical questions about the problems that run through human history and about historical continuities and discontinuities.
5. Demonstrate connections between the past and the present by applying a critical perspective to their own place in history.

## Item 2. Catalog Description

The catalog description of the proposed ADT represents a commitment to the student and **must be entered exactly as it will appear in the college catalog**. Please include an overview of the knowledge and skills students will demonstrate upon completion.

Pursuant to SB1440, section 66746, the description **must** also include the following completion requirements:

*“(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:*

*(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.*

*(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.*

*(2) Obtainment of a minimum grade point average of 2.0.”*

*ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A “P” (Pass) grade is not an acceptable grade for courses in the major.*

The History program provides students with an academic foundation in History in the broad sense, and studies all human experience. It examines the people, institutions, ideas, and events from the past to the present. The study of history contributes to cultural literacy and develops critical thinking and other useful skills while helping students understand the present and plan for the future. Historical study provides a solid, fundamental preparation for careers in business, industry, government, and education. It also serves as excellent preparation for law school, Foreign Service, international work, urban affairs, historical consulting, and library science. This curriculum provides a solid foundation upon which to build a history major at a four-year school. The degree guarantees transfer to a CSU as a junior.

To earn an Associate in Arts in History degree for Transfer (AA-T), students must complete: (1) all course requirements with a minimum grade of “C” in each course; and (2) must complete the General Education Breadth pattern for CSUs with an overall GPA of 2.0. A “P” (Pass) grade is not an acceptable grade for courses in the major.

Additionally, students shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both the following requirements:

1. Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:

0. The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education-Breadth Requirements.
1. A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
2. Obtainment of a minimum grade point average of 2.0.

Students must earn a C or better in all courses required for the major. A "P" (Pass) grade is not an acceptable grade for courses in the major.

**Items 3-21.**

No written response is required for Narrative Items #3-21.

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

**Program Title:** HISTORY ADT

**Program TOP Code:** 22050

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

**Annual Completers:** 12

Number of students estimated to receive the degree or certificate each year after the program is fully established.

**Program Goal:** Transfer

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

**Net Annual Labor Demand (CTE only):**     

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

**Faculty Workload:** 2.8

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

**New Faculty Positions:** 0

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

**New Equipment:** 0

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

**New/Remodeled Facility:** 0

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

**Library Acquisitions: 0**\_\_\_\_\_

Provide the estimated cost (in dollars) of library and learning resources materials

**Program Review Date: Fall 2023**\_\_\_\_\_

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” or “Career Technical Education (CTE) and Transfer,” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

**Gainful Employment: Yes or No**

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

**Apprenticeship: Yes or No**

Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

**Distance Education: 100%**\_\_\_\_\_

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

**CTE Regional Consortium Approved: Yes or No**

For programs with a selected program goal of CTE or CTE and Transfer, by selecting “Yes” the college certifies that the certificate was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

**Transfer Model Curriculum (TMC) Template for History**

**CCC Major or Area of Emphasis:** History

**TOP Code:** 220500

**CSU Major(s):** History

**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](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 History for Transfer Degree						
College Name: Taft College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
<b>REQUIRED CORE: (6 units)</b>						
United States History to 1877 (3)	HIST 130	HIST 2231	History of the United States to 1877	3		
United States History from 1865 (3)	HIST 140	HIST 2232	History of the United States Since 1877	3		
<b>LIST A: Select two (6 units)</b>						
World History to 1500 (3)	HIST 150	HIST 2210	World Civilization to 1500	3		
<b>OR</b>	<b>OR</b>					
Western Civilization I (3)	HIST 170					
World History Since 1500 (3)	HIST 160	HIST 2212	World Civilization since 1500	3		
<b>OR</b>	<b>OR</b>					
Western Civilization II (3)	HIST 180					
<b>LIST B: Select one course from each area (6 units)</b>						
<b>Area 1 Diversity: (3 units)</b>						
Any <b>List A</b> course not already used:		HIST 2216	History of Latin America	3	X	X
a) World History to 1500 (3)	HIST 150					
<b>OR</b>	<b>OR</b>					
World History Since 1500 (3)	HIST 160	HIST 2230	Women in American History from Indigenous America to the Present	3	X	
<b>OR</b>	<b>OR</b>					

<p>A non-western history course (any history course not pertaining to the US or Europe) articulated as fulfilling CSU GE Area C or D or IGETC Area 3 or 4.</p> <p style="text-align: center;"><b>OR</b></p> <p>Any course from the humanities or social sciences (including history) that addresses any historically under-represented group or non-western subject articulated as fulfilling CSU GE Area C or D or IGETC Area 3 or 4.</p> <p>b) A language other than English which is articulated as fulfilling CSU GE Area C2 or IGETC Area 3B.</p>	<b>GECC</b>	HIST 2280	HAS THIS BEEN ACKNOWLEDGED BY CCCCCO?!		X	X	
	<b>OR GECC</b>	ARTH 1510	Survey of American Ethnic History				
	<b>OR GECC</b>	ARTH 1520	Prehistoric to Renaissance Art History				
	<b>OR GECC</b>	SPAN 2500	Renaissance to Contemporary Art History				
	<b>OR GECC</b>		Latin American Culture				
<b>Area 2: (3 units)</b>							
<p>Any history course (including <b>LIST A</b> courses not already used) or any non-history course from the humanities or social sciences related to history articulated as fulfilling CSU GE Area C or D or IGETC Area 3 or 4.</p> <p style="text-align: center;"><b>OR</b></p> <p>Any introductory level social sciences course articulated as fulfilling CSU GE Area D or IGETC Area 4.</p>	<b>GECC</b>	HIST 2000	Critical Thinking and the Historian's Craft				
	<b>OR GECC</b>	HIST 2202	Western Civilization since 1600				
		<b>OR GECC</b>	HIST 2204	Western Civilization to 1600			
		<b>OR GECC</b>	HIST 2270	California History			
		<b>OR GECC</b>	ECON 2210	Principles of Economics-Macro			
		<b>OR GECC</b>	ECON 2120	Principles of Economics- Micro			
		<b>OR GECC</b>	GEOG 1520	World Regional Geography			
		<b>OR GECC</b>	SOC 2110	Introduction to Race and Ethnicity			
		<b>OR GECC</b>	SOC 2120	American Social Problems			
<b>Total Units for the Major:</b>		<b>18</b>		<b>Total Units for the Major:</b>			<b>18</b>
<b>Total Units that may be double-counted</b> <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>							
<b>General Education (CSU-GE or IGETC) Units</b>				<b>39</b>	<b>37</b>		
<b>Elective (CSU Transferable) Units</b>							
<b>Total Degree Units (maximum)</b>				<b>60</b>			

**NOTE:** All courses must be CSU transferable. Local Associate Degrees for Transfer (ADT) aligned with the Transfer Model Curriculum (TMC) must be constructed such that no more than one course can be taken that is not articulated as either major preparation for the history major at a CSU or fulfilling a CSU general education (GE) Area.

**Transfer Model Curriculum (TMC) Template for History**

**CCC Major or Area of Emphasis:** History

**TOP Code:** 220500

**CSU Major(s):** History

**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](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 History for Transfer Degree						
College Name: Taft College						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
<b>REQUIRED CORE: (6 units)</b>						
United States History to 1877 (3)	HIST 130	HIST 2231	History of the United States to 1877	3		
United States History from 1865 (3)	HIST 140	HIST 2232	History of the United States Since 1877	3		
<b>LIST A: Select two (6 units)</b>						
World History to 1500 (3) OR Western Civilization I (3)	HIST 150 OR HIST 170	HIST 2210 OR HIST 2202	World Civilization to 1500 Or Western Civilization to 1600	3  3		
World History Since 1500 (3) OR Western Civilization II (3)	HIST 160 OR HIST 180	HIST 2212 or HIST 2204	World Civilization since 1500 Or Western Civilization from 1600	3  3		
<b>LIST B: Select one course from each area (6 units)</b>						
<b>Area 1 Diversity: (3 units)</b>						

<p>Any <b>List A</b> course not already used:</p> <p>a) World History to 1500 (3)  <b>OR</b>  World History Since 1500 (3)  <b>OR</b>  A non-western history course (any history course not pertaining to the US or Europe) articulated as fulfilling CSU GE Area C or D or IGETC Area 3 or 4.  <b>OR</b>  Any course from the humanities or social sciences (including history) that addresses any historically under-represented group or non-western subject articulated as fulfilling CSU GE Area C or D or IGETC Area 3 or 4.</p> <p>b) A language other than English which is articulated as fulfilling CSU GE Area C2 or IGETC Area 3B.</p>	<p>HIST 150  <b>OR</b>  HIST 160  <b>OR</b>  <b>GECC</b></p> <p><b>OR</b>  <b>GECC</b></p> <p><b>GECC</b></p>	HIST 2216	History of Latin America	3	X	X
		HIST 2230	Women in American History from Indigenous America to the Present	3	X	
		HIST 2280	Survey of American Ethnic History	3	X	X
		HIST 2210	World Civilization to 1500	3		
		HIST 2212	World Civilization since 1500	3		
		SPAN 2500	Latin American Culture	3		
<b>Area 2: (3 units)</b>						
<p>Any history course (including <b>LIST A</b> courses not already used) or any non-history course from the humanities or social sciences related to history articulated as fulfilling CSU GE Area C or D or IGETC Area 3 or 4.  <b>OR</b>  Any introductory level social sciences course articulated as fulfilling CSU GE Area D or IGETC Area 4.</p>	<p><b>GECC</b></p> <p><b>OR</b>  <b>GECC</b></p>	HIST 2000	Critical Thinking and the Historian's Craft	3		
		HIST 2202	Western Civilization since 1600	3		
		HIST 2204	Western Civilization to 1600	3		
		HIST 2270	California History	3		
		ECON 2210	Principles of Economics-Macro	3		
		ECON 2120	Principles of Economics- Micro	3		
		GEOG 1520	World Regional Geography	3		
		SOC 2110	Introduction to Race and Ethnicity	3		
		SOC 2120	American Social Problems	3		
		<del>ARTH 1500</del>	<del>Art Appreciation</del>	<del>3</del>		
		<del>ARTH 1510</del>	<del>Prehistoric to Renaissance Art History</del>	<del>3</del>		
		<del>ARTH 1520</del>	<del>Renaissance to Contemporary Art History</del>	<del>3</del>		

<del>ARTH</del> 1530	<del>Survey of Asian Art</del>	<del>3</del>
<del>ARTH</del> 2040	<del>Survey of African, Oceanic, and Indigenous North American Art Cultural Anthropology</del>	<del>3</del>
<del>ANTH</del> 1512 or <del>ANTH</del> 1524 or <del>ECON</del> 2210 or <del>ECON</del> 2120 or	<del>Indians of the Southwest</del>	
<del>ECON</del> 2210 or <del>ECON</del> 2120 or	<del>Principles of Economics-Macro</del>  <del>Principles of Economics-Micro</del>	
<del>GEOG</del> 1520 Or	<del>Cultural Geography</del>	
<del>HIST</del> 2270 or <del>POSC</del> 1501 or <del>POSC</del> 2005 or <del>PSYC</del> 1500 or <del>PSYC</del> 2003 or	<del>California History</del>  <del>Government</del>  <del>Contemporary Political Topics</del>  <del>Introduction to Psychology</del>  <del>Child Growth and Development</del>	
<del>PSYC</del> 2030 or <del>PSYC</del> 2033 or <del>PSYC</del> 2038 or <del>SOC</del> 1510 or  <del>SOC</del> 2110 or  <del>SOC</del> 2120 or	<del>Human Sexuality</del>  <del>Personal and Social Adjustment</del>  <del>Gender Studies</del>  <del>Introduction to Sociology</del>  <del>Minority Group Relations</del>  <del>American Social Problems</del>	

		<del>SOC</del> 2141	<del>Sociology of Marriage</del>			
<b>Total Units for the Major:</b>	<b>18</b>	<b>Total Units for the Major:</b>		<b>18</b>		
<b>Total Units that may be double-counted</b> <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>						
<b>General Education (CSU-GE or IGETC) Units</b>				<b>39</b>	<b>37</b>	
<b>Elective (CSU Transferable) Units</b>						
<b>Total Degree Units (maximum)</b>				<b>60</b>		

**NOTE:** All courses must be CSU transferable. Local Associate Degrees for Transfer (ADT) aligned with the Transfer Model Curriculum (TMC) must be constructed such that no more than one course can be taken that is not articulated as either major preparation for the history major at a CSU or fulfilling a CSU general education (GE) Area.

## MEMO

To: Vice President of Instruction  
Vicki Jacobi, Curriculum Co-Chair

From: Michelle Oja

Division: Social Science

Date: 4/19/2022

Re: Sociology ADT

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**Program Title: Sociology: Associate in Arts Degree for Transfer**

**Type of Curriculum Change:**

New Program       Substantial Program Change\*       Nonsubstantial Program Change\*

*\*For Program inactivations, please follow [Administrative Procedure 4021](#)*

**I have reviewed the Program Review prior to updating this program:**

Yes       No

**Justification for Request:**

*Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.*

The Transfer Model Curriculum was recently updated necessitating an update of the program.

## Program Submission Requirements

The new Curriculum Inventory System, launched in September 2012, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

**Program Title:** Sociology: Associate in Arts Degree for Transfer

**Program TOP Code:** 220800: Sociology

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

**Annual Completers:** 15

Number of students estimated to receive the degree or certificate each year after the program is fully established.

**Program Goal:** Transfer

Degree and Certificate programs may have the following specified program goals: Career Technical Education (CTE), Transfer, CTE & Transfer, and Other- Designed to meet community needs.

**Net Annual Labor Demand (CTE only):**     

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

**Faculty Workload:** 2.5

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

Commented [MO1]: 13 sections offered in F21 equates to 2.4 FTEF.

**New Faculty Positions:** 0

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

**New Equipment:** 0

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

**New/Remodeled Facility:** 0

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

**Library Acquisitions: \_\_\_\_**

Provide the estimated cost (in dollars) of library and learning resources materials

**Program Review Date: Next APR is January 2023; each course is on a different 5-year review cycle.**

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of "Career Technical Education (CTE)" or "Career Technical Education (CTE) and Transfer," pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

**Gainful Employment: Yes or No**

Indicate if the program meets U.S. Department of Education gainful employment criteria. **Not applicable for AA-T or AS-T degrees.**

**Apprenticeship: ~~Yes or No~~**

Select "No" if the program is not an apprenticeship. Select "Yes" if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

**Distance Education: 100%**

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

**Commented [MO2]:** PSYC 2205 is not offered online, but is only 1 option of several that can be taken to fulfill the List A requirement.

**CTE Regional Consortium Approved: Yes or No**

For programs with a selected program goal of CTE or CTE and Transfer, by selecting "Yes" the college certifies that the certificate was approved by the CTE regional consortium. **For a program with a selected goal that does not include CTE, this field is not required.**

## NARRATIVE TEMPLATE for Associate Degrees for Transfer (ADTs)

Revised 7.10.13

### Please note well:

- Use the heading (item) and numbering convention (for example: Item 1. Program Goals and Objectives).
  - Ensure the description provided under each item is removed from the narrative prior to submission.
  - When referring to the ADT throughout the narrative, please use the following convention – Associate in Arts/Science in (approved discipline) for Transfer – for example, “Associate in Arts in Art History for Transfer”.
- 

### Item 1. Statement of Program Goals and Objectives

~~Identify the goals and objectives of the program. The stated goals and objectives of the program must be consistent with the mission of the community colleges as established by the Legislature in Education Code section 66010.4. Often, colleges will include the program level Student Learning Outcomes (SLOs) in this section that identify the program’s goals and objectives. Identify the CSU baccalaureate degree program(s) for which students will be prepared to enter upon successful completion of the ADT. Additionally, the intent of an ADT is to assist students in seamlessly transferring to a CSU; please ensure that the narrative discussion makes references to this primary focus of the law.~~

The purpose of the Associate of Arts in Sociology for Transfer program is to teach the study of human social interaction as it relates to social institutions by encouraging critical thinking, cultivating a social consciousness and advocating for social justice. This program serves students of sociology as its constituents, and by extension, those individuals of various communities among which these students interact. In the service of achieving this program’s purpose, actions of faculty members provide thoughtful, well-prepared and innovative sociological lessons that are intended to be understood and practiced within the classroom, as well as carried with them as tools of reference, guidance, and insight into their respective communities. This program also values a commitment to honesty, integrity and deference toward all peoples, emphasizing the importance of diversity, inclusion, equality and equity. Ultimately, the wider array of purpose, constituency, actions and values culminate in a transferable degree to a variety of four-year institutions.

The program learning outcomes are:

1. Sociology Program #1 - Accessing, reviewing, and analyzing current sociological literature.
2. Sociology Program #2 - Diversity of research methodologies.
3. Sociology Program #3 - Diversity of social life, inequality, social conflict, and relations of power.
4. Sociology Program #4 - Integrating life goals and professional and career interests with a sociological perspective.
5. Sociology Program #5 - Theoretical perspectives that inform sociological analysis.
6. Sociology Program #6 - Major substantive areas of sociological analysis

## Item 2. Catalog Description

~~The catalog description of the proposed ADT represents a commitment to the student and **must be entered exactly as it will appear in the college catalog.** Please include an overview of the knowledge and skills students will demonstrate upon completion. Pursuant to SB1440, section 66746, the description **must** also include the following completion requirements italics:~~

This curriculum provides a systematic study of human behavior in social groups. The primary focus is on the importance of social groups within the larger society; sociology seeks to explain the broad range of human behavior as it is influenced by the social context. It focuses on how people coordinate their activities to achieve both individual and collective goals. Courses examine the theories, techniques, and principles basic to the study of human behavior within social groups. This curriculum provides a solid foundation upon which to build the sociology major at a four-year school. The degree guarantees transfer to a CSU as a junior.

To earn an Associate in Arts in Sociology degree for Transfer (AA-T), students must complete all course requirements with a minimum grade of "C" in all courses required for the major or area of emphasis; and must complete the General Education Breadth pattern for CSU's with an overall GPA of 2.0. There are no local graduation requirements associated with this degree.

Additionally, students shall be deemed eligible for transfer into a California State University baccalaureate program when the student meets both the following requirements:

*"(1) Completion of 60 semester units or 90 quarter units that are eligible for transfer to the California State University, including both of the following:*

*(A) The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.*

*(B) A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.*

*(2) Obtainment of a minimum grade point average of 2.0."*

*ADTs also require that students must earn a C or better in all courses required for the major or area of emphasis. A "P" (Pass) grade is not an acceptable grade for courses in the major.*

**Transfer Model Curriculum (TMC) Template for Sociology**

**CCC Major or Area of Emphasis:** Sociology

**TOP Code:** 2208.00

**CSU Major(s):** Sociology

**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](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 Sociology for Transfer Degree						
College Name:						
TRANSFER MODEL CURRICULUM (TMC)			COLLEGE PROGRAM REQUIREMENTS			
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
<b>REQUIRED CORE: (9 units)</b>						
Introduction to Sociology (3)	SOCI 110	SOC 1510	Introduction to Sociology	3.00		
Social Problems (3)	SOCI 115	SOC 2120	American Social Problems	3.00		

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Introduction to Statistics in Sociology (3) <b>OR</b> Introduction to Statistics (3) <b>OR</b> Behavioral and/or Social Science Statistics (3) (See examples on TMC)	SOC 125 <b>OR</b> MATH 110 <b>OR</b> <b>AAM</b>	PSYC 2200	Elementary Statistics for the Behavioral and Social Sciences  Elementary Statistics	4.00		
		OR STAT 1510		5.00		
<b>LIST A: Select two (6 units)</b>						
Introduction to Research Methods (3) <b>OR</b> Research Methods for Behavioral and/or Social Science (3) (CSU and UC transferable behavioral and /or social science research methods course that has either a prerequisite of SOC 125 or PSY 110 or articulation as major preparation)	SOC 120 <b>OR</b> <b>AAM</b>	PSYC 2205	Introduction to Research Methods in the Social Sciences	4.00		
Introduction to Marriage and Family (3)	SOC 130	SOC 2141	Sociology of Marriage	3.00		
Introduction to Gender (3)	SOC 140	SOC 2038	Gender Studies	3.00		
Introduction to Race and Ethnicity (3)	SOC 150	SOC 2110	Introduction to Race and Ethnicity	3.00		

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Introduction to Crime (3)	SOCI 160					
Introduction to Social Psychology (3)	PSY 170					
Any Sociology course articulated as lower division preparation in the Sociology major at a CSU or UC.	<b>AAM</b>					
<b>LIST B: Select one (3 units)</b>						
Any course not already used above.						
Any CSU and UC transferable Sociology course.	<b>BCT</b>					

TRANSFER MODEL CURRICULUM (TMC)		COLLEGE PROGRAM REQUIREMENTS				
Course Title (units)	C-ID Descriptor	Course ID	Course Title	Units	GE Area	
					CSU	IGETC
Any course (in or outside the discipline) that are articulated as lower division preparation for the Sociology major at a CSU and UC (e.g. Cultural Anthropology, General Psychology).	<b>AAM</b>	PSYC 1500	Introduction to Psychology	3.00		
Any introductory social science course.	<b>GECC</b>					
<b>Total Units for the Major:</b>	<b>18</b>	<b>Total Units for the Major:</b>				
		<b>Total Units that may be double-counted</b> <i>(The transfer GE Area limits must <u>not</u> be exceeded)</i>				
		<b>General Education (CSU-GE or IGETC) Units</b>		<b>39</b>	<b>37</b>	
		<b>Elective (CSU Transferable) Units</b>				
		<b>Total Degree Units (maximum)</b>		<b>60</b>		

**NOTES:**

- Required Core - Research Methods for the Behavioral and/or Social Sciences requirement:  
A) AAM, or B) CSU transferable behavioral and/or social science research methods course that has a prerequisite of SOCI-125 or PSY-110.

# MEMO

To: Vice President of Instruction  
Vicki Jacobi, Curriculum Co-Chair

From: Michelle Oja

Division: Social Science

Date: 4/26/2022

Re: Inactivate CJA-**corrections** AS

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**Program Title: Criminal Justice Administration: Associate in Science**

**Type of Curriculum Change:**

New Program       Substantial Program Change\*       Nonsubstantial Program Change\*

*\*For Program inactivations, please follow [Administrative Procedure 4021](#)*

**I have reviewed the Program Review prior to updating this program:**

Yes       No

**Justification for Request:**

*Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.*

One course in the CJA-**Corrections** AS degree are being inactivated, so this degree would need to be updated, but we have a CJA AS and an ADMJ ADT and a Corrections certificate, so this degree is not necessary.

Students with this AS degree can switch to the other AS degree, the ADT degree, or the certification with little or no additional coursework (depending on the option that the student choose).

# MEMO

To: Dr. Leslie Minor, Vice President of Instruction  
Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 4/11/2022

Re: Dental Hygiene Completion Program

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Program Title: Dental Hygiene Completion Program

**Type of Curriculum Change:**

New Program       Substantial Program Change\*       Nonsubstantial Program Change\*

\*For Program inactivations, please follow [Administrative Procedure 4021](#)

**I have reviewed the Program Review prior to updating this program:**

Yes       No

**Justification for Request:**

*Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.*

The dental hygiene department is getting ready to apply for the completion program. This will allow Taft College to award a Bachelor degree upon completing the courses required.

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Text Update:  
Date Prepared: Spring 2022  
C & GE Approved:  
Board approved:  
Semester effective:

**Interdisciplinary Studies (INDS) 3005 Research Methodology and Composition (4 Units)**

**Prerequisites: Admission to the Dental Hygiene Completion Program and college level statistics course (recommended PSYC for Social Sciences).**

**Hours and Unit Calculations:**

**64 hours lecture. 128 Outside of class hours. (192 Total Student Learning Hours) 4 Units**

**Catalog Description: This course is designed to introduce students to the research process and how it applies to evidence-based patient care. Emphasis on research design and methods, scientific databases, and evidence-based resources. Application of research methods and statistical techniques to the critical evaluation of current scientific literature.**

**Type of Class/Course: Degree Credit**

**Textbooks:**

**Forrest, Jane L., et al. *Evidence-Based Decision Making: A Translational Guide for Dental Professionals*, 9th ed. Lippincott, Williams & Wilkins, 2012.**

**Patten, Mildred L., and Michelle Newhart. *Understanding Research Methods: An Overview of the Essentials*, 10<sup>th</sup> ed., Routledge, 2017.**

**Chiappelli, Francesco & Brant, Xenia & Oluwadara, Oluwadayo & Neagos, Negoita & Ramchandani, Manisha. (2005).**

**Introduction: Research Synthesis in Evidence-Based Clinical Decision-Making. Evidence-Based Practice: Toward Optimizing Clinical Outcomes. 3-16. 10.1007/978-3-642-05025-1 1.**

**Additional Required Materials: Dental Hygiene Journal**

**Course Objectives:**

**By the end of the course, a successful student will be able to:**

- 1. Compile a list of scientific articles for a literature review/research paper.**
- 2. Critically analyze scientific journal articles.**
- 3. Differentiate between components of research design.**
- 4. Apply the principles of scientific writing.**

**Course Scope and Content:****Unit I**      **Literature Review**

- A. **Purpose of the literature review**
- B. **Development of a literature review**
  - a. **identifying the problem**
  - b. **searching databases**
    - i. **sources for literature review**
      - 1. **scientific peer-reviewed journals**
      - 2. **conference proceedings**
      - 3. **government reports**
    - ii. **citing references**
    - iii. **evaluating sources**
      - 1. **scientific peer-reviewed journals**
      - 2. **conference proceedings**
      - 3. **government reports**
- C. **Evaluating data**
  - a. **summarizing information**
  - b. **determine importance of information to topic**
- D. **Analyzing and drawing conclusions**
  - a. **finding similarities and differences between articles**

**Unit II**      **Critical analysis**

- A. **Parts of a scientific journal article**
  - a. **abstract**
  - b. **introduction**
  - c. **methods and materials**
  - d. **results**
  - e. **discussion**
  - f. **conclusion**
  - g. **references**
- B. **Purpose of critical analysis**
  - a. **evaluate strengths and weaknesses**
  - b. **determine if research is valid**
- C. **Criteria**
  - a. **type of publications**
    - i. **textbooks**
    - ii. **peer-reviewed journals**
    - iii. **current vs historical resources**
  - b. **authors' qualifications**
  - c. **purpose of research**
  - d. **methods and materials**
    - i. **validity and reliability**
    - ii. **sampling methods**
    - iii. **statistical analysis**
    - iv. **research design**
  - e. **results**
  - f. **discussion**
    - i. **conclusions supported by findings**

- ii. recommendations for future research
- g. references
  - i. comprehensive list
  - ii. combination of historical and current sources

Unit III      Research Design

- A. Study design
  - a. prospective cohort
  - b. retrospective case control
  - c. cross-sectional
  - d. clinical trials
    - i. double blind and single blind studies
    - ii. parallel design
    - iii. crossover design
- B. Sampling methods
  - a. convenience
  - b. judgmental
  - c. stratified
  - d. randomized
  - e. systematic
- C. Controlling bias
  - a. sample size
  - b. examiner calibration
    - i. intrarater reliability
    - ii. interrater reliability
  - c. validity
  - d. sampling method
- D. Hypothesis testing
  - a. alternate hypothesis
  - b. null hypothesis
  - c. Type 1 error
  - d. Type 2 error
  - e. variables
    - i. independent
    - ii. dependent
    - iii. confounding
- E. Research ethics
  - a. informed consent
  - b. Institutional Review Board

Unit IV      Scientific writing

- A. Organization of information
  - a. Outlines
  - b. paragraph order
    - i. topic sentences
    - ii. supporting information
- B. Style
  - a. Scientific terminology
  - b. use of abbreviations

- c. sentence structure
  - i. past or present tense
  - ii. first or third person
  - iii. basic grammar guidelines
- C. Bibliography
  - a. NLM format (National Library of Medicine)
  - b. how to cite references within paper
- D. Reference sources
  - a. Library catalog
  - b. CREDO Reference
    - i. Books
  - c. Library catalog
  - d. eBook Academic Collection (EBSCOhost)
    - i. Periodicals (journals, magazines, and newspapers)
  - e. Electronic databases, including PubMed, MEDLINE, and Dentistry & Oral Sciences Source
  - f. Internet sources (.gov, .edu, .org, .com, etc)
    - i. Search engines

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 8 hours per week outside of the regular class time doing the following:**

1. **Read a 10 page scientific journal article on a contemporary topic in health care and identify the purpose of the study, hypothesis and independent and dependent variables.**
2. **Conduct a literature search on a health related topic and compile a list of 10-15 articles from current, peer-reviewed journals.**
3. **Write a review of the literature using 10-15 articles from current, peer-reviewed journals.**

**Methods of Instruction**

1. **Lecture presentation, online discussions and case study analysis**
2. **Presentations of major projects followed by discussion and evaluation.**

**Methods of Evaluation**

1. **Written Critical Evaluation of a current scientific research.**
2. **Literature Search based on research problem.**
3. **Exams (multiple choice, short answer, essay questions).**
4. **Problem solving exercises.**
5. **Oral presentation on research.**
6. **Small group work**

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>499900: Other Interdisciplinary Studies</u></b>
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<b><u>SAM Priority Code:</u></b>	<b><u>E: Non-Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>Meets General Education requirement for Bachelors Degree</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Interdisciplinary Studies or Psychology or Sociology or Health</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: INDS 3005 Research Methodology and Composition		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Develop a well-defined research question and methodology using scientific databases
2	Evaluate local public oral health needs and design services to address identified needs.
3	

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Paper or presentation of research proposal including literature review, research question derived from literature review, and proposed methodology for data collection and analysis.
----	--

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: INDS 3005

Course Title: Research Methodology and Composition

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |



Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: March 30, 2022

Interdisciplinary Studies (INDS) 3010 Critical Thinking for Health Professionals (3 Units)

Prerequisites:

Admission to the Dental Hygiene Completion Program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: Application of research methods and statistical techniques to the critical evaluation of current scientific literature. Evidence-based decision making and development of critical thinking skills will be discussed.

Type of Class/Course: Degree Credit

Textbook:

Alfaro-LeFevre, Rosalinda. *Critical Thinking, Clinical Reasoning, and Clinical Judgment: A Practical Approach*, 7<sup>th</sup> ed., Elsevier, 2019.

Additional Required Materials: American Dental Education Association (ADEA) Membership

By the end of the course, a successful student will be able to:

1. Differentiate between critical thinking, critical reasoning, and clinical judgement.
2. Appraise principles of emotional intelligence and factors influencing critical thinking ability
3. Synthesize scope of practice, diagnosis and clinical decision-making
4. Justify the decision-making process on evidence-based practice
5. Draw valid conclusions using critical reasoning knowledge and skill

Course Scope and Content:

Unit I            What are Critical Thinking, Clinical Reasoning, and Clinical Judgment?

- A. Critical Thinking: Not Simply Being Critical
- B. What's the Difference between Thinking and Critical Thinking?
- C. Critical Thinking: Some Different Descriptions
  - a. A Synonym: Reasoning
  - b. Common Critical Thinking Descriptions
- D. Critical Thinking, Clinical Reasoning, and Clinical Judgment
- E. Problem-Focused Versus Outcome-Focused Thinking
- F. What about Common Sense?
- G. What Do Critical Thinkers Look Like?

Unit II            Critical Thinking and Learning Cultures

- A. Five key strategies
- B. Applying principles of emotional intelligence
- C. Communication Strategies

- D. Factors influencing Critical thinking ability
- E. Focusing on Outcomes

**Unit III Clinical Reasoning, Decision Making, and Judgment**

- A. Principles of Clinical Reasoning
- B. Decision-making and Standards and Protocols
- C. Scope of Practice, Diagnosis and Decision-making
- D. Paying Attention to Context
- E. Unfolding Dynamic Reasoning
- F. Strategies for developing Clinical Judgment

**Unit IV Ethical Reasoning, Professionalism, Evidence-Based Practice, and Quality Improvement**

- A. Moral and Ethical Reasoning
- B. Research
- C. Evidence-Based Practice
- D. Quality Improvement

**Unit V Practicing Clinical Reasoning, Clinical Judgment, and Decision-making Skills**

- A. Clinical Reasoning Skills
- B. Assessing Systematically and Comprehensively
- C. Checking Accuracy and Reliability
- D. Drawing Valid Conclusions
- E. Managing Risk Factors
- F. Setting Priorities
- G. Determining Patient Centered Outcomes
- H. Evaluating and Correcting Thinking (Self-Regulating)

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Conduct a literature search on a clinical problem and write a report on your findings.
3. Final assignment/term project: work with a small group to prepare and present a presentation on a clinical health concern.

**Methods of Instruction**

1. Lecture presentation, online discussions and case study analysis
2. Presentations of major projects followed by discussion and evaluation.

**Methods of Evaluation**

1. Written Critical Evaluation of a current scientific research.

2. Literature Search based on research problem.
3. Exams (multiple choice, short answer, essay questions).
4. Problem solving exercises.
5. Oral presentation on research.
6. Small group work

**Supplemental Data:**

<u>TOP Code:</u>	<u>4999.00: Other Disciplinary Studies</u>
<u>SAM Priority Code:</u>	<u>E: Non-Occupational</u>
<u>Distance Education:</u>	<u>Not Applicable</u>
<u>Funding Agency:</u>	<u>Y: Not Applicable(funds not used)</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>Y: Not Applicable, Credit Course</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>N: Course is not a basic skills course</u>
<u>Prior to College Level:</u>	<u>Y: Not applicable</u>
<u>Cooperative Work Experience:</u>	<u>N: Is not part of a cooperative work experience education program</u>
<u>Eligible for Credit by Exam:</u>	<u>NO</u>
<u>Eligible for Pass/No Pass:</u>	<u>NO</u>
<u>Taft College General Education:</u>	<u>NONE</u>
<u>Discipline:</u>	<u>Health or Interdisciplinary Studies</u>



**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: INDS 3010 Critical Thinking for Health Professionals		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoë Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Interpret and analyze evidence-based research related to clinical reasoning and judgment based on scope of practice.
2	Integrate personal and professional ethics with legal aspects governing the research and practice of the dental hygiene profession.
3	

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Results from National Dental Hygiene Board Exam.
2.	Results from State Law and Ethics Exam.

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: INDS 3010

Course Title: Critical Thinking for Health Professionals

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared:

Dental Hygiene (DNTH) 3015 Multicultural Awareness within Healthcare (3 Units) CSU

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: Examines the principles of community health, socioeconomic status and personal bias. Focuses on health communication and multicultural topics unique to the dental and medical fields. Builds on knowledge of ethics, basic and dental sciences, and clinical dental hygiene practice. Topics include intercultural communication; health literacy; cultural literacy; interpersonal, small group, electronic, and nonverbal communication; listening; persuasion, caring for limited English proficient people; and working with interpreters.

Type of Class/Course: Degree Credit

Textbooks:

Wright, Kevin B., et al. *Health Communication in the 21st Century*, Wiley-Blackwell, 2nd ed., 2012.  
Pagano, Michael. *Interactive Case Studies in Health Communication*. Jones & Bartlett Learning, 2009.

Additional Required Materials: N/A

Course Objectives:

By the end of the course, a successful student will be able to:

1. Understand the importance and value of communication competence in healthcare.
2. Apply cultural theories in interpersonal and group relationships.
3. Identify and create health education resources for low literate people.
4. Cite the factors of non-verbal communication when working with English Limited Proficiency patients and using interpreters.
5. Analyze the importance of listening skills in the healthcare environment using evidence based literature.
6. Apply knowledge of major areas to interpersonal communication studies in a healthcare setting for diverse populations.
7. Develop patient appropriate materials to explain the concepts of patient privacy, patient rights, and finding reliable information about health topics.

Course Scope and Content:

- Unit I Introduction to the course and the Health Communication field
- A. Communication axioms
  - B. Advantages of competent communication in healthcare
  - C. Patient-centered care
  - D. Therapeutic communication

**Unit II**      **Intercultural communication**

- A. **Characteristics of culture**
- B. **Cultural self-awareness**
- C. **Cultural principles from the Communication field**
- D. **Cultural principles from the Nursing field**
- E. **Intercultural communication principles in practice**
- F. **Highlights of health beliefs and practices in specific cultures**
- G. **Disparities in healthcare**

**Unit III**      **Health literacy**

- A. **Fundamentals of literacy, health literacy and oral health literacy**
- B. **Numeracy**
- C. **Plain language**
- D. **Readability of patient education materials**
- E. **Translation and interpretation in healthcare**
- F. **Working with interpreters**
- G. **Caring for low health literate people**
- H. **Caring for English learners**

**Unit IV**      **Nonverbal communication**

- A. **Principles and importance of nonverbal communication in healthcare**
- B. **Areas of nonverbal communication:**
  - a. **Appearance**
  - b. **Olfactics (smell)**
  - c. **Chronemics (use of time)**
  - d. **Paralanguage (vocal expression)**
  - e. **Kinesics (body movements)**
  - f. **Haptics (touch)**
- C. **Cultural awareness in nonverbal communication**

**Unit V**      **Listening and persuasion**

- A. **Importance of listening in healthcare**
- B. **Fundamentals of listening**
- C. **Listening to diverse people**
- D. **Ethics of persuasion**
- E. **Fundamentals of persuasion**
- F. **Persuasion in healthcare**

**Unit VI**      **Interpersonal communication**

- A. **Models, principles and elements of interpersonal communication**
- B. **Relationship development**
- C. **Clear personal expression**
- D. **Conflict in interpersonal communication**

**Unit VII**      **Small group communication**

- A. **Fundamentals of group dynamics**
- B. **Leadership**

- C. Followership
- D. Discussion
- E. Problem solving
- F. Influence of culture on small group communication

**Unit VIII      Electronic communication in healthcare**

- A. Using the internet, email, texting, and social media in healthcare
- B. Patient privacy and security
- C. HIPAA and electronic health records
- D. Disparities in electronic health communication
- E. Teaching patients how to find reliable health information online

**Unit IX          Interviewing in healthcare**

- A. Patient interviewing
- B. Interviewing difficult people
- C. Overview of motivational interviewing
- D. Interviewing people of different cultures
- E. Job interviewing

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Find and evaluate patient education resources appropriate for diverse people
3. Use Plain Language principles to revise a health education passage so that it is readable by diverse people. Write a 2-page paper on the process and report to the class
4. Final assignment/term project: work with a small group to prepare and present a presentation on the health practices of a given culture

**Methods of Instruction**

1. Lecture
2. Discussion
3. Individual and collaborative activities
4. Research and writing assignments

**Methods of Evaluation**

1. Weekly quizzes and final exam
2. Class participation
3. Two presentations/oral reports
4. Weekly writings regarding class assignments and activities in a Reflection Journal

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable (funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Health</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 3015 Multicultural Awareness within Health Care		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Analyze communication, health resources related cultural issues, diverse populations, and health literacy levels, to address disparities in the delivery of oral health care.
2	Students will integrate personal and professional ethics with legal aspects governing the research and practice of the dental hygiene profession.
3	

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Portfolio addressing cultural issues, diverse populations, health literacy, and disparities in the delivery of oral health care programs including ethics and legislation.
2.	Presentation where students will debate and defend possible ways to communicate health care to English learners.
3.	Oral report addressing a disparity and a solution for change.
4.	Reflection Journal explaining and correlating current practices and the need for changes.
5.	Written comprehensive final.

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 3015

Course Title: Multicultural Awareness within Healthcare

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: March 30, 2022

**Dental Hygiene (DNTH) 3020 Modifying Oral Health Behavior (3 Units)**

**Prerequisite: Admission to the Dental Hygiene completion program**

**Hours and Units Calculations:**

**48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units**

**Catalog Description: Presents models and theories associated with understanding and modifying behaviors. Investigates behavioral changes that can positively influence total human well-being. Discusses factors that impact personal health behavior. Focuses on behavioral change models and theories from different perspectives including biological, psychological, and social. Includes use of models and theories for planning, implementation and evaluation of oral health behaviors.**

**Type of Class/Course: Degree Credit**

**Textbooks:**

**Additional Required Materials: Articles –**

**Haley-Hitz, E. (2020). Modifying Patient Behavior Remains One of Dental Hygiene’s Primary Objectives. *Today’s RDH*. <https://www.todayrdh.com/modifying-patient-behavior-remains-one-of-dental-hygiene-primary-objectives/>**

**Hollister, M.C., Anema, M.G. (2004). Health Behavior Models and Oral Health: A Review. *Journal of Dental Hygiene*. Jun 2004, 78 (3) 6. <https://jdh.adha.org/content/jdenthvg/78/3/6.full.pdf>**

**Martino S. (2011). Oral health behavioral and social intervention research concepts and methods. *Journal of public health dentistry*, 71 Suppl 1(0 1), S2–S6. <https://doi.org/10.1111/j.1752-7325.2011.00217.x>**

**Course Objectives:**

**By the end of the course, a successful student will be able to:**

- 1. Explain the primary theories associated with oral hygiene behaviors and behavior modification.**
- 2. Differentiate among the theories for use in planning, implementation and evaluation of oral health behaviors.**
- 3. Summarize the criticisms that have been made regarding the major traditional models of health behavior change and why these models do not seem adequate to account for observed health behaviors.**

**Course Scope and Content:**

**Unit I Oral Hygiene as a Profession**

- A. **History of oral hygiene as a profession**
- B. **Current trends in the profession**
- C. **Emerging trends in the profession**

**Unit II Behavior and Oral Hygiene**

- A. **Role of behavior in oral hygiene**
  - a. **Categories of oral hygiene behavior**
  - b. **Factors that impact personal health behavior**
- B. **The role of the oral hygienist**
  - a. **Monitoring and modifying behaviors**
    - i. **Categories of behavior**
    - ii. **Social/cultural influences on behavior**
- C. **The role of theories in the oral hygiene program**
  - a. **Evaluating patient and/or community needs**
  - b. **Use in planning and implementation to modify oral health behaviors**

**Unit III Theories of behavioral learning and modification**

- A. **Types of theories: Different Perspectives**
  - a. **medical/biological**
  - b. **psychological**
  - c. **social, cultural**
- B. **Fundamental elements of a theory**
- C. **Limitations of theories**

**Unit IV Medical/Biologically Based Theory**

- A. **Disease theory**
- B. **Connection of oral health and other physiological health metrics**
- C. **Limitations**
- D. **Considerations for use in planning, implementation and evaluation of oral health behaviors**

**Unit V Psychological Theory**

- A. **Theories of Behavior**
  - a. **behavioral modification**
    - i. **associations, generalizations, reinforcement, and ‘punishment’**
    - ii. **considerations for use in planning, implementation and evaluation of oral health behaviors**
  - b. **limitations**
- B. **Theories of Learning**
  - a. **observation and imitation**
  - b. **habituation**
  - c. **considerations for use in planning, implementation and evaluation of oral health behaviors**
  - d. **limitations**
- C. **Social Cognitive Theory**
  - a. **influence of social norms and group status**
  - b. **influence of social media**

- c. considerations for use in planning, implementation and evaluation of oral health behaviors
- d. limitations

**Unit VI Cultural Impacts and Influence**

- A. Cultural distinctions
- B. Role of culture:
  - a. On personal oral hygiene behaviors
  - b. On group oral hygiene behaviors
- C. Considerations for use when planning, implementation and evaluation of oral health behaviors
- D. Limitations

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

- 1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
- 2. Critique and presentation of the chosen behavior change model.

**Methods of Instruction**

- 1. Lecture
- 2. Discussion
- 3. Individual and collaborative activities
- 4. Research and writing assignments

**Methods of Evaluation**

- 1. Participation in discussions
- 2. Written assignments
- 3. Journal article presentations

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>

<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 3020 Modifying Oral Health Behavior		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Select a behavioral change theory to develop a behavioral modification plan.
2	Use a behavioral change theory to develop a behavioral modification plan.
3	Student will analyze and select problem-solving strategies related to research methods, adult learning, business, and administration of patient care through various career options.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Patient case-based portion of the Dental Hygiene National Board Exam.
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Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 3020

Course Title: Modifying Oral Health Behavior

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Dental Hygiene (DNTH) 3025 Current Topics in Oral Health (3 Units)

Prerequisite: Admission to the Dental Hygiene Bachelor Program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course explores topics in Dental Hygiene with a focus on current and relevant issues arising in the dental hygiene profession including societal, economic, and cultural impact. Topics are subject to change from year to year.

Type of Class/Course: Degree Credit

Textbooks: N/A

Additional Required Materials:

Various Online Resources, Journals, and other electronic publications

Bernie, K. (2018). 15 Trends Impacting Dental Hygiene Practice and the Profession. Inside Dental Hygiene 2018. 14 (9). <https://www.aegisdentalnetwork.com/idh/2018/09/15-trends-impacting-dental-hygiene-practice-and-the-profession>

Course Objectives: By the end of the course, a successful student will be able to:

1. Examine current topics relating to trending dental hygiene concerns.
2. Critique topics that may be coming affect dental hygiene scope of practice.
3. Construct a research paper relevant to current dental hygiene concerns and how it relates to consumer education.

Course Scope and Content: (Content may vary as topics arise)

Unit I Advances in Dental Home Care

Unit II Newest Self Care Devices and Technologies  
A. Electronic Toothbrushes

Unit III Healthcare Issues

Unit IV Latest in Office Equipment

Unit V

Learning Activities Required Outside of Class:

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. **Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week**
2. **Find and evaluate dental hygiene special topics**
3. **Writing Assignments.**

**Methods of Instruction**

1. **Lecture**
2. **Discussion**
3. **Cooperative learning exercises**
4. **Individual and collaborative activities**
5. **Research and writing assignments**

**Methods of Evaluation**

1. **Weekly participation in Discussions**
2. **Written assignments**
3. **Class participation**
4. **Project Presentation**

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>

<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 3025 Current Topics in Oral Health		Date: 4/15/22	
Submitted By: Gina Gardner		Division: Dental Hygiene	
New SLO	<input checked="" type="checkbox"/>	Revised SLO	<input type="checkbox"/>
			Division Chair: Kanoë Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Identify and debate trending changes and strategies, and
2	Evaluate how trending changes and strategies may impact oral health care and consumer education.
3	Value life-long learning of experience, skills, and knowledge within the dental field.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	National Dental Hygiene Board Exam
2.	Bi-annual Continuing Education Units

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 3025

Course Title: Current Topics in Oral Health

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
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- Other:
  
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Explain how each identified challenge can be met in a distance learning environment:

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Recommended:

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- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
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- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
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- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
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| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Dental Hygiene (DNTH) 4030 Foundation of Interpersonal Health Care Practice (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program and credit for DNTH 3075  
Dental Health Careers and Research

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: Promotes the development of skills and attitudes needed to function effectively in an interprofessional healthcare community. Students will increase their knowledge in the four core competencies of interprofessional work as outlined by the Interprofessional Education Collaborative (IPEC). Competencies include: interprofessional communication, team dynamics and professionalism, roles and responsibilities, and values and ethics for interprofessional practice (<https://ipecollaborative.org/>). Students will incorporate understanding of the fundamentals of diversity, equity, and inclusion as they can be enacted within those competencies. The course includes strategies for respectful and effective team building in a multicultural and interprofessional environment.

Type of Class/Course: Degree Credit

Textbooks:

Interprofessional Education Collaborative Expert Panel. *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel*. Interprofessional Education Collaborative, 2016 update. [https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97\\_2](https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97_2)

Kimbrough-Walls, Vickie, and Charla Lauter. *Ethics, Jurisprudence and Practice Management in Dental Hygiene*. Pearson Education, 2021.

Additional Required Materials:

Course Objectives:

By the end of the course, a successful student will be able to:

1. Demonstrate an understanding of a coordinated effort across the health professions to embed essential content in all health professions education curricula,
2. Guide professional and institutional curricular development of learning approaches and assessment strategies to achieve productive outcomes,
3. Analyze the need for continued learning in interprofessional development across the professions and promote lifelong learning,
4. Link evaluation and research work to strengthen allied health relationships,
5. Examine the four core competencies for interprofessional collaborative practice.

## Course Scope and Content:

### Unit I      Values and Ethics

- A. Interprofessional ethics
  - a. Patient Centered
  - b. Shared purpose to support the common good in health care
  - c. Commitment to creating safer, more efficient and effective systems of care.
- B. Respecting the dignity and privacy of patients while maintaining confidentiality in the delivery of team-based care.
- C. Embracing the cultural diversity and individual differences that characterize patients, populations, and the health care team.
- D. Respecting the unique cultures, values, roles/responsibilities, and expertise of other health professions.
- E. Working in cooperation with those who receive care, those who provide care, and others who contribute to or support the delivery of prevention and health services.
- F. Developing a trusting relationship with patients, families, and other team members.
- G. Demonstrating high standards of ethical conduct and quality of care in one's contributions to team-based care.
- H. Managing ethical dilemmas specific to interprofessional patient/population centered care situations.
- I. Acting with honesty and integrity in relationships with patients, families, and other team members.
- J. Maintaining competence in one's own profession appropriate to scope of practice.

### Unit II      Roles and Responsibilities for Collaborative Practice

- A. Communicating one's roles and responsibilities clearly to patients, families, and other professionals.
- B. Recognizing one's limitations in skills, knowledge, and abilities.
- C. Engaging diverse healthcare professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.
- D. The roles and responsibilities of other care providers and how the team works together to provide care.
- E. Using the full scope of knowledge, skills, and abilities of available health professionals and healthcare workers to provide care that is safe, timely, efficient, effective, and equitable.
- F. Communicating with team members to clarify each member's responsibility in executing components of a treatment plan or public health intervention.
- G. Forging interdependent relationships with other professions to improve care and advance learning.
- H. Engaging in continuous professional and interprofessional development to enhance team performance.
- I. Using unique and complementary abilities of all members of the team to optimize patient care.

### Unit III Interprofessional Communication

- A. Choosing effective communication tools and techniques, including information systems and communication technologies, to facilitate discussions and interactions that enhance team function.
- B. Organizing and communicate information with patients, families, and healthcare team members in a form that is understandable, avoiding discipline-specific terminology when possible.
- C. Expressing one's knowledge and opinions to team members involved in patient care with confidence, clarity, and respect, working to ensure common understanding of information and treatment and care decisions.
- D. Listening actively, and encourage ideas and opinions of other team members.
- E. Giving timely, sensitive, instructive feedback to others about their performance on the team, responding respectfully as a team member to feedback from others.
- F. Using respectful language appropriate for a given difficult situation, crucial conversation, or interprofessional conflict.
- G. Recognizing how one's own uniqueness, including experience level, expertise, culture, power, and hierarchy within the healthcare team, contributes to effective communication, conflict resolution, and positive interprofessional working relationships.
- H. Communicating consistently the importance of teamwork in patient centered and community-focused care.

### Unit IV Teamwork and Team-Based Healthcare

- A. Describing the process of team development and the roles and practices of effective teams.
- B. Developing consensus on the ethical principles to guide all aspects of patient care and team work.
- C. Engaging other health professionals—appropriate to the specific care situation—in shared patient-centered problem-solving.
- D. Integrating the knowledge and experience of other professions—appropriate to the specific care situation—to inform care decisions, while respecting patient and community values and priorities/preferences for care.
- E. Applying leadership practices that support collaborative practice and team effectiveness.
- F. Engaging self and others to constructively manage disagreement about values, roles, goals, and actions that arise among healthcare professionals and with patients and families.
- G. Sharing accountability with other professions, patients, and communities for outcomes relevant to prevention and health care.
- H. Reflecting on individual and team performance for individual, as well as
- I. team, performance improvement.
- J. Using process improvement strategies to increase the effectiveness of interprofessional teamwork and team-based care.
- K. Using available evidence to inform effective teamwork and team-based
- L. practices.
- M. Performing effectively on teams and in different team roles in a variety of settings.

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. **Read from relevant textbooks, peer-reviewed journals, and current periodicals 50-100 pages per week.**
2. **Evaluate interprofessional relationships, related to medicine and dentistry.**
3. **Communication with others on interprofessional care.**
4. **Final assignment/term project: work with a independently or in a small group to prepare and present a case study using interprofessional providers.**

**Methods of Instruction**

1. **Lecture**
2. **In-class discussion**
3. **Individual and collaborative activities in and out of class**
4. **Research and writing assignments**

**Methods of Evaluation**

1. **Written assignments**
2. **Case Study presentations**
3. **Discussions**
4. **Individual or group projects**

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>

<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Healthcare</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 4030 Foundation of Interprofessional Health Care Practice		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Appraise current issues in oral health as integrated into allied health professions.
2	Critique interprofessional arenas that could impact oral health.
3	Analyze and select problem-solving strategies related to research methods, adult learning, business, and administration of patient care through various career options.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Results from National Dental Hygiene Board Exam
2.	Bi-annual Continuing Education Units
3.	Results from State Law and Ethics Exam

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 4030

Course Title: Foundation of Interprofessional Health Care Practice

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Interdisciplinary Studies (INDS) 4035 Education, Psychology, and Adult Learning (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course focuses on adult learning theories, and its extensive concrete applications. The course's unique approach moves seamlessly between theory and application, helping students understand concepts by examining their own learning and then showing them how to apply these concepts as teachers. Addressing the most current research on learning, development, motivation, and assessment. Including integrated coverage of diversity, technology, contexts of learning, and neuropsychology.

Type of Class/Course: Degree Credit

Textbook:

Ormrod, J.E., et al. Educational Psychology: Developing Learners, 10th ed. Pearson, 2020.

Additional Required Materials: N/A

Course Objectives:

By the end of the course, a successful student will be able to:

1. Examine and describe key adult learning theories.
2. Summarize learning development norms and differences.
3. Relate learning motivation and affect in adult learners.
4. Design classroom strategies for productive learning.

Course Scope and Content:

Unit I Development and Diversity

- A. Cognitive and Linguistic Development
- B. Personal and Social Development
- C. Group Differences
- D. Individual Differences and Special Educational Needs

Unit II Learning and Motivation

- A. Learning, Cognition, and Memory
- B. Complex Cognitive Processes
- C. Learning and Cognition in Context
- D. Behaviorist Views of Learning
- E. Social Cognitive Views of Learning
- F. Motivation and Affect

- Unit III      Classroom Strategies**
- A. Instructional Strategies**
  - B. Creating a Productive Learning Environment**
  - C. Classroom Assessment Strategies**
  - D. Summarizing Students' Achievements and Abilities**

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

- 1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week**
- 2. Critique and presentation on the best practices for educating the adult learner.**

**Methods of Instruction**

- 1. Lecture**
- 2. Discussion**
- 3. Individual and collaborative activities**
- 4. Research and writing assignments**

**Methods of Evaluation**

- 1. Participation in discussions**
- 2. Written assignments**
- 3. Journal article presentations**

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>2001.00: Psychology, General</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>E: Non-Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>

<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Psychology</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: INDS 4035 Education, Psychology, and Adult Learning		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Students will examine and analyze their own learning styles and how to apply these concepts in a teaching environment.
2	Students will integrate technology, contexts of learning, and neuropsychology to current research in adult learning.
3	Students will construct, analyze and select problem-solving strategies related adult learning.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Create a teaching plan, syllabus, and course assignments that incorporate appropriate educational learning styles, aspects of adult learning theory, and classroom strategies.
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Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: INDS 4035

Course Title: Education, Psychology, and Adult Learning

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

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- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

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- a. Videos are accurately captioned.
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  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

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Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |



Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Dental Hygiene (DNTH) 4040 Health Education Methods and Practice (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: The study of education theories and principles for didactic, lab and clinical courses. The faculty role in active teaching and learning, development of critical thinking and reflective writing skill, development of curriculum, outcomes and competencies, and course delivery methods. Theory and practices of clinical instruction and supervision related to psychomotor skill development, competency-based evaluation, student mentoring and remediation. Examination of organizational and administrative philosophy and practice in curriculum planning, implementation and evaluation based on accreditation standards. Prepares the dental hygienist to become a successful educator in a dental hygiene program by addressing areas such as: learning theories, teaching strategies, learning objectives, lesson plans, syllabi, curriculum design, evaluation tools, and roles of an educator.

Type of Class/Course: Degree Credit

Representative Texts:

Nilson, Linda B. Teaching at Its Best: A Research-Based Resource for College Instructors, 4th ed., Jossey-Bass, 2016.

Davis, Barbara Gross. Tools for Teaching. 2nd ed. Jossey-Bass, 2009.

Bastable, Susan B., et al. Health Professional as Educator: Principles of Teaching and Learning, Jones & Barlett Learning, 2011.

Additional Required Materials:

Course Objectives:

By the end of the course, a successful student will be able to:

1. compare and contrast the three major categories of learning theories: constructivism, behaviorism, and cognitivism.
2. using an instructional design model, create an instructional module of 60 minutes in length.
3. design a comprehensive course syllabus that includes all the recommended components to facilitate student success.
4. develop learning activities for a didactic course, a lab course and a clinical course, and cite current educational best practices used in the creation of the learning activities.
5. create two different evaluation tools, including a rubric for a written assignment and a clinical performance evaluation rubric.
6. develop teaching strategies to foster academic integrity.

7. compare the teaching evaluation criteria from two different colleges and cite the components that foster the instructors development as an educator.
8. analyze the relationship between creating an inclusive classroom and federal legislation and campus policies that address nondiscrimination on the basis of sex, gender, sexual orientation, age, physical ability, race, religion, nationality, citizenship, and other factors.
9. examine a standard from an accreditation document and develop an plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.

### Course Scope and Content:

#### Unit I            Pedagogy and learning theories

##### A. Constructivism

- a. Piaget, Kolb, Dewey, Montessori
- b. Problem-based learning
- c. Active learning
- d. Knowledge building

##### B. Behaviorism

- a. Social learning theory
- b. Reinforcement and repetition

##### C. Cognitivism

- a. Gestalt theory
- b. Instructor as facilitator

#### Unit II            Instructional design

##### A. ADDIE model in instruction

- a. Analysis
- b. Design
- c. Development
- d. Implementation
- e. Evaluation

##### B. motivational design

- a. Attention
- b. Relevance
- c. Confidence
- d. Satisfaction

#### Unit III            Course design for Community Colleges

##### A. Course outline of record

1. Required components
2. Objectives and learning outcomes
3. Blooms taxonomy
4. Content alignment with objectives
5. Textbooks and resources
6. Disciplines
7. Content development for labs and clinics
8. Methods of instruction
9. Methods of evaluation
10. Curriculum approval process

## **11. Title 5 Education Code and curriculum**

### **B. Syllabus design**

- a. **Basic information**
- b. **Course description**
- c. **Learning outcomes/goals/objectives**
- d. **Materials**
- e. **Requirements: exams, quizzes, assignments**
- f. **Policies: grading procedures, attendance, participation, etc.**
- g. **Schedule: tentative calendar of topics and readings, exam dates, drop date**
- h. **Resources: tips for success, glossaries, links, academic support services**
- i. **Statement on accommodation**
- j. **Evaluation of student performance and grading criteria**
- k. **Rights: students' and instructors'**
- l. **Safety and emergency preparedness**
- m. **Honor code**
- n. **Disclaimer**

### **C. Numeracy**

### **D. Online and hybrid instructor considerations**

## **Unit IV Learning Activities**

- a. **Lecture**
- b. **Discussion**
- c. **Debate**
- d. **Presentations**
- e. **Small group**
- f. **Case studies**
- g. **Journal reviews**
- h. **Peer review**
- i. **Simulation**
- j. **Role playing**
- k. **Labs**
- l. **Clinics**
- m. **Online and hybrid delivery activities**

## **Unit V Evaluation**

- A. **Setting expectations, standards and criteria**
- B. **Consistency and fairness in grading**
- C. **Constructive feedback**
- D. **Rubrics for evaluation**
- E. **Faculty calibration and inter-rater reliability for multiple examiners**

## **Unit VI Academic misconduct**

- A. **National statistics on academic dishonesty**
- B. **Forms of academic misconduct**
  - a. **Plagiarism**
  - b. **Test-taking and cheating**
- C. **Causes of academic misconduct**
- D. **Strategies to promote academic honesty**
- E. **Responding to academic misconduct**

**Unit VII Faculty**

- A. **Minimum qualifications**
- B. **Full time faculty**
  - a. **Tenure**
  - b. **Non tenure**
- C. **Part time faculty**
- D. **Evaluation**
  - a. **Self-evaluation**
  - b. **Institutional evaluation**
  - c. **Student evaluation**
- E. **Professional development**
  - a. **Instructional competency**
  - b. **Strategies for improving instruction**
  - c. **Teaching portfolios**
  - d. **Mentoring students**

**Unit VIII Professional responsibilities and ethics**

- A. **Student information and privacy rights**
- B. **Inclusive environment**
- C. **Fair evaluation of student performance**
- D. **Standards of professionalism**
- E. **Sexual harassment and sexual assault**
- F. **Students with disabilities and accommodations**

**Unit IX Accreditation**

- A. **Institutional accreditation**
- B. **Program specific accrediting bodies**
- C. **Standards**
- D. **Exhibits and documentation addressing the standards**
- E. **Site visits**
- F. **Resources**

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. **Read from relevant textbooks, peer-reviewed journals, and current periodicals, 50-100 pages per week.**
2. **Evaluate curriculum.**
3. **Create various educational materials.**
4. **Final assignment/term project: work with a independently or in a small group to prepare and present an educational module.**

**Methods of Instruction**

1. **Lecture**
2. **Discussion**
3. **Individual and collaborative activities**

4. Writing assignments

Methods of Evaluation

1. writing an academic paper comparing the major learning theories and evaluating the theories that seem most relevant to educating adult allied health students.
2. creating a course syllabus or green sheet that includes the best practice components.
3. using the ADDIE or ARCS instructional design model, create and present an instructional module.
4. peer reviewing an instructional model.
5. developing an plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.

Supplemental Data:

<u>TOP Code:</u>	<u>124020: Dental Hygienist</u>
<u>SAM Priority Code:</u>	<u>B: Advanced Occupational</u>
<u>Distance Education:</u>	<u>Not Applicable</u>
<u>Funding Agency:</u>	<u>Y: Not Applicable(funds not used)</u>
<u>Program Status:</u>	<u>1: Program Applicable</u>
<u>Noncredit Category:</u>	<u>Y: Not Applicable, Credit Course</u>
<u>Special Class Status:</u>	<u>N: Course is not a special class</u>
<u>Basic Skills Status:</u>	<u>N: Course is not a basic skills course</u>
<u>Prior to College Level:</u>	<u>Y: Not applicable</u>
<u>Cooperative Work Experience:</u>	<u>N: Is not part of a cooperative work experience education program</u>
<u>Eligible for Credit by Exam:</u>	<u>NO</u>
<u>Eligible for Pass/No Pass:</u>	<u>NO</u>

<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Health or Education</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 4040 Health Education Methods and Practice		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Examine a dental hygiene accreditation standard and formulate a response including exhibits to show compliance.
2	Create a 60-minute education module including assignments, assessments and evaluations.
3	Analyze and select problem-solving strategies related to research methods, adult learning, business, and administration of patient care through various career options.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Writing an academic paper comparing the major learning theories and evaluating the theories that seem most relevant to educating adult allied health students.
2.	Creating a course syllabus that includes the best practice components.
3.	Peer reviewing an instructional model.
4.	Developing a plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 4040

Course Title: Health Education Methods and Practice

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Dental Hygiene (DNHL) 4045 Public Health Education and Programs (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program, successful completion of INDS 3005 with a grade of “C” or higher

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: Contemporary issues in dental hygiene including aging population, health care reform and access to care will be discussed.

Type of Class/Course: Degree Credit

Textbook:

Nathe, Christine. Dental Public Health and Research, 4th ed. Prentice Hall, 2017.

Additional Required Materials: N/A

Course Objectives:

By the end of the course, a successful student will be able to:

1. Create and evaluation outcomes of community health project.
2. Communicate scientific information to peers and colleagues.
3. Identify barriers to care.

Course Scope and Content:

Unit I Community Health Project

- A. Target group/intended audience
  - a. Educational level
  - b. Socioeconomic status
  - c. Ethnicity
  - d. Cultural considerations
  - e. Gender
  - f. Age
- B. Community partners
  - a. Professional organizations
  - b. Educational institutions
  - c. Business affiliations
  - d. Non-profit
  - e. Hospitals
- C. Assessment tools and data collections
  - a. Interview
  - b. Surveys and questionnaires
    - i. Characteristics of good surveys and questionnaires

- ii. Types of survey questions
  - 1. Multiple choice
  - 2. True or false
  - 3. Fill in the blank
  - 4. Short answer
- c. Observation
- d. Dental screenings and examinations
  - i. Type I examination
  - ii. Type II examination
  - iii. Type III examination
  - iv. Type IV examination
- e. Dental indices
  - i. Decayed, Missing, Filled Teeth ( DMFT/permanent dentition)  
decayed, filled teeth (dft/primary dentition)
  - ii. Root caries index
  - iii. Community periodontal index
  - iv. Basic screening survey
  - v. Plaque index
  - vi. Gingival index
  - vii. research

Unit II      Program evaluation

- A. types of program evaluation
  - a. formative
  - b. summative
- B. methods of evaluation
  - a. post program only
  - b. pre and post program
  - c. pre and post program with comparison group
  - d. pre and post program with control group
- C. Statistical analysis of outcomes
  - a. Types of data
  - b. Statistical tests
  - c. Correlation
  - d. Displaying data

Unit III      Scientific Communication

- A. Communication format
  - a. Oral presentation
  - b. Table clinic
  - c. Round table discussion
  - d. Focus group
  - e. Poster presentation

Unit IV      Contemporary Issues

- A. Healthcare reform and dentistry
- B. Aging of America and the impact on dental care delivery
- C. Teledentistry and oral health disparities
- D. National dental hygiene research agenda

- a. Health promotion and disease prevention
  - i. Diversity and its impact on oral health promotion and preventive behaviors
  - ii. Factors that influence oral health behaviors
    - 1. Culture
    - 2. Socioeconomic status
    - 3. Education
    - 4. Learned health habits
- b. Health services
  - i. Public policies and the impact on access to dental services
  - ii. Alternative practice settings
- E. Prevention strategies
  - a. Fluoridation
  - b. Fluoride varnish applications
  - c. Dental sealants
- F. Health People program
  - a. Oral health indicators
    - i. Access to health services
    - ii. Oral preventive services
  - b. Oral health objectives

#### Learning Activities Required Outside of Class

The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Creating and implementing community health project

#### Methods of Instruction

1. Lecture
2. Discussion
3. Cooperative learning exercises
4. Individual and collaborative activities
5. Research and writing assignments

#### Methods of Evaluation

1. Weekly participation in Discussions
2. Written assignments
3. Community Health Presentation
4. Reflective Journaling

#### Supplemental Data:

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Health</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 4045 Public Health Education and Programs		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Assess and evaluate public health education programs related to accessibility to care by consumers.
2	Appraise oral health statistics collected in public health screenings.
3	Design a public oral health project.
4	Evaluate local public oral health needs and design services to address identified needs.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Written argumentative research paper evaluating health education programs.
2.	Community Health Presentation based on students research.
3.	Reflective Journaling detailing managing or facilitating a public health program.
4.	Peer review an oral health project.

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 4045

Course Title: Public Health Education and Programs

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
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- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
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I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Dental Hygiene (DNTH) 4050 Healthcare Management and Administration (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: An introduction to business management practices, finance, management, for oral health care programs and businesses. This course examines current societal and professional issues and their impact on dental hygiene business practices and employee management. The course cover connections in following areas: productivity, planning, legal and ethical issues affecting businesses in the oral health care sector, financial statements, personnel considerations and other challenges faced in the dental hygiene profession.

Type of Class/Course: Degree Credit

Textbooks:

Kimbrough-Walls, Vickie, and Charla Lauter. Ethics, Jurisprudence and Practice Management in Dental Hygiene, Pearson Education, 2021.

Buchbinder, Sharon B, and Nancy H. Shanks. Introduction to Health Care Management. 3rd ed., Jones & Bartlett Learning, 2016.

Additional Required Materials: N/A

Course Objectives:

By the end of the course, a successful student will be able to:

1. Evaluate the importance of advocacy, communication and leadership skills of dental hygienists to enhance their role of practitioner as well as the advanced roles of researcher, manager, change agent, consumer advocate, and health promoter/educator.
2. Analyze current issues related to the business practices in dentistry and the implications of these issues to the profession of dental hygiene.
3. Analyze oral health care business organizations, the functions and responsibilities of the business persons.
4. Evaluate financial statements as part of business decision making.
5. Demonstrate an understanding of laws and ethical principles as they effect business dealings and personal rights in the oral health care sector.

Course Scope and Content:

Unit I            Current issues in health care business  
A. Alternative Practice Models  
B. Future trends in oral health care

- C. Affordable Care Act
- D. Access to care issues
  - a. Disparities
  - b. Financial barriers
  - c. Government programs and assistance
  - d. Geographic and organizational barriers
  - e. Social and cultural barriers

**Unit II**      **Management and leadership**

- A. Leadership vs. management
- B. Negotiations
- C. Interviewing
- D. Employment contracts, compensation, benefits
- E. Employee evaluations
- F. Public relations
- G. Advocacy

**Unit III**      **Finance and marketing**

- A. Successful marketing
- B. Financial planning for business
  - a. Financial statements
  - b. Financial ratios, trends and cash flows for decision making
- C. Planning process and setting objectives

**Unit IV**      **Law and ethics for business in health care sectors**

- A. Ethical principles and core values
- B. Informed consent
- C. Decision making models for ethical problems
- D. Jurisprudence
  - a. Criminal law
  - b. Civil law
  - c. Tort law
  - d. Contract law
  - e. Case law
  - f. Practice Act/Business and Professions Codes
- E. Workplace legislation
  - a. Affirmative action
  - b. Pregnancy discrimination (Americans with disabilities act)
  - c. Family and Medical Leave Act
  - d. Occupational Safety and Health Act
  - e. Reporting domestic violence, child abuse, spouse abuse and elder abuse

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. **Read from relevant textbooks, peer-reviewed journals, and current periodicals 50-100 pages per week.**

2. Evaluate business case studies, related to medicine and dentistry.
3. Analyze a financial statement.
4. Final assignment/term project: work with a independently or in a small group to prepare and present a business plan.

**Methods of Instruction**

1. Lecture
2. In-class discussion
3. Individual and collaborative activities in and out of class
4. Research and writing assignments

**Methods of Evaluation**

1. Written assignments
2. Case Study presentations
3. Discussions
4. Individual or group projects

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>

<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Business</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 4050 Healthcare Management and Administration		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
---	--

**New Course SLO**

1	The student will assess legislative changes related to business practices in dentistry and dental hygiene.
2	Students will design and compile documents for business operations.
3	Integrate personal and professional ethics with legal aspects governing the research and practice of the dental hygiene profession.
4	
5	

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1. Design employment contracts
2. Evaluate financial statements applicable to business operations.
3. Construct an ethical decision-making model.

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 4050

Course Title: Healthcare Management and Administration

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Dental Hygiene (DNTH) 3075 Dental Health Careers & Research (3 Units) CSU

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: Analysis of career options for dental hygienists including public health, research, education, corporate sales and marketing, administration and advocacy. Dental workforce models will be explored.

Type of Class/Course: Degree Credit

Textbooks:

Nathe, Christine. *Dental Public Health and Research*, 4th ed., Prentice Hall, 2015.

Additional Required Materials: Various Online Resources

Course Objectives:

By the end of the course, a successful student will be able to:

1. Examine the professional roles of the dental hygienist.
2. Evaluate dental workforce models and their impact on the delivery of dental health care.
3. Summarize the importance of advocacy, communication and leadership skills of dental hygienists to enhance their role of practitioner as well as the advanced roles of researcher, manager, change agent, consumer advocate, and health promoter/educator.
4. Rate and select a career focus

Course Scope and Content:

Unit I Capstone Project

- A. Elements of a capstone project
  - a. topic selection
  - b. review literature
  - c. conduct research
  - d. collect and analyze results
  - e. create final project
  - f. communicate results
- B. Goals of a capstone project
  - a. motivation and engagement
  - b. educational and career goals
  - c. confidence
  - d. learning and proficiency
- C. Skill development
  - a. critical thinking and problem solving

- b. oral communication and public speaking
- c. research
- d. teamwork and collaboration
- e. project planning
- f. goal development

Unit II      Dental Hygiene business and career options

- A. Roles of the dental hygienist
  - a. Practitioner
  - b. Educator
  - c. Change agent
  - d. Marketing and sales
  - e. Research
  - f. Manager
  - g. Consumer advocate
  - h. Public health
- B. Sectors of employment in health care

Unit III      Barriers to Dental Health care

- A. Educational level
- B. Socioeconomic status
- C. Psychological factors
- D. Cultural influences
- E. Environmental limitations

Unit IV      Disparities in healthcare

- A. Dental caries
  - a. Early childhood caries
  - b. Root caries
- B. Periodontal health
  - a. Age
  - b. Oral health indicators
    - i. Attachment level
    - ii. Bone loss
    - iii. Gingival bleeding
- C. Oropharyngeal cancer
  - a. gender
  - b. ethnicity

Unit V      Dental Workforce Models

- A. Advanced Dental Hygiene Practitioner
  - a. scope of practice
  - b. state programs
    - i. Kansas Dental Project-Registered Dental Practitioner
    - ii. Minnesota-Advanced Dental Therapist
    - iii. Maine-Dental Hygiene Therapist
- B. Registered Dental Hygienist in Alternate Practice
  - a. scope of practice
  - b. licensing requirements
- C. Dental Health Aide Therapist

- a. scope of practice
- b. licensing requirements
- D. Community Dental Health Coordinator
  - a. scope of practice
  - b. licensing requirements

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Find and evaluate dental hygiene career options
3. Writing Assignments.

**Methods of Instruction**

1. Lecture
2. Discussion
3. Cooperative learning exercises
4. Individual and collaborative activities
5. Research and writing assignments

**Methods of Evaluation**

1. Weekly participation in Discussions
2. Written assignments
3. Class participation
4. Project Presentation

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>

<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 3075 Dental Heath Careers and Research		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Differentiate and analyze dental hygiene business and career options.
2	Evaluate and summarize their own interests and select a career focus.
3	Evaluate local public oral health needs and design services to address identified needs.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	National Dental Hygiene Board Exam
2.	State Law and Ethics Exam

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 3075

Course Title: Dental Health Careers and Research

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
- A Substantive Change has been submitted to ACCJC.
- A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |



Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: March 30, 2022

Dental Hygiene (DNTH) 4075 Capstone Course: Teaching in Dental Hygiene Programs

Prerequisite: Admission to the Dental Hygiene completion program and credit for DNTH 3075 and completion go INDS 4035 Education, Psychology and Adult Learning.

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course is designed to provide Dental Hygienists' the foundations and resources necessary to become effective educators in dental health care as faculty members. Emphasis on development of capstone project proposal and implementation, including project description, assessment tools, project goals and objective and activities.

Type of Class/Course: Degree Credit

Textbooks:

Additional Required Materials: N/A

Course Objectives:

By the end of the course, a successful student will be able to:

1. Recall various learning and developmental theories
2. Identify barriers to student learning and devise strategies to mitigate them
3. Discuss and produce appropriate learning objectives
4. Describe and apply basic concepts of curriculum design for hygiene programs
5. Discuss proper syllabus design and produce an appropriate syllabus
6. Summarize effective evaluation tools and create them following guidelines

Course Scope and Content:

- Unit I            Capstone project
- A. Elements of a capstone project
    - a. topic selection
    - b. review literature
    - c. conduct research
    - d. collect and analyze results
    - e. create final project
    - f. communicate results
  - B. Goals of a capstone project
    - a. motivation and engagement
    - b. educational and career goals
    - c. confidence
    - d. learning and proficiency
  - C. Skill development

- a. critical thinking and problem solving
- b. oral communication and public speaking
- c. research
- d. teamwork and collaboration
- e. project planning
- f. goal development

Unit II      Instructional goals

- A. Description of goals
  - a. learning outcomes
- B. Framework for developing objectives

Unit III      Instructional objectives

- A. Description of objectives
  - a. Relationship to goals
  - b. Focus on future behaviors
- B. SMART process of writing objectives
  - a. Specific
  - b. Measurable
  - c. Achievable
  - d. Relevant
  - e. Time specific

Unit IV      Effective Teaching Strategies

- A. Lesson plans
- B. Activities
- C. Evaluation methods
  - a. Summative
  - b. Formative
- D. Communication strategies
- E. Organization
- F. Levels of interventions
  - a. Individual
  - b. Interpersonal
  - c. Organization
  - d. Environmental

Unit V      Teaching Philosophy

- A. Description
- B. Creation of personal teaching philosophy

Unit VI      Curriculum:

- A. Needs Assessment
  - a. Creating a program
- B. Syllabus
  - a. Course Objectives and accreditation

Unit VII      Rubrics and Calibration

- A. Description and types
- B. Creation of rubrics

**Unit VIII Realities of Profession**

- A. Jobs
  - a. Interview skills
- B. Tenure
- C. Liability

**Unit V Portfolio Presentations**

- A. What to include
- B. How to present

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week
2. Assembly of Portfolio
3. Writing Lesson plan assignments.

**Methods of Instruction**

1. Lecture
2. Discussion
3. Cooperative learning exercises
4. Individual and collaborative activities
5. Research and writing assignments

**Methods of Evaluation**

1. Weekly participation in Discussions
2. Written assignments
3. Portfolio Presentation
4. Reflective Journaling

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>

<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Education</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 4075 Capstone Course: Teaching in Dental Hygiene Programs		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Students will develop a syllabus, lecture outline, education course objectives and learning outcomes for entry level students.
2	Value life-long learning of experience, skills, and knowledge of current trends in and emerging techniques and approaches within the dental field by creating a professional growth plan.

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Student created portfolio to include: syllabus, lecture outline, education course objectives and learning outcomes, rubrics, and teaching philosophy.
----	---

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 4075

Course Title: Capstone Course: Teaching in Dental Hygiene Programs

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

\*\*\* If the COR for this course mentions any of the following items, please check the box below and describe how these challenges will be addressed online.

- Educational materials
- Field trips
- Labs
- Models
- Presentations
- Requirements to attend a live performance
- Requirements to present in front of live audience
- Other:
  
- After reviewing the COR, none of the above items are required in this course (no explanation needed).

Explain how each identified challenge can be met in a distance learning environment:

Presentations will be given live via Zoom or Pre-recorded and viewed during a Zoom session.

5. In accordance with [Title 5](#), [AP 5145](#) and [AP 3725](#) instruction provided as distance education is subject to the requirements that may be imposed by the Americans with Disabilities Act (42 U.S.C. § 12100 et seq.) and section 508 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794d).

I/We have read the full text of [Title 5](#) Section 55206, [AP 5145](#), [AP 3725](#) and the requirements listed below. To ensure access to education for all students, I/we agree that the course content will be designed and maintained to ensure that it is ADA and 508 compliant.

**ADA and 508 Compliance Requirements:**

- a. Videos are accurately captioned.
  - b. Audio files are transcribed.
  - c. Objects (including images, tables, and charts) have alternative text.
  - d. Course materials are “readable” in terms of font, color contrast, and spacing. Color is not the only method used to convey meaning.
  - e. Hyperlink text has meaningful language. It is important that each link has meaningful text describing the purpose of the link without relying on the surrounding text.
  - f. Documents are created in such a way that screen reading software can “read” them. (i.e. styles are used; column header rows in tables are specified, etc.)
6. In accordance with [Title 5](#) and [AP 4105](#) this course must promote regular effective instructor/student contact.

I/We have read the full text of [Title 5](#) Section 55204 Instructor Contact, [AP 4105](#), and the guidelines listed below. Having thoughtfully considered the educational value of offering this course in the distance education environment, I/we agree that this course will consistently promote regular effective instructor/student contact.

**Regular Effective Contact Guidelines:** DE courses are considered the “virtual equivalent” to in-person courses. Lack of regular, timely, and effective contact between students and instructors is a major factor in student attrition and poor performance in online courses. Therefore, an instructor shall regularly initiate interaction with students to determine that they are accessing and comprehending course material and that they are participating regularly in the activities in the course.

Recommended:

- I. Syllabus includes a communication policy that explains or states the following:
  - a. the frequency of all contact initiated by the instructor,
  - b. the timeliness of response to student-initiated contact,

- c. the course policy regarding student-initiated contact (where to post questions, assignments, etc.),
- d. important dates, such as assignment and assessment deadlines,
- e. instructor contact information which includes virtual or in-person office hours, and
- f. the student-to-student contact requirements for the course.

Required:

- II. Regular effective contact will be maintained over the course of a week and should occur as often as is appropriate for the course. A response time of 24-48 hours, Monday through Friday is desirable but may vary based on course requirements and extenuating circumstances.
- III. Frequent and substantive feedback is provided throughout the course. A statement describing the frequency and timeliness of instructor feedback will be posted in the syllabus and/or other course documents that are made available for students when the course officially opens each semester.
- IV. Regarding the type of contact that will exist in all Taft College distance learning courses, instructors will use three or more of the following methods to maintain contact with students outlined in [AP 4105](#):

- |   |  |   |
|---|--|---|
| a. Orientation materials                                | g. Face-to-face formal meetings  | m. Personalized feedback for student work |
| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

Prepared by: G. Gardner  
Reviewed by: V. Kimbrough  
Reviewed by: S. Eveland  
Date Prepared: Spring 2022

Interdisciplinary Studies (INDS) 4080 Capstone Course: Healthcare Management (3 Units)

Prerequisite: Admission to the Dental Hygiene completion program

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours. (144 Total Student Learning Hours) 3 Units

Catalog Description: This course is designed to provide Dental Hygienists' the foundations and resources necessary to become effective leaders and efficient managers in dental health care. Students will analyze and reflect on personal leadership styles and management skills needed to manage resources in health care organizations. Emphasis on development of capstone project proposal and implementation plan, including project description, assessment tools, project goals and objective and activities.

Type of Class/Course: Degree Credit

Representative Texts:

Buchbinder, Sharon B., et al. *Introduction to Health Care Management*, 4<sup>th</sup> ed., Jones and Bartlett, 2021.

Interprofessional Education Collaborative Expert Panel. *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel*. Interprofessional Education Collaborative, 2016 update. [https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97\\_2](https://www.aacom.org/docs/default-source/insideome/ccrpt05-10-11.pdf?sfvrsn=77937f97_2)

Additional Required Materials: Various Online Resources including,

Buchbinder, S.B., Shanks, N.H., Kite, B.J. (2021) *Introduction to Health Care Management*, Fourth Edition. Jones and Bartlett, ISBN: 9781284156560

Interprofessional Education Collaborative Expert Panel (2011), *Core Competencies for Interprofessional Collaborative Practice: Report of an Expert Panel*, Washington, D.C., Interprofessional Education Collaborative [<http://www.aacn.nche.edu/education-resources/ipcreport.pdf>]

Course Objectives:

By the end of the course, a successful student will be able to:

1. Compare and contrast organizational behavior and management styles
2. Examine financing health care and health insurance
3. Consider and implement legislation affecting the workplace

Course Scope and Content:

Unit I An Overview of Health Care Management

A. Leadership versus Management

- a. Leadership and leadership styles
- b. Management and management styles

- B. Management and Motivation**
  - a. techniques**

**Unit II Organizational Behavior and Management Thinking**

- A. Strategic Planning**
- B. Health Care Marketing**
- C. Quality and Performance Improvement Basics**

**Unit III Management Considerations for Health Information Systems and Technologies**

- A. Financing Health Care**
- B. Health Insurance**
- C. Managing Costs and Revenues**

**Unit IV Leadership Considerations for Managing Health Care Professionals**

- A. Strategic Management of Human Resources**
- B. Teamwork**

**Unit V Health Care Regulation and Compliance**

- A. Law and Ethics**
- B. Addressing Health Disparities: Cultural Proficiency**
- C. Special Topics and emerging issues in Health Care management**

**Learning Activities Required Outside of Class**

**The students in the class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

- 1. Read from relevant textbooks, peer-reviewed journals, and current periodicals, approximately 50-100 pages per week**
- 2. Capstone project**
- 3. Reading Assignment: read an 8-10 page section on interprofessional collaborative practice in a panel report.**

**Methods of Instruction**

- 1. Lecture**
- 2. Discussion**
- 3. Cooperative learning exercises**
- 4. Individual and collaborative activities**
- 5. Research and writing assignments**

**Methods of Evaluation**

- 1. Weekly participation in Discussions**
- 2. Written assignments**
- 3. Capstone project**
- 4. Reflective Journaling**

**Supplemental Data:**

<b><u>TOP Code:</u></b>	<b><u>124020: Dental Hygienist</u></b>
<b><u>SAM Priority Code:</u></b>	<b><u>B: Advanced Occupational</u></b>
<b><u>Distance Education:</u></b>	<b><u>Not Applicable</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable(funds not used)</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable, Credit Course</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Course is not a basic skills course</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Is not part of a cooperative work experience education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>NO</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>NO</u></b>
<b><u>Taft College General Education:</u></b>	<b><u>NONE</u></b>
<b><u>Discipline:</u></b>	<b><u>Dental Technology or Business</u></b>

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: DNTL 4080 Capstone Course: Healthcare Management		Date: 4/15/22
Submitted By: Gina Gardner		Division: Dental Hygiene
New SLO <input checked="" type="checkbox"/>	Revised SLO <input type="checkbox"/>	Division Chair: Kanoe Bandy

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Students will develop a project proposal for a dental health practice and design a business plan.
2	Value life-long learning of experience, skills, and knowledge of current trends in and emerging techniques and approaches within the dental field by creating a professional growth plan.
3	

**Assessment Examples: Research paper, written exam, oral presentation, etc.**

1.	Submit a business plan, including a professional growth plan.
----	---

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## Taft College Distance Learning Approval Form Addendum to the Course Outline of Record

Course #: DNTL 4080

Course Title: Capstone Course: Healthcare Management

Submitted by: G. Gardner

Date of First Submission:

Date of Resubmission:

**Please electronically submit this form, along with the COR as a Word file to the Director of Distance Education.**

1. Has this course previously been approved for distance learning?

Yes, course is already approved for distance learning and this form is being updated as part of the course review cycle.

No

Other (please explain):

2. This course is appropriate for (select all that apply):

Online

Hybrid (class meetings will be held partially in person and partially online)

Offline (exclusively for incarcerated students)

3. If this course is approved to be offered in a Distance Learning format, will this action push the percentage of Distance Learning courses offered in the program over 50%? If you are not sure, view the [IR Accreditation page for Substantive Change](#) or ask the division chair and/or the DE Director to determine.

- Prior to this submission, the percentage of Distance Learning courses offered in the program was already over 50%
- This course will NOT push the percentage of Distance Learning courses offered in the program over 50%
- This course will push the percentage of Distance Learning courses offered in the program over 50%
  - A Substantive Change has been submitted to ACCJC.
  - A Substantive Change has not yet been submitted to ACCJC.

4. All course outcomes identified in the Course Outline of Record (COR) must be met in the distance learning environment. Identify any unique challenges related to outcomes in this course specific to the distance education environment. For those identified, explain how they may be met in a distance learning environment.

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- |   |  |   |
|---|--|---|
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| b. Weekly announcements in the CMS                      | h. Feedback for student work   | n. Voicemail and telephone                |
| c. Threaded discussion boards                           | i. Podcasts  | o. Interactive mobile technologies        |
| d. Email contact (within or outside the CMS)            | j. Instructor-prepared e-lectures or publisher-created e-lectures or materials | p. Videoconferencing                      |
| e. Participation in online group collaboration projects | k. Virtual Office hours  | q. Live orientation or review sessions    |
| f. Face-to-face informal meetings                       | l. Screencasts   | r. Others as appropriate                  |

Distance Learning and Education Committee Comments:

Date forwarded to the Curriculum Committee:

Curriculum Committee Comments:

Course Approved or Disapproved

## MEMO

To: Dr. Leslie Minor, Vice President of Instruction  
Vicki Jacobi, Curriculum Co-Chair

From: Kanoe Bandy

Division: Applied Technologies

Date: 4/11/2022

Re: Dental Hygiene Completion Program

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Program Title: Dental Hygiene Completion Program

**Type of Curriculum Change:**

New Program       Substantial Program Change\*       Nonsubstantial Program Change\*

\*For Program inactivations, please follow [Administrative Procedure 4021](#)

**I have reviewed the Program Review prior to updating this program:**

Yes       No

**Justification for Request:**

*Please enter a brief description of the background and rationale for the new program or for the changes if amending an existing program.*

The dental hygiene department is getting ready to apply for the completion program. This will allow Taft College to award a Bachelor degree upon completing the courses required.

## **NARRATIVE for Dental Hygiene Administration: Bachelor's of Science Degree (B.S.)**

### **Item 1. Program Goals and Objectives**

The Taft College Bachelor of Science Dental Hygiene Administration (B.S.) degree program provides higher education to practitioners seeking to improve career opportunities in dental hygiene. As a licensed dental hygienist, career options are diverse and increasingly demanding education at the baccalaureate level for entry level positions in administration, public health, education, advocacy, and corporate sales. The Taft College Dental Hygiene Administration Bachelor of Science degree program gives students the knowledge, experience, and educational requirements necessary to qualify for such diverse careers.

#### **Program Learning Outcomes**

Upon successful completing of the Bachelor of Science degree program, student will be able to apply:

- 1. Legal and Ethical Principles.** Graduates will integrate personal and professional ethics with legal aspects governing the research and practice of the dental hygiene profession.
- 2. Community Awareness.** Graduates will evaluate local public oral health needs and design services to address identified needs.
- 3. Life Long Learning.** Graduates will value life-long learning of experience, skills, and knowledge of current trends in and emerging techniques and approaches within the dental field by creating a professional growth plan.
- 4. Critical Thinking.** Graduates will construct, analyze and select problem-solving strategies related to research methods, adult learning, business, and administration of patient care through various career options.

### **Item 2. Catalog Description**

Taft College's Bachelor of Science Dental Hygiene Administration Degree Program consists of two-years focused on education that culminates competence in preventing and treating oral diseases. Throughout the program, students will engage in facilitated learning to gain a foundation in education/teaching, administration, business, and public health. The Program provides students the knowledge, experience, and educational requirements necessary to seek career options beyond clinical practice.

### **Item 3. Program Requirements**

#### **SELECTION CRITERIA**

Taft College accepts 35 qualified students into its Bachelor of Science Dental Hygiene Administration Degree Program each fall semester. There are minimum admission requirements that all applicants must meet in order to be considered for acceptance into the program.

The application period for the Fall class is mid-January to the end of February. Designated dates are included in the application once posted.

The Taft College BS curriculum will require the following prior to acceptance

1. Graduate of an Associate Degree Dental Hygiene Program accredited by the Commission on Dental Accreditation.
2. Cumulative College GPA 2.75- Transcripts from all colleges
3. Licensed Registered Dental Hygienist (RDH).

### Display the program requirements in a table format -

DENTAL HYGIENE: BACHELOR of SCIENCE in Dental Hygiene Administration

**Lower Division Courses:** A maximum of 80 semester units verified by admissions process. NOTE: A college level statistics course must be included among the 80 units. A statistics course is prerequisite to INDS 3005 Research Methodology and Practice.]

### Completion of the following CORE courses (40 units)

**PRIOR LEARNING CREDIT:** 15 Upper Division Semester Units

Courses listed here consist of content and outcomes aligned with and assessed by national, state, and regional requirements for practice as a dental hygienist. Students may petition to receive credit for these courses after entering the program.

Credit for Prior Learning: 15 units

INDS 3010	Critical Thinking for Healthcare Professionals	3 units
DNTL 3020	Modifying Oral Health Behavior	3 units
DNTL 3025	Current Topics in Oral Health	3 units
DNTL 3075	Dental Health Careers and Research	3 units
DNTL 4030	Foundation of Interpersonal Healthcare Practice	3 units

*(Dental Hygiene National Board Examination, the Western Regional Examination Board (WREB), the Central Regional Dental Testing Service (CRDTS), and other examination approved /required by the Dental Hygiene Board of California (DHBC) including examination of state law and ethics.*

### Additional Core Courses

FALL

INDS 3005	Research Methodology and Composition	4 units
DNTL 3015	Multicultural Awareness within Healthcare	3 units

SPRING

INDS 4035	Education, Psychology, and Adult Learning	3 units
DNTL 4040	Health Education Methods and Practice	3 units

FALL

DNTL 4045	Public Health Education and Programs	3 units
DNTL 4050	Healthcare Management and Administration	3 units

SPRING

DNTL 4075	Capstone Course: Teaching in Dental Hygiene Program	3 units
DNTL 4080	Capstone Course: Healthcare Management	3 units

**TOTAL Upper Divisions Units: 40**

**Total Degree Units: 120**

**Item 4. Master Planning**

Currently, there are many career paths that a dental hygienist can chose to pursue and a variety of practice locations which they can choose to practice. Dental Hygienists are in demand and have more opportunities than ever before. The individual may to decide what career path they want to pursue and how and where they want to put their education and clinical experience to use. Here are a few options:

Clinician  
 Corporate  
 Public Health  
 Researcher  
 Educator  
 Administrator  
 Entrepreneur

**Item 5. Enrollment and Completer Projections**

Taft College projects enrollment of 35 qualified students into its Dental Hygiene Completion Program every Fall semester as well as 35 annual completers.

**Item 6. Place of Program in Curriculum/Similar Programs**

The Bachelor of Science: Dental Hygiene Administration Program will be housed in the Allied Health/Applied Technologies Division of Taft College. All of the courses required for this program are offered through Taft College.

- a) Do any active inventory records need to be made inactive or changed in connection with the approval of the proposed program? If yes, please specify.

**Does not apply.**

- b) Does the program replace any existing program(s) on the college's inventory? Provide relevant details if this program is related to the termination or scaling down of another program(s).

**Does not apply replace any existing program in our inventory.**

- c) What related programs are offered by the college?

**The Associate Degree Dental Hygiene Program is related.**

**Item 7. Similar Programs at Other Colleges in Service Area**

Taft College is a single college district. There are no similar programs within the service area.

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The new Curriculum Inventory System, launched in July 2017, has added new requirements to program proposals. Please fill out this form and include it with your degree or certificate submission.

**Program Title: Dental Hygiene Baccalaureate Degree Completion**

**Program TOP Code: 12402**

The TOP code is assigned according to the content and outcomes of the program, and must conform closely to the TOP code given to similar programs in other colleges around the state. The TOP code reflects the main discipline or subject matter, thus the program TOP code will reflect the majority of required degree courses.

**Annual Completers: 30**

Number of students estimated to receive the degree or certificate each year after the program is fully established.

**Program Goal: Baccalaureate Degree**

Degree and Certificate programs may have the following specified program goals: Career Technical Education (Limited to Programs in the CTE TOP codes other than ADTs) (C), Transfer (All ADTs and Certificates of Achievement for CSU GE Breadth and IGETC) (T), and Local (all other AA/AS degrees and certificate not in a CTE TOP Code) (O).

**Net Annual Labor Demand (CTE only): 53**

For CTE programs only, fill in the estimated number of annual job openings, minus the annual number of program completers of other programs within the counties in the college service areas. In most cases, this figure must cover only the counties within the college's service area but for occupations considered to have a larger regional or statewide training and recruitment area, the larger area may be used.

**Faculty Workload: 0**

Provide the number of full-time equivalent faculty that will be dedicated to teaching the courses in this program, in the program's first full year of operation, regardless of whether they are new or existing faculty. This estimate is not the number of FTES (full time equivalent students) expected to be generated by the program. The number must be entered as a decimal—for example, one and a quarter full-time equivalent faculty would be entered as 1.25.

**New Faculty Positions: 3**

Provide the number (not FTEF) of separately identified new positions, both part- and full-time. For example, if three part-time positions will be new, then enter the number 3 (three). If existing faculty are sufficient for offering the program with courses and no plans exist to hire new faculty, enter 0 (zero).

**New Equipment: \$2500**

If new equipment will be acquired for this program, estimate (in dollars) the total cost from all sources, including district and state funds.

**New/Remodeled Facility: NA**

If new or remodeled facilities will be acquired for this program, estimate (in dollars) the cost from all sources, including district and state funds.

**Library Acquisitions: \$3500**

Provide the estimated cost (in dollars) of library and learning resources materials

**Program Review Date: January 2025**

Enter the month and year of the first scheduled review after it has been approved. For degrees/certificates with a program goal of “Career Technical Education (CTE)” pursuant to Education code section 78016 the degree/certificate must be reviewed every two (2) years.

**Gainful Employment: Yes or No**

Indicate if the program meets U.S. Department of Education gainful employment criteria. Not applicable for AA-T or AS-T degrees.

**Apprenticeship: Yes or No**

Select “No” if the program is not an apprenticeship. Select “Yes” if the program is an apprenticeship with approval from the Division of Apprenticeship Standards.

**Distance Education:100%**

Indicate the extent to which the courses associated with the certificate are conducted via distance education; four choices are available, 0%, 1-49%, 50-99%, or 100%

**CTE Regional Consortium Approved: Yes**

For programs with a selected program goal of CTE, by selecting “Yes” the college certifies that the program was approved by the CTE regional consortium. For a program with a selected goal that does not include CTE, this field is not required.

**Program Learning Outcomes**

- **Community Health.** Graduates will have competence in synthesizing and evaluating diverse community health programs focused on delivering oral health care to individuals, families, and community groups.

<b>Program SLOS</b>	<b>Ethical Principles.</b> Graduates will integrate personal and professional ethics with legal aspects governing the research and practice of the dental hygiene profession.	<b>Community Health.</b> Graduates will evaluate local public oral health needs and design services to address identified needs.	<b>Lifelong Learning.</b> Graduates will value life-long learning of experience, skills, and knowledge of current trends in and emerging techniques and approaches within the dental field by creating a professional growth plan.	<b>Critical Thinking.</b> Graduates will construct, analyze and select problem-solving strategies related to research methods, adult learning, business, and administration of patient care through various career options.
	3010; 3015; 4050	3005; 3075	3075	4035; 4030; 4050; 4080; 4075; 3020; 404
		4045		
Psych stats		x		
			3025; 4075; 4080	

Potential changes for lower division GE and admissions???

Pre-req for 3005

Psych 2200

Stats 1510

Check courses each term for 'heavy-lift'

3075 DH Careers only

4080 and 4075 will both be taken

## DNTL New Upper Division Courses with SLOs

<b>DNTL 3000A Capstone Course: Dental Health Careers and Research</b>
Student Learning Outcomes:
1. Students will be able to identify and describe the different dental hygiene business and career options.
2. Students will be able to analyze dental workforce models.
3. Develop a Capstone Project based on individual dental hygiene career research.

<b>DNTL 3005 Research Methodology and Composition</b>
Student Learning Outcomes:
1. Students will be able to develop a well-defined research question for their literature review.
2. Students will be able to write the Introduction of their literature review discussing the problem, objectives of the study, and their research questions.

<b>DNTL 3010 Critical Thinking for Health Professionals</b>
Student Learning Outcomes:
1. Students will be about to evaluate and analyze information from proper scientific sources.
2. Students will use the scientific method to research a problem and write a thesis based on their research.
3. Students will critically analyze and interpret health data to apply evidence-based decision making to health care.

<b>DNTL 3015 Multicultural Issues and Healthcare</b>
Student Learning Outcomes:
1. The students will analyze communication, health, and oral health resources regarding cultural issues, diverse populations, literacy and health literacy levels, working with English learners, and addressing disparities in the delivery of health and oral health care.
2. The students will apply theories of communication and culture to interpersonal, small group, and electronic contexts in healthcare and dentistry.

<b>DNTL 3020 Modifying Oral Health Behavior</b>
Student Learning Outcomes:
1. Identify factors the impact personal health behavior
2. Analyze several types of behavior change theories associated with oral health.
3. Recognize dental hygiene providers as behavior change motivators.
4. Implementation of chosen theory.

**DNTL 3025 Special Topics in Oral Health**

## Student Learning Outcomes:

1. Students will be able to identify and analyze current dental hygiene issues that may impact oral care.
2. Students will be able to discuss constant changes in dental health care settings.

**DNTL 4000A Capstone Course: Education**

## Student Learning Outcomes:

1. Develop and implement a capstone project for teaching in a dental hygiene program.
2. Assemble Portfolio from assignments

**DNTL 4000B Capstone Course: Healthcare Management**

## Student Learning Outcome:

1. Develop and implement a capstone project for healthcare management.

**DNTL 4030 Foundation of Interprofessional Health Care Practice**

## Student Learning Outcomes:

1. The student will be able to analyze current issues related to the business practices in dentistry and the implications of these issues to the profession of dental hygiene.
2. The student will be able to evaluate financial statements as part of business decision making.

**DNTL 4035 Education Psychology and Adult Learning**

## Student Learning Outcomes:

1. Analyze effective learner-centered classroom environments
2. Analyze teaching methods used for learner-centered instruction
3. Identify adult learning behavior styles

**DNTL 4040 Health Education Methods and Practice**

## Student Learning Outcomes:

1. The student will be able to examine a standard from an accreditation document and develop a plan for what documents would be appropriate as exhibits to show compliance with the accreditation standard.
2. The student will create an educational module of 30 to 60 minutes that includes all the required and recommended components to facilitate student success.

**DNTL 4045 Public Health Education and Programs**

## Student Learning Outcomes:

1. Evaluate public health education programs
2. Analyze program statistics for successful methods.
3. Create community oral health project.

<b>DNTL 4050 Healthcare Management and Administration</b>
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Student Learning Outcomes:
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1. The student will be able to analyze current issues related to the business practices in dentistry and the implications of these issues to the profession of dental hygiene.
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2. The student will be able to evaluate financial statements as part of business decision making.
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<b>Subj</b>	<b>Course #</b>	<b>Name</b>	<b>COR</b>	<b>SLO</b>
DNTL	3015	Multicultural Awareness within Health Care	Y	Y
DNTL	3020	Modifying Oral Health Behavior	Y	Y
DNTL	3025	Current Topics in Oral Health	Y	Y
DNTL	3075	Dental Health Careers and Research	Y	Y
INDS	3010	Critical Thinking for Health Professionals	y	y
INDS	3005	Research Methodology and Composition*	y	y
DNTL	4030	Foundation of Interpersonal Healthcare Practice	y	y
DNTL	4040	Health Education Methods and Practice	y	y
DNTL	4045	Public Health Education and Programs*	y	y
DNTL	4050	Healthcare Management and Administration	y	y
DNTL	4075	Capstone Course: Teaching in Dental Hygiene Programs*	y	y
DNTL	4080	Capstone Course: Healthcare Management*	y	y
INDS	4035	Education, Psychology, and Adult Learning	y	y

<b>DLE</b>	<b>GE Upper</b>	<b>GWAR</b>	<b>Credit for Exams/Ex perience</b>	<b>Discipline</b>
y			N	Dental
y			Y	Dental
y			Y	Dental
y			Y	Dental
y	Y		Y	Dental
y	Y	Y	N	PSYC/SOC
y			Y	Dental
y			N	Dental
y			N	Dental
y			N	Dental
y			N	Dental
y			N	Dental
y	Y		N	PSYC/Dental

### **Credit Basis/ Assessment**

Patient case-based section of National Dental Hygiene Board Exam

National Dental Hygiene Board Exam and Bi-annual Continuing Education Units

National Dental Hygiene Board Exam *and* State Law and Ethics Exam

National Dental Hygiene Board Exam and State Law and Ethics Exam

National Dental Hygiene Board Exam, State Law and Ethics Exam, *and* Bi-annual Continuing Education Units

## Prerequisite

College level statistics course (PYSC 2200 or STATS 1510)

INDS 3005

DNTL 3075 *and* INDS 4035

DNTL 3075

	#	Subj	Course #	Title
DNTL	3015	DNTL	3015	Multicultural Awareness within Health Care
DNTL	3020	DNTL	3020	Modifying Oral Health Behavior
DNTL	3025	DNTL	3025	Current Topics in Oral Health
DNTL	3075	DNTL	3075	Dental Health Careers and Research
INDS	3010	INDS	3010	Critical Thinking for Health Professionals
INDS	3005	INDS	3005	Research Methodology and Composition*
DNTL	4030	DNTL	4030	Foundation of Interpersonal Healthcare Practice
DNTL	4040	DNTL	4040	Health Education Methods and Practice
DNTL	4045	DNTL	4045	Public Health Education and Programs*
DNTL	4050	DNTL	4050	Healthcare Management and Administration
DNTL	4075	DNTL	4075	Capstone Course: Teaching in Dental Hygiene Programs*
DNTL	4080	DNTL	4080	Capstone Course: Healthcare Management*
INDS	4035	INDS	4035	Education, Psychology, and Adult Learning*

SLO/COR title	SLO aligned w content	SLO assessment updated	Mapped to PSLO
Y	y	y	Y
Y	y	y	Y
Y	y	Y	Y
Y	Y	Y	Y
Y	y	y	y
Y	y	y	y
Y	y	y	y
Y	y	y	y
Y	y	y	y
Y	y	y	y
Y	y	y	y
Y	Y	y	y
Y	y	y	y

Credit Basis/ Assessment

Case-based section of National Board Exam

National Dental Hygiene Board Exam *and* Bi-annual Continuing Education Units

National Dental Hygiene Board Exam *and* State Law and Ethics Exam

National Dental Hygiene Board Exam and State Law and Ethics Exam

National Dental Hygiene Board Exam, State Law and Ethics Exam, *and* Bi-annual Continuing Education Units

To: Dr. Leslie Minor Chief Instructional Officer  
Dr. Vicki Jacobi, Curriculum Co-Chair

From: Lori Travis/Deborah Rodenhauser

Division: Business, Arts & Humanities

Date: 4/25/2022

Re: Interpersonal Communication, CI-D COMM 130

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**Type of Curriculum Change:**

- New Course\*                       Substantial Course Change\*
- Nonsubstantial Course Change\*                       Course Inactivation

**For Course Changes, why is this course being updated?**

- For C-ID
- As part of the 5 year review cycle
- Other (please explain): \_\_\_\_\_

**For New Courses, please enter a justification for the request:**

*Please enter a brief description of the background and rationale for the course. This might include a description of a degree or certificate for which the course is required or the relationship of this course to other courses in the same or other disciplines:*

Currently, we offer Communication Studies courses in the Transfer Model Curriculum, which include COMM 1511 Public Speaking, COMM 1507 Small Group Communication, and COMM 1510 Mass Communication and the Individual; and a Liberal Arts Degree with an emphasis in Communication. Interpersonal Communication should be added to the course offerings as one of two courses available for a CTE certificate. The other course currently offered toward receiving a CTE is COMM 1511 Public Speaking. Moreover, Interpersonal Communication should be offered as one of the three options in List A of the ADT for the Communication Studies Degree, which is in the process of being approved. It could also be a course offering for the Liberal Arts Degree with an emphasis in Communication.

[Click here to enter text.](#)

**Programs Affected/Stand Alone:**

*Please list all degrees and certificates affected:*

---

Click here to enter text.

**Addition to Taft College General Education:**

- Natural Science       Social & Behavioral Science       English Composition  
 Humanities       Communication & Critical Thinking

**Justification for Addition to Taft College General Education:**

*Please list the General Education SLOs this course meets:*

Click here to enter text.

**Communication Studies (COMM) 1530 Interpersonal Communication (3 Units) CSU:-**

**Advisory: Eligibility for English 1500 or 1501 strongly recommended**

**Hours and Unit Calculations:**

**48 hours lecture. 96 Outside of Class Hours. (144 Total Student Learning Hours) 3 Units**

**Catalog Description: Principles of verbal and nonverbal transactions that occur in relationships. Study of theory and research findings and their application to ethical communication in interpersonal relationships and its social responsibility to diversity, equity, and inclusion in personal and professional contexts.**

**Type of Class/Course: Degree Credit**

**Textbooks:**

**Adler, R., Rosenfeld, L.B., & Proctor, II, R.F. (2020). 15<sup>th</sup> edition. *Interplay: The Process of Interpersonal Communication*. New York, NY: Oxford University Press**

**Wood, J.T. (2020). *Interpersonal Communication: Everyday Encounters*. (9<sup>th</sup> edition). Boston, MA: Cengage Learning.**

**McCornack, S., & Morrison, K. (2022). *Reflect & Relate: An Introduction to Interpersonal Communication*. (6<sup>th</sup> edition). London, UK: MacMillan Publishers**

**Wrench, J.S., Punyanunt-Carter, N.M., & Thweatt, K.S. (2020). *Interpersonal Communication: A Mindful Approach*. (OER)**

**Stokes-Rice, T., & Leonard, V. (2020). *Interpersonal Communication*. (OER)**

**Additional Required Materials: None**

**Course Objectives:**

**By the end of the course, a successful student will be able to:**

1. **Analyze and evaluate how communication creates, develops and changes personal identities including variables such as culture, gender, ethnicity, and race; explain the effect of communication on personal identities.**
2. **Examine and determine the effects of communication on interpersonal relationships and social and cultural realities.**
3. **Examine and evaluate the ethical implications of interpersonal communication and its social responsibility to diversity, equity and inclusion founded on communication theory and research including listening and other individual skills and competencies for successful interpersonal communication.**
4. **Diagnose conflict in interpersonal relationships and create appropriate conflict management**

strategies.

**Course Scope and Content:**

**Unit I: Interpersonal Process**

- A. Why We Communicate
- B. The Communication Process
- C. What Makes Communication Interpersonal?
- D. Communication Competence

**Unit II: Mediated Interpersonal Communication**

- A. Mediated Communication: Pros and Cons (How Technology and Trends in Popular Media Influence Others)
- B. Mediated Interpersonal versus Masspersonal Communication
- C. Competence in Mediated Communication

**Unit III: Cultural and Interpersonal Communication**

- A. Culture and Communication
- B. Culture Values and Norms: Shaping the Issues
- C. Co-Cultures and Communication
- D. Codes and Culture
- E. Developing Intercultural Communication Competence

**Unit IV: Interpersonal Communication and the Self**

- A. Communication and the Self-Concept
- B. Presenting the Self
- C. Disclosing the Self

**Unit V: Perceiving Others**

- A. The Perception Process
- B. Influences on Perception
- C. Common Tendencies in Perception
- D. Synchronizing Our Perceptions

**Unit VI: Language**

- A. The Nature of Language
- B. The Impact of Language on Our Values and Beliefs
- C. The Language of Responsibility to Become Inclusive, Equitable, and Diverse
- D. Gender Stereotypes and Language and How it Influences Society and Their Behaviors

**Unit VII: Nonverbal Communication**

- A. Nonverbal Communication Defined
- B. Characteristics of Nonverbal Communication
- C. Functions of Nonverbal Communication
- D. Types of Nonverbal Communication

**Unit VIII: Listening: Receiving and Responding**

- A. **The Nature of Listening**
- B. **The Challenge of Listening**
- C. **Components of Listening**
- D. **Types of Listening Responses**

**Unit XI: Emotions**

- A. **What are Emotions?**
- B. **Influences on Emotional Expression**
- C. **Expressing Emotions Effectively**
- D. **Managing Emotions**

**Unit X: Dynamics of Interpersonal Relationships**

- A. **Why We Form Relationships**
- B. **Models of Relational Dynamics**
- C. **Communicating About Relationships**

**Unit XI: Communication in Close Relationships: Friends, Family, and Romantic Partners**

- A. **Communication in Friendships**
- B. **Communication in Family**
- C. **Communication in Romantic Relationships**

**Unit XII: Managing Conflict**

- A. **What is Conflict?**
- B. **Conflict Styles**
- C. **Conflict in Relational Systems**
- D. **Conflict Management in Practice**

**Unit XIII: Communication Climate**

- A. **What is a Communication Climate?**
- B. **How Communication Climates Develop**
- C. **Creating Supportive Climates**
- D. **Conversation: From Monologue to Dialogue**

**Learning Activities Required Outside of Class:**

**The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:**

1. **Studying**
2. **Answering questions**
3. **Completing required reading**
4. **Written work**
5. **Observing or participating in an activity related to course content**

**Methods of Instruction:**

1. **Lectures**
2. **Discussions**
3. **Independent Study**
4. **Activities**
5. **Purposeful Collaboration**

**Methods of Evaluation:**

1. **Quizzes and tests**
2. **Oral presentations**
3. **Written reports**
4. **Journaling**

**Supplemental Data:**

<b><u>T.O.P. Code:</u></b>	<b><u>0601.00 Media and Communications, General</u></b>
<b><u>Sam Priority Code:</u></b>	<b><u>E: Possibly Occupational</u></b>
<b><u>Funding Agency:</u></b>	<b><u>Y: Not Applicable</u></b>
<b><u>Program Status:</u></b>	<b><u>1: Program Applicable</u></b>
<b><u>Noncredit Category:</u></b>	<b><u>Y: Not Applicable</u></b>
<b><u>Special Class Status:</u></b>	<b><u>N: Course is not a special class</u></b>
<b><u>Basic Skills Status:</u></b>	<b><u>N: Not Applicable</u></b>
<b><u>Prior to College Level:</u></b>	<b><u>Y: Not Applicable</u></b>
<b><u>Cooperative Work Experience:</u></b>	<b><u>N: Course is not a part of a cooperative education program</u></b>
<b><u>Eligible for Credit by Exam:</u></b>	<b><u>No</u></b>
<b><u>Eligible for Pass/No Pass:</u></b>	<b><u>Yes</u></b>
<b><u>Disciplines:</u></b>	<b><u>Communication Studies</u></b>

## ***Student Learning Outcomes***

- Students will demonstrate familiarity with research and thought in the field of interpersonal communication.
- Students will demonstrate effective interpersonal communication skills in various contexts.
- Students will analyze their own relationships using theories and concepts of interpersonal communication.

**Student Learning Outcome (SLO)  
Revision / New Course Template**

Course or Program Name: Interpersonal Communication		Date: 4/28/2022	
Submitted By: Lori Travis		Division: Business, Arts & Humanities	
New SLO	<input checked="" type="checkbox"/>	Revised SLO	<input type="checkbox"/>
		Division Chair: Debora Rodenhauer	

**Remember when writing your SLO's:**

- ✓ Use terms that facilitate measurement
- ✓ Aligns with course outline of record

**Original Course SLO**

1	
2	
3	

**New Course SLO**

1	Students will become familiar with, and make inferences and judgments about about research and thought in the field of interpersonal communication.
2	Students will develop and discuss effective interpersonal communication skills in various contexts.
3	Students will analyze and assess their own relationships using theories and concepts of interpersonal communication.

**Notes**

Some assignment examples to address student learning outcomes:  
 SLO #1: Assignment: Group research paper- a few case study questions to choose from include: How can Wal-Mart adapt to cultural differences when expanding into other countries? How can Taco Bell communicate information about new menu items to customers? How can Ben & Jerry's respond to customer complaints? Students would research the topic and include the textbook as one of the sources.  
 SLO#2: Assignment: Describe the advantages and drawbacks of various social media communication channels in relation to face-to-face communication. Assignment: Identify characteristics of effective communication and competent communicators.  
 SLO#3: Assignment: Describe the various personal and social influences on emotional expression. Assignment: Explain five styles of handling conflict and how they are communicated.

Date Reviewed by SLO Committee: \_\_\_\_\_

SLO(s) Recommended to move forward to Curriculum and General Education Committee

Return to Division for updates

Signature of SLO Coordinator: \_\_\_\_\_

## AP 4025 ~~Philosophy and Criteria for Associate Degrees, and General Education, and Baccalaureate Degrees~~ General Education

### Reference:

~~\_\_\_\_\_~~ Title 5 Section 55061 et seq.; Title 5 Section 55063; Title 3, Section 78040 et seq.; Accreditation Standard ~~H.A.3I & II; AB 1725; AB 927~~

The philosophy and criteria for the associate degree ~~general education~~ and ~~baccalaureate degrees general education~~s general education should address the considerations contained in the references listed above. These include, but are not limited to:

- A. The programs of the District are consistent with the institutional mission, purposes, demographics and economics of its community.
- B. The philosophy and criteria regarding the associate degree references the policy of the Board of Governors that the associate degree symbolizes a successful attempt to lead students through patterns of learning experiences designed to develop certain capabilities and insight, including the ability to:
  - a. Think and communicate clearly and effectively orally and in writing,
  - b. Use mathematics,
  - c. Understand the modes of inquiry of the major disciplines,
  - d. Be aware of other cultures and times,
  - e. Achieve insights gained through experience in thinking about ethical problems, and
  - f. To develop the capacity for self-understanding.

The philosophy and criteria regarding general education reference the policy of the Board of Governors that general education should lead to better self-understanding, including:

- A. General education is designed to introduce students to the variety of means through which people comprehend the modern world.
- B. General education introduces content and methodology of the major areas of knowledge and provides an opportunity for students to develop intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity.

### Philosophy and Criteria for Baccalaureate Degrees

- A. Students completing a baccalaureate degree shall complete the CSU General Education Breadth pattern or Intersegmental General Education Transfer Curriculum ~~general education~~ pattern for the lower division general education.
- B. The college shall require a minimum of six additional semester units of upper division General Education courses. Upper division General Education courses should come from at least two disciplines outside of the major, one of which must have an emphasis in written communication, oral communication or computation. The Curriculum Committee shall define the relevant upper division coursework required at the college for completion of a baccalaureate degree. Upper division courses are defined as requiring lower division knowledge and applying that knowledge as demonstrated measures of critical thinking through writing, oral communication or computation. Upper division coursework may also encompass research elements, workforce training, apprenticeships, internships, required practicum or capstone projects.
- C. Upper division courses typically will have one or more lower division or upper division prerequisites that have been established using content review of the entry skills necessary to be successful as outlined in Title 5, Section 55003. Courses that have been designated as upper division are only intended to be applicable to baccalaureate degrees.

As part of the pre-approval process, each course is reviewed for compliance with minimum requirements **for the Associate Degree**. The Curriculum & General

Education Committee determines appropriate placement in the lower division General Education areas, and the Articulation Officer submits to the CSU system for approval in the GE Breadth and IGETC. Once approved by the CSU, it is added to the transfer general education pattern. ~~based upon guidelines established in Title V 55806.~~

## BP 4025 Philosophy and Criteria for Associate Degrees, ~~and General Education~~, and Baccalaureate Degrees General Education

### Reference:

*Title 5, Section 55061; Title 3, Section 78040 et seq.; Accreditation Standard I and II.A.3; AB 1725; AB 925*

The awarding of an Associate or Baccalaureate degree is intended to represent more than an accumulation of units. Students awarded an Associate degree, Bachelor's degree, or students certified as meeting general education requirements for either the University of California system or the California State University system, should be educated in a broad sense. It is to symbolize a successful attempt on the part of the college to lead students through patterns of learning experiences designed to develop certain capabilities and insights. Among these are the ability to think and to communicate clearly and effectively both orally and in writing; to use mathematics, to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems, and to develop the capacity for self-understanding.

General education is not the same for everyone, thus, some range of choice shall be incorporated into any general education pattern. The general education pattern may include applied as well as theoretical courses. In addition to general education accomplishments, the student receiving an Associate degree shall possess sufficient depth in some field of knowledge to contribute to lifetime interest.

Central to an Associate degree or Baccalaureate degree, general education is designed to introduce students to the variety of means through which people comprehend the modern world. It reflects the conviction of colleges that those who receive their degrees must possess in common certain basic principles, concepts, and methodologies both unique to and shared by the various disciplines. College educated persons must be able to use this knowledge when evaluating and appreciating the physical environment, the culture, and the society in which they live. Most important, general education should lead to better understanding.

In establishing or modifying a general education program, ways shall be sought to create coherence and integration among the separate requirements. It is also desirable that general education programs involve students actively in examining values inherent in proposed solutions to major society problems. To assure student success, basic education courses, courses in the arts and sciences, courses in history and government, courses in humanities and physical education, which are appropriate to serving general educational purposes, must be constantly reviewed, and updated to maintain

their relevance to current student needs. As the total college environment contributes to the overall education of our students, care must be taken to make all college experiences constructive and meaningful.

The Superintendent/President shall establish procedures to assure that courses used to meet general education, ~~and~~ Associate degree [and Bachelor degree](#) requirements meet the standards in this policy. The procedures shall provide for appropriate Academic Senate involvement.

# AP 4100 Graduation Requirements for Degrees and Certificates

## Reference:

~~Title 5 Section 5580 et seq.~~ Education Code Section 70902(b)(3); 78040, et seq.; Title 5, Sections 55070, 55800, et seq.

For the Associate in Arts or Associate in Science degree, a student must demonstrate competence in reading, in written expression, and in mathematics. The student must satisfactorily complete at least 60 semester units (or 90 quarter units) of college work. A minimum of "C" (2.0) grade point average (GPA) and a minimum of "C" in all courses in the major (field of study), local requirements, and competency fields. Double counting of coursework is permitted. A course may be used to satisfy both a major requirement and a general education requirement, but not two general education areas.

A definition of "college work" that provides that courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5 Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section.

The work must include at least 18 semester units (or 27 quarter units) in general education and at least 18 semester units (or 27 quarter units) in a major listed in the Community Colleges "Taxonomy of Programs."

The work must include at least 12 semester units (or 19 quarter units) of study in residence; exceptions to the residence requirement can be made by the Board when an injustice or undue hardship would result.

The general education requirements must include a minimum of work in the natural sciences, the social and behavioral sciences, humanities, and language and rationality. [Ethnic studies must be offered.](#)

Students may petition to have noncredit courses count toward the satisfaction of requirements for an associate degree. ~~[Ethnic studies must be offered.](#)~~

For the Bachelor in Science degree, students must satisfy the residency through completion of a minimum of 12- units at Taft College and current enrollment. In addition to satisfying the residency requirements, to be awarded a bachelor's degree, students must satisfy the additional following requirements:

- a. Completion of a general education sequence appropriate to the completion of a bachelor's degree such as the California State University System General Education Breadth (CSUGE-B) ~~breadth~~ pattern or Intersegmental General Education Transfer Curriculum (IGETC), as approved by Taft College Curriculum and General Education Committee.
- b. Completion of all courses within a bachelor's degree defined major or concentration (minimum of 24 upper-division units within the major).

- c. Completion of a minimum of six (6) upper-division units taken outside the major area of emphasis (i.e., upper-division general education coursework).
- d. Completion of a minimum of 120 total semester units.
- e. Students completing a bachelor's degree have no limitation on the number of units that can be applied to both general education and major units.

District policies and procedures regarding general education and degree requirements must be published in the college catalog and must be filed with the California Community Colleges Chancellor's Office.

For a certificate of achievement, a student must successfully complete a course of study that consists of 16 or more semester units (or 24 quarter units) of degree-applicable credit coursework. The certificate of achievement shall be designed to demonstrate that the student has completed coursework and developed capabilities relating to career or general education.

Shorter credit programs that lead to a certificate may be established by the District.

Content and assessment standards for certificates shall ensure that certificate programs are consistent with the mission of the District, meet a demonstrated need, are feasible, and adhere to guidelines on academic achievement.

Certificates for which California Community Colleges Chancellor's Office approval is not sought may be given any name or designation deemed appropriate except for certificate of achievement, certificate of completion, or certificate of competency.

## BP 4100 Graduation Requirements for Degrees and Certificates

### Reference:

*Education Code Section 70902(b)(3); ~~78040, et seq.~~ Title 5, Sections 55070, 55800, et seq.*

The District grants the degrees of Associate in Arts and Associate in Science and Bachelor in Science to those students who have completed the subject requirements for graduation and who have maintained a 2.0 average in subjects attempted. Students must also complete the general education residency and competency requirements set forth in Title 5 regulations.

Students may be awarded a Certificate of Achievement upon successful completion of a minimum of ~~18~~ 16 or more semester units ~~or 27 or more quarter~~ units of degree-applicable coursework designed as a pattern of learning experiences designed to develop certain capabilities that may be oriented to career or general education.

The Superintendent/President shall establish procedures to determine degree and certificate requirements that include appropriate involvement of the local curriculum committee. The procedures shall assure that graduation requirements are published in the district's catalog and included in other resources that are convenient for students.

*See Administrative Procedures AP 4100*

## **Curriculum and General Education Committee Charter**

### **Mission of Taft College**

Taft College is committed to creating a community of learners by enriching the lives of all students we serve through Career Technical Education, transfer programs, foundational programs, and student support services. Taft College provides an equitable learning environment defined by applied knowledge leading to students' achievement of their educational goals.

In supporting the mission of Taft College, the Curriculum and General Education Committee is charged with overseeing the academic quality and content of the curriculum. To fulfill this assignment, the committee will initiate specific strategies to promote academic breadth, depth and integrity, and to facilitate innovation in the programs offered to students.

### **Role of the Curriculum and General Education Committee:**

The Curriculum and General Education Committee, a standing committee of the Academic Senate and Taft College, makes recommendations to the West Kern Community College District Board regarding:

- \_ New credit and non-credit courses and programs
- \_ Modifications to existing credit and noncredit courses and programs
- \_ Graduation requirements including general education requirements

The Curriculum and General Education Committee charge also includes these academic and professional matters as identified in Education Code 53200(c):

- \*Curriculum, including establishing prerequisites, co-requisites, and advisories and placing courses within disciplines
- \* Degree and certificate requirements
- \* Perfected education program development
- \* Distance Education
- \* Standards on student preparation

### **SPECIFIC RESPONSIBILITIES:**

1. Review and evaluate proposals to initiate or change courses and programs;
2. Assure that curriculum is well developed, clear and complete, and that its supporting documents adequately supplement the proposal;
3. Make recommendations to assist individuals to strengthen their course or program proposals;
4. Evaluate the impact of a curriculum proposal on the resources and other curricula of the college;
5. Provide guidelines and criteria for the development of new courses and programs;
6. Review and revise procedures associated with curriculum development;
7. Encourage and facilitate innovation in the curriculum;
8. Assure that assessment is built into the curriculum proposal;
9. Ensure student learning outcomes align with program and institutional outcomes;
10. Assure that the curriculum offered is complementary and integrated; and
11. Vice President of Instruction sends recommendations to the Board of Trustees upon passage of curriculum items.

**MEMBERSHIP REPRESENTATION:**

The Curriculum and General Education Committee consists of  
Co-chairs:

Vice President of Instruction-non-voting  
Vice President of the Academic Senate

The following shall be voting members of the Curriculum committee:

Division Chairs (6) or designee  
Counseling Representative  
Articulation Officer  
Director of Admissions and Records or designee  
Student Learning Outcomes Coordinator

The following shall be non-voting members of the Curriculum committee:

Vice President of Student Services  
Associate Student Representative & PTK Representative  
Instructional Assistant  
Learning Outcomes Technician  
Instructional Technician- Curriculum (Ex-Officio member)  
Director of Distance Learning  
Dean of Instruction and C.T.E (Career Technical Education)

**Total: 17**

**MEMBERSHIP AND MEETING POLICIES:**

**Quorum** is based on 50% + 1 of voting membership.

It is the responsibility of each member of the Curriculum and General Education Committee to attend each meeting and adhere to the College Code of Conduct.

**MEETING SCHEDULE**

Regular, monthly meetings during the academic year for a length of time will be determined by the committee with additional meetings during in-service.

**Relationship with Other Committees**

The Curriculum and General Education Committee reports to the Academic Senate. The Right to Appeal the recommendations of the committee can be made directly to the Academic Senate.

The Curriculum and General Education Committee relies on two sub-committees to focus on specific tasks or issues.

The Technical Review sub-committee reviews submissions for the Curriculum and General Education Committee to ensure accuracy of information, technical errors, relationships to other programs or degrees, proper library and support services, etc.

The Student Learning Outcomes Assessment Steering Committee (SLOASC) reviews SLOs to ensure quality, alignment to program and institutional outcomes.

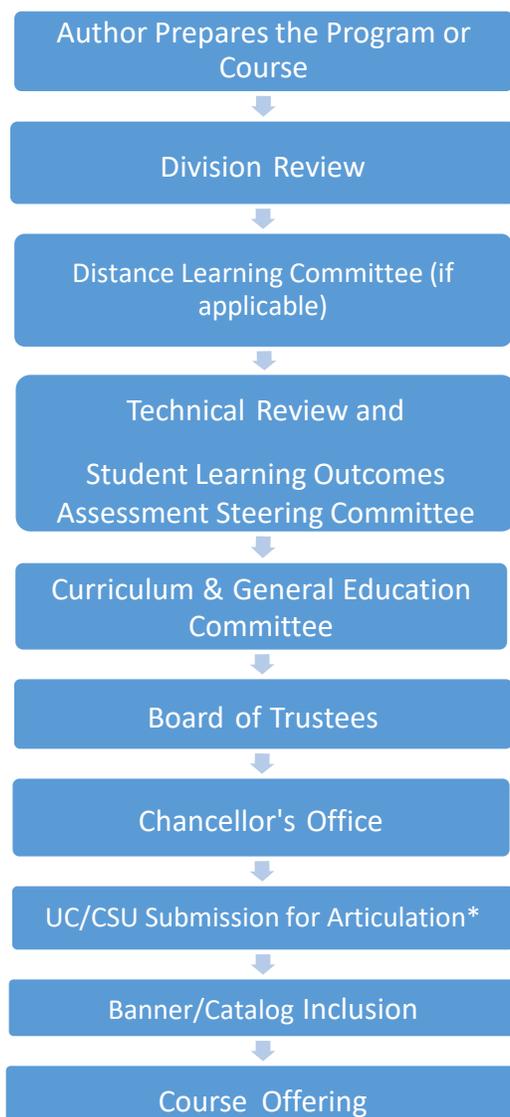
**Self-Evaluation:**

The Curriculum and General Education Committee shall:

- Review/evaluate their performance at the end of each academic year
- Review/evaluate the Committee Charter at the beginning of each academic year

**District Curriculum Approval Process:**

The following chart designates the responsibility, review, and approval process that has been approved by the Board of Trustees (new flow chart not yet approved by the Board) and is in Taft College's Administrative Procedure (AP 4020):



**(Dates to be added to the document upon vote)**

**Signature of Academic Senate President:** \_\_\_\_\_

**Date Approved by the Academic Senate:** \_\_\_\_\_

**Signature of the President/ Superintendent:** \_\_\_\_\_

**Date Reviewed by the Governance Council:** \_\_\_\_\_

**Date adopted by the Board of Trustees:** \_\_\_\_\_